



# Springwood and District Preschool Kindergarten

## ***Child Safe, Child Friendly Policy***

### **Legislation:**

*Education and Care Services National Law Act 2010*  
*Education and Care Services National Regulation 2018*  
*Children and Young Persons (Care and Protection) Act (NSW)*  
*United Nation Convention on the Rights of the Child 1989*

*Quality Area 2: Children's Health And Safety*

*Education and Care National Regulations 2018: 99, 158-159, 168, 176 168*

*Related Legislation*

- *Education and Care National Law Act 2010: Sections 165, 167*
- *84 Awareness of child protection law*
- *Crimes Act 1900*

*Child Protection Policy: Responding to and reporting students at risk of harm*

*Refer to the Child Protection Policy. All educators and volunteers of our service are Mandatory Reporters and are required to report to the Child Protection Helpline (Phone: 132 111 or eReport at: <https://reporter.childstory.nsw.gov.au/s/>) if they have reasonable grounds to suspect a child or young person is at risk of significant harm and have current concern about the safety, welfare or wellbeing of a child or young person.*

### **Policy Statement**

Our service has a moral and legal responsibility to ensure that the rights and best interests of the child are paramount and that we will provide training, resources, information and guidance to support this in order to:

- ensure that the health, safety and wellbeing of children at the service is protected at all times;
- ensure that people educating and caring for children at the service act in the best interests of the child;
- protect and advocate the rights of all children to feel safe, and be safe, at all times;
- maintaining a culture in which children's rights are respected;
- encouraging active participation from families at the service, supporting a partnership approach and shared responsibility for children's health, safety, wellbeing and development.



**Rationale:**

Young children are especially vulnerable. They have limited power over their lives and few skills with which to protect themselves.

**Child-safe** means taking active measures to keep children and young people safe from physical, sexual, neglect or emotional abuse.

**Child-friendly** means creating a trusting environment that values, respects and welcomes children and young people. This means children and young people feel confident to raise any problem or concern and know they will be listened to (NSW Commission for Children and Young People).

**Aim:**

- To ensure and enhance children's safety, well being and rights.
- To meet 'duty of care' legislative requirements

**Procedure:**

Springwood and District Preschool Kindergarten will be a Child-Safe, Child-friendly organisation by:

- Being preventative and proactive rather than reactive
- Being child-centred
- Recognising that children are at the hub and respond accordingly
- Having a holistic approach to working with children
- Knowing that when children are safe and valued, this will have an affect on all areas of their lives
- Acknowledging the harm done by all forms of abuse
- Actively decreasing negative influences and enhancing positive influences
- Having clear boundaries for behaviour within the organisation
- Having a commitment embedded in the organisational culture to the link between safety and participation
- Acknowledging that children are unlikely to speak up about experiences of feeling unsafe if their participation is not valued and facilitated in an organisation.
- Using the 'Child Safe check Up' and Checklist – to ensure our obligations as employers and employees are met – See Attachment 1 and 2, including the 'Working with Children Check' for employees and ensuring all those incursion visitors have obtained a 'Certificate for Self-Employed People'.
- Ensuring policies, procedures and code of conduct show educators what conduct is required
- Providing a safe physical environment
- Promoting discussion and feedback including from the children
- Identifying strengths and gaps in safety for children

<b>Links to Quality Areas and Standards:</b>	
<b>Quality Area 2</b>	<b>Children's health and safety</b>
<b>2.2 Safety</b>	<b>Each child is protected.</b>
2.1.1 Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.



2.2.2 Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
2.2.3 Child protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.
Quality Area 5	Relationships with children
5.1.1 Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2 Dignity and rights of the child	The dignity and rights of every child are maintained.
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<b>Quality Area 6</b>	<b><i>Collaborative partnerships with families and communities</i></b>
6.1 Supportive relationships with families	<b><i>Respectful relationships with families are developed and maintained and families are supported in their parenting role.</i></b>
6.1.1 Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.
6.1.2 Parent views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
6.1.3 Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
<b>Quality Area 7</b>	<b><i>Governance and Leadership</i></b>
7.1 Governance	<b><i>Governance supports the operation of a quality service.</i></b>
7.1.1 Service philosophy and purpose	A statement of philosophy guides all aspects of the service's operations.
7.1.2 Management systems	<i>Systems are in place to manage risk and enable the effective management and operation of a quality service.</i>
7.1.3 Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service.

**Source:**

Because It Matters P/L

Early Childhood Australia (2006). *Code of Ethics*. Canberra, ACT. Early Childhood Australia.Department of Education, Employment and Workplace Relations (DEEWR) (2009) *Belonging*,

*Being, Becoming: The Early Years Learning Framework for Australia.* Canberra:DEEWR  
Department of Education, Employment and Workplