



# Marton Activity Centre

## MAC Policy

### CHILD PROTECTION

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*Marton Activity Centre is committed to providing a child safe environment where children's safety and wellbeing is supported and children feel respected, valued and encouraged to reach their full potential. We will ensure all employees and volunteers understand the meaning, importance and benefits of providing a child safe environment and critically, understand their obligations and requirements as Mandatory Reporters.*

*Our Service believes that:*

- *Children are capable of the same range of emotions as adults.*
- *Children's emotions are real and need to be accepted by adults.*
- *A reaction given to a child from an adult in a child's early stages of emotional development can be positive or detrimental depending on the adult's behaviour.*
- *Children, who preserve, enhance and better understand their body's response to an emotion is more able to predict the outcome from a situation and evade them or ask for help.*

### POLICY STATEMENT

All Educators, Staff and Volunteers are committed to identifying possible risk and significant risk of harm to children and young people at the Service. We comprehend our duty of care responsibilities to protect children from all types of abuse and adhere to our legislative obligations at all time.

We aim to implement effective strategies to assist in ensuring the safety and wellbeing of all children. Marton Activity Centre will act in the best interest of the child, assisting them to develop to their full potential in a secure and caring environment.

## SCOPE

This policy applies to the children, families, staff, management and visitors (including contractors) of Marton Activity Centre.

## WHAT IS ABUSE?

Child abuse is any action towards a child or young person that harms or puts at risk their physical, psychological or emotional health or development. Child abuse can be a single incident or can be a number of different incidents that take place over time. In NSW there are eight types of abuse, some of which are further divided into more specific categories:

1. Physical abuse
2. Neglect, incorporates:
  - Supervision
  - Shelter/environment
  - Food
  - Hygiene/clothing
  - Medical care
  - Mental health care
  - Education – not enrolled / habitual absence
3. Sexual abuse, incorporates:
  - Abuse of a child
  - Abuse of a young person
  - Problematic sexual behaviour toward others
4. Psychological harm
5. Danger to self or others
6. Relinquishing care
7. Carer concern, incorporates:
  - Substance abuse
  - Mental health
  - Domestic violence
8. Unborn child

## DEFINITIONS

### MALTREATMENT

Maltreatment refers to non-accidental behaviour towards another person, which is outside the norms of conduct and entails a substantial risk of causing physical or emotional harm. Behaviours may be intentional or unintentional and include acts of omission and commission. Specifically abuse refers to acts of commission and neglect acts of omission. Note that in practice the terms child abuse and child neglect are used more frequently than the term child maltreatment

### RISK OF SIGNIFICANT HARM (ROSH)

Risk of Significant Harm refers to circumstances causing concern for the safety, welfare and wellbeing of a child or young person present to a significant extent. This means it is sufficiently serious to warrant a response by a statutory authority irrespective of the family's consent.

What is significant is not minor or trivial and may reasonably be expected to produce a substantial and demonstrably adverse impact on the child's or young person's safety, welfare, or wellbeing.

In the case of an unborn child, what is significant is not minor or trivial and may reasonably be expected to produce a substantial and demonstrably adverse impact on the child.

### REASONABLE GROUNDS

Reasonable Grounds refers to the need to have an objective basis for suspecting that a child may be at risk of abuse and neglect based on:

- First-hand observation of the child or family
- What the child, parent or other person has disclosed
- What can reasonably be indirect based on observation, professional training and/ or experience

### MANDATORY REPORTING

Mandatory Reporting is the legislative requirement for selected classes of people to report suspected child abuse and neglect to government authorities. Mandatory reporting laws are not the same across all jurisdictions.

In NSW, mandatory reporting is regulated by the Children and Young Persons (Care and Protection) Act 1998 (The Care Act).

### MANDATORY REPORTERS

Legislation across all jurisdictions, describes a list of particular occupations that are mandated to report suspected child abuse and neglect to the relevant government

authorities. Each jurisdiction may include different groups of people who are mandated to report and different in the types of abuse to be reported. Please check with your state or territory jurisdiction.

Mandatory reporters are people who deliver the following services, wholly or partly, to children as part of their paid or professional work:

- Health care (e.g. registered medical practitioners, specialists, general practice nurses, midwives, occupational therapists, speech therapists, psychologists, dentists and other allied health professionals working in sole practice or in public or private health practices)
- Welfare (e.g. psychologists, social workers, caseworkers and youth workers)
- Education (e.g. teachers, counsellors, principals)
- Children's services (e.g. childcare workers, out of school hours services, family day carers and home-based carers)
- Residential services (e.g. refuge workers)
- Law enforcement (e.g. police)
- Registered psychologists providing a professional service as a psychologist.
- A person in religious ministry or a person providing religious-based activities to children.

All staff have a responsibility to recognise and respond to concerns for safety, welfare and the wellbeing of children and young people, and to report these concerns to management. According to the *Children and Young Persons (Care and Protection) Act 1998* mandated reporters (including people employed in children's services and unpaid managers of these services) must make reports if they suspect on reasonable grounds a child is at risk of significant harm because:

- The child's basic physical or psychological needs are not being met or are at risk of not being met
- The parents or other caregivers have not arranged and are unable or unwilling to arrange for the child to receive necessary medical care
- The parents or other caregivers have not arranged and are unable or unwilling to arrange for a school age child to receive an education
- The child has been, or is at risk of being physically or sexually abused or ill-treated
- The child is living in a household where there have been incidents of domestic violence and they are at risk of serious physical or psychological harm
- The parent's or other caregiver's behaviour means the child has suffered or is at risk of suffering serious psychological harm

## CHILD STORY REPORTER

Mandatory reporters in NSW should use the Mandatory Reporter Guide (MRG) if they have concerns that a child or young person is at risk of being neglected or physically, sexually or emotionally abused. The MRG assists in providing mandatory reporters with the most appropriate reporting decision. It is not designed to

determine whether the matter constitutes risk of significant harm (ROSH). This is done at the Child Protection Helpline through the Screening and Response Priority (SCRPT) tool.

#### THE MRG SUPPORTS MANDATORY REPORTERS TO:

- Determine whether a report to the Child Protection Helpline is needed for concerns about possible abuse or neglect of a child (including unborn) or young person
- Identify alternative ways to support vulnerable children, young people and their families where a mandatory reporter's response is better served outside the statutory child protection system

It is recommended that mandatory reporters complete the MRG on each occasion they have risk concerns, regardless of their level of experience or expertise. Each circumstance is different, and every child and young person is unique.

Helpline caseworkers will make determinations on reports received from mandatory reporters using SCRPT in conjunction with additional information, which may not be available to mandatory reporters.

Mandatory reporters can call the NSW Child Protection Helpline on 132111 (24 hours a day, 7 days a week).

For more information on Child Story Reporter, refer to:  
<https://reporter.childstory.nsw.gov.au/s/>

*NOTE: The reporter is not required to prove that abuse has occurred.*

#### INDICATORS OF ABUSE

There are common physical and behavioural signs that may indicate abuse or neglect. The presence of one of these signs does not necessarily mean abuse or neglect. Behavioural or physical signs, which assist in recognising harm to children, are known as indicators.

The following is a guide only. One indicator on its own may not imply abuse or neglect. However, a single indicator can be as important as the presence of several indicators. Each indicator needs to be deliberated in the perspective of other indicators and the child's circumstances. A child's behaviour is likely to be affected if he/she is under stress. There can be many causes of stress and it is important to find out specifically what is causing the stress. Abuse and neglect can be single incidents or ongoing and may be intentional or unintentional.

#### GENERAL INDICATORS OF ABUSE AND NEGLECT MAY INCLUDE:

- Marked delay between injury and seeking medical assistance

- History of injury
- The child gives some indication that the injury did not occur as stated
- The child tells you someone has hurt him/her
- The child tells you about someone he/she knows who has been hurt
- Someone (relative, friend, acquaintance, and sibling) tells you that the child may have been abused.

## NEGLECT

Child neglect is the continuous failure by a parent or caregiver to provide a child with the basic requirements needed for their growth and development, such as food, clothing, shelter, medical and dental care and adequate supervision. Some examples are:

- Inability to respond emotionally to the child
- Child abandonment
- Depriving or withholding physical contact
- Failure to provide psychological nurturing
- Treating one child differently to the others

## INDICATORS OF NEGLECT IN CHILDREN

- Poor standard of hygiene leading to social isolation
- Scavenging or stealing food
- Extreme longing for adult affection
- Lacking a sense of genuine interaction with others
- Acute separation anxiety
- Self-comforting behaviours, e.g. rocking, sucking
- Delay in development milestones
- Untreated physical problems

## PHYSICAL ABUSE

Physical abuse is when a child has suffered, or is at risk of suffering, non-accidental trauma or injury, caused by a parent, caregiver or other person. Educators will be particularly aware of looking for possible physical abuse if parents or caregivers:

- Make direct admissions from parents about fear of hurting their children.
- Have a family history of violence
- Have a history of their own maltreatment as a child
- Make repeated visits for medical assistance

### INDICATORS OF PHYSICAL ABUSE

- Facial, head and neck bruising
- Lacerations and welts
- Explanations are not consistent with injury
- Bruising or marks that may show the shape of an object
- Bite marks or scratches
- Multiple injuries or bruises
- Ingestion of poisonous substances, alcohol or drugs
- Sprains, twists, dislocations
- Bone fractures
- Burns and scalds

### PSYCHOLOGICAL ABUSE

Psychological harm occurs where the behaviour of the parent or caregiver damages the confidence and self-esteem of the child, resulting in serious emotional deficiency or trauma. In general, it is the frequency and duration of this behaviour that causes harm. Some examples are:

- Constant or excessive criticism, condescending, teasing of a child or ignoring or withholding admiration and affection
- Excessive or unreasonable demands
- Persistent hostility, severe verbal abuse, and rejection
- Belief that a specific child is bad or 'evil'
- Using inappropriate physical or social isolation as punishment
- Exposure to domestic violence
- Intimidating or threatening behaviour

### INDICATORS OF PSYCHOLOGICAL ABUSE

- Feeling of worthlessness about them
- Inability to value others
- Lack of trust in people and expectations
- Lack of 'people skills' necessary for daily functioning
- Extreme attention seeking behaviours
- Extremely eager to please or obey adults
- May take extreme risks, is markedly disruptive, bullying, or aggressive
- Other behavioural disorders (disruptiveness, aggressiveness, bullying)
- Suicide threats (in young people)
- Running away from home

### SEXUAL ABUSE

Sexual abuse is when someone involves a child in a sexual activity by using their authority over them or takes advantage of their trust. Children are often bribed or

threatened physically and psychologically to make them participate in the activity.  
Sexual abuse includes:

- Exposing the child to the sexual behaviours of others
- Coercing the child to engage in sexual behaviour with other children or adults
- Verbal threats of sexual abuse
- Exposing the child to pornography

### INDICATORS OF SEXUAL ABUSE

- The child describes sexual acts
- Direct or indirect disclosures
- Age inappropriate behaviour and/or persistent sexual behaviour
- Self-destructive behaviour
- Regression in developmental achievements
- Child being in contact with a suspected or known perpetrator of sexual assault
- Bleeding from the vagina or anus
- Injuries such as tears to the genitalia

### DOMESTIC VIOLENCE

Domestic violence, or intimate partner violence, is a violation of human rights. It involves violent, abusive or intimidating behaviour carried out by an adult against a partner or former partner to control and dominate that person.

Domestic violence causes fear, physical and/or psychological harm. It is most often violent, abusive, or intimidating behaviour by a man against a woman, but can also be these behaviours by a woman against a man. Living with domestic violence has a profound effect upon children and young people and therefore constitutes a form of child abuse. (*The NSW Domestic and Family Violence Action Plan*, June 2010).

### INDICATORS OF DOMESTIC VIOLENCE

#### A CHILD MAY:

- Demonstrate aggressive behaviour
- Develop phobias & insomnia
- Experience anxiety
- Show signs of depression
- Have diminished self esteem
- Demonstrate poor academic performance and problem-solving skills
- Have reduced social skills including low levels of empathy
- Show emotional distress
- Have physical complaints

## IMPLEMENTATION

Our Service strongly opposes any type of abuse against a child and endorses high quality practices in relation to protecting children. Educators have an important role to support children and young people and to identify concerns that may jeopardise their safety, welfare, or well-being. To ensure best practice, all educators will attend approved Child Protection training certified by a registered training organisation. Educators will continue to maintain current knowledge of child protection and Mandatory Reporter requirements by completing Child Protection Awareness Training annually.

## MANAGEMENT / NOMINATED SUPERVISOR WILL ENSURE:

- The Out of School Hours Service and any responsible person in day-to-day charge of the Service has successfully completed a course in child protection approved by the Regulatory Authority.
- All employees and volunteers are:
  - Provided with a copy of the current Child Protection Policy as part of the induction process at the service.
  - Aware of their mandatory reporting obligations and responsibilities to report suspected risk or significant risk of harm to the NSW Child Protection Helpline on 132111
  - Aware of their responsibility to report cases where they believe a child is at risk of significant harm to the Child Protection Helpline if they are aware that their immediate supervisor has not done so
  - Aware of indicators showing a child may be at risk of harm or significant risk of harm
- Training and development in child protection is provided for all educators, staff and volunteers.
- Educators are provided with a reporting procedure and professional standards to safeguard children and protect the integrity of educators, staff and volunteers.
- Access is provided to all staff regarding relevant legislations, regulations, standards and others to help educators, staff and volunteers meet their obligations.
- To provide access to relevant acts, regulations, standards and other resources to help educators, staff and volunteers meet their obligations.
- Records of abuse or suspected abuse are kept in line with our Privacy and Confidentiality Policy.
- To notify the regulatory authority through the NQA-ITS (within 7 days) of any incident where it is reasonably believed that physical and/or sexual abuse of a child has occurred or is occurring while the child is being educated and cared for by the Service
- To notify the regulatory authority through the NQA-ITS (within 7 days) of any allegation that sexual or physical abuse of a child has occurred or is occurring while the child is being educated and cared for by the Service.
- The Office of the Children's Guardian is notified within 7 business days of becoming aware of any allegations and/or convictions of abuse or neglect

of a child made against an employee or volunteer and ensure they are investigated, and appropriate action taken.

### EDUCATORS WILL:

- Contact the police on 000 if there is an immediate danger to a child and intervene if it is safe to do so.
- Be able to recognise indicators of abuse.
- Respect what a child discloses, taking it seriously and following up on their concerns through the appropriate channels.
- Allow children to be part of decision-making processes where appropriate.
- Comprehend they are mandatory reporters under the legislation and are required to report any situation where they believe on reasonable grounds that a child is at risk of significant harm to the Child Protection Helpline on 132 111 (available 24 hours/7 days a week).
- have completed online training to understand the protection reporting process and use of the mandatory reporter guide (MRG) <https://reporter.childstory.nsw.gov.au/s/mrg>
- Refer families to appropriate agencies where concerns of harm do not meet the threshold of significant harm, These services may be located through CWU (Child Wellbeing Units) or/and FRS (Family Referral Services) at <https://reporter.childstory.nsw.gov.au/s/mrg> Family consent will be sought before making referrals.
- Be able to contact Child Wellbeing Units (CWUs) (as applicable to the Service) who are able to assist mandatory reporters identify the level of risk to a child and whether to report the risk to the Child Protection Helpline.
- Contact the police on 000 if there is an immediate danger to a child and intervene if it is safe to do so.
- Refer families to appropriate agencies where concerns of harm do not meet the threshold of significant harm. These services may be located through CWU (Child Wellbeing Units) or/and FRS (Family Referral Services) at <http://www.keepthemsafe.nsw.gov.au> Family consent will be sought before making referrals.
- Promote the welfare, safety, and wellbeing of children at the Service.
- Prepare accurate records recording exactly what happened, conversations that took place and what was observed to pass on to the relevant authorities to assist with any investigation.
- Understand that allegations of abuse or suspected abuse against them are treated in the same way as allegations of abuse against other people.
- NOT investigate suspicion of abuse or neglect but collect only enough information to substantiate concerns and pass on to the Child Protection Helpline or appropriate authority.

### DOCUMENTING A SUSPICION OF HARM

- If educators have concerns about the safety of a child, they will:

- Record their concerns in a non-judgmental and accurate manner as soon as possible.
- Record their own observations as well as precise details of any discussion with a parent (who may for example explain a noticeable mark on a child).
- Not endeavour to conduct their own investigation
- Document as soon as possible so the details are accurate, including:
  - Time, date and place of the suspicion
  - Full details of the suspected abuse
  - Date of report and signature

### DOCUMENTING A DISCLOSURE

A disclosure of harm emerges when someone, including a child, tells you about harm that has happened or is likely to happen. When a child discloses that he or she has been abused, it is an opportunity for an adult to provide immediate support and comfort and to assist in protecting the child from the abuse. It is also a chance to help the child connect to professional services that can keep them safe, provide support and facilitate their recovery from trauma. Disclosure is about seeking support and your response can have a great impact on the child or young person's ability to seek further help and recover from the trauma.

### WHEN RECEIVING A DISCLOSURE OF HARM, THE SERVICE WILL:

- Remain calm and find a private place to talk
- Not promise to keep a secret
- Tell the child/person they have done the right thing in revealing the information but that they'll need to tell someone who can help keep the child safe
- Only ask enough questions to confirm the need to report the matter because probing questions could cause distress, confusion and interfere with any later enquiries
- Not attempt to conduct their own investigation or mediate an outcome between the parties involved.
- Document as soon as possible so the details are accurately captured including:
  - Time, date and place of the disclosure
  - 'Word for word' what happened and what was said, including anything they said and any actions that have been taken
  - Date of report and signature

### IN ADDITION, AN EDUCATOR RECEIVING A DISCLOSURE FROM A CHILD WILL:

- Give the child or young person their full attention
- Maintain a calm appearance

- Reassure the child or young person it is right to tell
- Accept the child or young person will disclose only what is comfortable and recognise the bravery/strength of the child for talking about something that is difficult
- Let the child or young person take his or her time
- Let the child or young person use his or her own words
- Not make promises that can't be kept. For example, never promise that you will not tell anyone else.
- Honestly tell the child or young person what you plan to do next
- Not confront the perpetrator

### CONFIDENTIALITY

It is important that any notification remains confidential, as it is vitally important to remember that no confirmation of any allegation can be made until the matter is investigated. The individual who makes the notification should not inform the suspected perpetrator (if known). This ensures the matter can be investigated without contamination of evidence or pre-rehearsed statements. It also minimises the risk of retaliation on the child for disclosing.

### PROTECTION FOR REPORTERS

All reporters are protected against retribution for making or proposing to make a report under the amendments to the children and Young persons (Care and Protection) Act 1998 effective 1 March 2020. The identity of the reporter is protected by law from being disclosed, except in certain exceptional circumstances. Provided the report is made in good faith:

- The report will not breach standards of professional conduct.
- The report cannot lead to defamation and civil and criminal liability.
- The report is not admissible in any proceedings as evidence against the person who made the report.
- A person cannot be compelled by a court to provide the report or disclose its contents.
- The identity of the person making the report is protected.

Reports made to Community Services are kept confidential. However, a law enforcement agency may access the identity of the reporter if this is needed in connection with the investigation of an alleged serious offence against a child. Under the *Children and Young Persons (Care and Protection) Act 1998* if the report is made in good faith:

- The report will not breach standards of professional conduct
- The report cannot lead to defamation proceedings
- The report is not admissible in any proceedings as evidence against the person who made the report

- A person cannot be compelled by a court to provide the report or disclose its contents
- The identity of the person making the report is protected.

*A report is also an exempt document under the Freedom of Information Act 1989.*

### **BREACH OF CHILD PROTECTION POLICY**

All educators and staff working with children have a duty of care to support and protect children. A duty of care is breached if a person:

- Does something that a reasonable person in that person's position would not do in a particular situation
- Fails to do something that a reasonable person in that person's position would do in the circumstances
- Acts or fails to act in a way that causes harm to someone the person owes a duty of care.

### **MANAGING A BREACH IN CHILD PROTECTION POLICY**

Management will investigate breaches in a fair, unbiased and supportive manner by:

- Discussing the breach with all people concerned and advising all parties of the process
- Giving the educator/staff member the opportunity to provide their version of events
- Documenting the details of the breach, including the versions of all parties
- Recording the outcome clearly and without bias
- Ensuring the matters in relation to the breach are kept confidential
- Reach a decision based on discussion and consideration of all evidence

### **OUTCOME OF A BREACH IN CHILD PROTECTION POLICY**

Depending on the nature of the breach outcomes may include:

- Emphasising the relevant element of the child protection policy and procedure
- Providing closer supervision
- Further education and training
- Providing mediation between those involved in the incident (where appropriate)
- Disciplinary procedures if required
- Reviewing current policies and procedures and developing new policies and procedures if necessary

### **REPORTABLE CONDUCT SCHEME - ALLEGATIONS AGAINST EMPLOYEES, VOLUNTEERS OR STUDENTS (OR CONTRACTORS).**

The Approved Provider has the legislative obligation under the Reportable Conduct Scheme to notify the Office of the Children's Guardian of reportable allegations and convictions against their employees (including volunteers and contractors), investigate the allegation and advise the Office of the outcome. In addition, the Approved Provider must take appropriate action to prevent reportable conduct by employees.

The Children's Guardian Act 2019, effective 1 March 2020, defines the head of an organisation as a 'relevant entity'. An approved education and care service is listed in schedule 1 of the Act as an entity.

The approved Provider must notify the guardians within seven (7) business days and conduct an investigation into the allegations.

A final report of the investigation must be ready to submit within 30 calendar days or provide information about the progress of the investigation to the Children's Guardian.

The Approved Provider must send a report to the Office of Children's Guardian was completed satisfactorily and whether appropriate action was or can be taken. The Approved Provider must ensure an appropriate level of confidentiality of information relating to the reportable allegations as per the Act or other Legislation.

The Children's Guardian will monitor the entity's response and may conduct their own investigation.

The Children's Guardian Act 2019 defines reportable conduct as:

- A sexual offence has been committed against, with or in the presence of a child
- Sexual misconduct with, towards or in the presence of a child
- Ill-treatment of a child
- Neglect of a child
- An assault against a child
- Behaviour that causes significant emotional or psychological damage to the child

### **EDUCATING CHILDREN ABOUT PROTECTIVE BEHAVIOUR**

Our program will educate children:

- About acceptable and unacceptable behaviour, and what is appropriate and inappropriate contact at an age appropriate level and understanding
- About their right to feel safe at all times
- To say 'no' to anything that makes them feel unsafe or uncomfortable
- About how to use their own knowledge and understanding to feel safe.

- To identify feelings that they do not feel safe.
- The difference between ‘good’ and ‘bad’ secrets.
- That there is no secret or story that cannot be shared with someone they trust.
- That educators are available for them if they have any concerns.
- To tell educators of any suspicious activities or people.
- To recognise and express their feelings verbally and non-verbally.
- That they can choose to change the way they are feeling.

**RESOURCES FOR INDICATORS OF ABUSE AND NEGLECT**

<a href="http://www.childprotection.sa.gov.au/reporting-child-abuse/indicators-abuse-or-neglect">http://www.childprotection.sa.gov.au/reporting-child-abuse/indicators-abuse-or-neglect</a>
<a href="https://www.communities.qld.gov.au/disability/preventing-responding-abuse-neglect-exploitation/identifying-abuse-neglect-exploitation/indicators-signs">https://www.communities.qld.gov.au/disability/preventing-responding-abuse-neglect-exploitation/identifying-abuse-neglect-exploitation/indicators-signs</a>
<a href="http://det.wa.edu.au/childprotection/detcms/inclusiveeducation/child-protection/public/recognising-abuse/indicators-of-abuse.en?cat-id=1337568">http://det.wa.edu.au/childprotection/detcms/inclusiveeducation/child-protection/public/recognising-abuse/indicators-of-abuse.en?cat-id=1337568</a>
<a href="https://education.nsw.gov.au/student-wellbeing/child-protection/child-protection-policy-guidelines/resources">https://education.nsw.gov.au/student-wellbeing/child-protection/child-protection-policy-guidelines/resources</a>
<a href="https://www.dhhs.tas.gov.au/children/child_protection_services/information_sheets_and_resources">https://www.dhhs.tas.gov.au/children/child_protection_services/information_sheets_and_resources</a>
<a href="https://www.vit.vic.edu.au/news/news/2017/the-child-safe-standards-and-mandatory-reporting">https://www.vit.vic.edu.au/news/news/2017/the-child-safe-standards-and-mandatory-reporting</a>
NAPCAN- <a href="https://www.napcan.org.au/napcan-brochures/">https://www.napcan.org.au/napcan-brochures/</a>
Child Safe Organisations- <a href="https://childsafefhumanrights.gov.au">https://childsafefhumanrights.gov.au</a>
<a href="#">Child Protection Reporting: Overview of legislative amendments (NSW) 2020</a>

**CONSIDERATIONS**

**NATIONAL QUALITY STANDARDS (NQS)**

<b>Quality Area 2: Children’s Health &amp; Safety</b>		
<b>2.2</b>	<b>Safety</b>	<b>Each child is respected</b>
<b>2.2.1</b>	<b>Supervision</b>	At all times, reasonable precautions & adequate supervision ensure children are protected from harm.
<b>2.2.2</b>	<b>Incident &amp; Emergency Management</b>	Plans to effectively manage incidents & emergencies are developed in consultation with relevant authorities, practiced & implemented.
<b>2.2.3</b>	<b>Child Protection</b>	Management, educators & staff are aware of their roles & responsibilities to identify & respond to every child at risk of abuse or neglect.

## EDUCATION AND CARE SERVICES NATIONAL REGULATIONS AND NATIONAL LAW

Education and Care Services National Regulations and National law NSW		
Reg	84	Awareness of child protection law
Reg	155	Interactions with Children
Reg	S162 (A)	Persons in day to day charge and nominated supervisors to have child protection training.

## SOURCE

Australian Children's Education and Care Quality Authority (2014)
Australian Government Australian Institute of Family Studies (2005) National comparison of Child Protection Systems: <a href="https://aifs.gov.au/cfca/publications/national-comparison-child-protection-systems">https://aifs.gov.au/cfca/publications/national-comparison-child-protection-systems</a>
Australian Government Australian Institute of Studies (2018) Australian Child Protection Legislation: <a href="https://aifs.gov.au/cfca/publications/australian-child-protection-legislation">https://aifs.gov.au/cfca/publications/australian-child-protection-legislation</a>
Australian Government: Australian institute of Family Studies (2017) Mandatory reporting of child abuse and neglect: <a href="https://aifc.gov.au/cfca/publications/mandatory-reporting-child-abuse-and-neglect">https://aifc.gov.au/cfca/publications/mandatory-reporting-child-abuse-and-neglect</a>
Belonging, being, becoming: The Early Years Learning Framework for Australia (2009)
Child Protection (Working with children) Act 2012
Children and Young Person (Care and Protection) Act 1988
ChildStory Reporter: <a href="https://reporter.childstory.nsw.gov.au/s/">https://reporter.childstory.nsw.gov.au/s/</a>
Early Childhood Australia Code of Ethics (2016)
Government of Western Australia Department of Communities, Child Protection and Family Support. (2019) About Mandatory Reporting legislation: <a href="https://mandatoryreporting.dcp.wa.gov.au/Pages/Aboutmandatoryreportinglegislation.aspx">https://mandatoryreporting.dcp.wa.gov.au/Pages/Aboutmandatoryreportinglegislation.aspx</a>
Guide to the Education and Care Services National Law and the Education and Care Services National Regulations (2017)
Guide to the National Quality Standard (2020)
My Time Our Place: Framework for School Age Care in Australia (2011)
NSW Government Family & Community Services (2019). Mandatory Reporters: What to report and when: <a href="https://www.facs.nsw.gov.au/families/Protecting-kids/mandatory-reporters/what-when-to-report/chapters/mandatory-reporter-guide">https://www.facs.nsw.gov.au/families/Protecting-kids/mandatory-reporters/what-when-to-report/chapters/mandatory-reporter-guide</a>
NSW Government Legislation Children's Guardian Act 2019: <a href="https://legislation.nsw.gov.au/#/view/act/2019/25/full">https://legislation.nsw.gov.au/#/view/act/2019/25/full</a>
NSW Office of the Children Guardian: <a href="https://www.kidsguardian.nsw.gov.au/">https://www.kidsguardian.nsw.gov.au/</a>
Ombudsman Act 2001
Revised National Quality Standard 2018
The Commission for Children and Young People Act 1998
Victoria State Government Education and Training: 2018. Obligations to protect children in early childhood services: <a href="https://www.education.vic.gov.au/childhoof/providers/regulation/Pages/protectionprotocol.aspx">https://www.education.vic.gov.au/childhoof/providers/regulation/Pages/protectionprotocol.aspx</a>
Victoria State Government Health and Human Services. Creating Child Safe organisations: <a href="https://providers.dhhs.vic.gov.au/creating-child-safe-organisations">https://providers.dhhs.vic.gov.au/creating-child-safe-organisations</a>

**SERVICE POLICIES/ DOCUMENTATION**

<b>Policies</b>	
Code of Conduct	Staff Communication
Communication with Families	Privacy and Confidentiality
Health and Safety	Respect for Children
Interactions with Children	Responsible Person
Staffing Arrangements	Relief Educator / Volunteer / Students & Visitors.
Supervision	Work Health and Safety
Child Safe Environment	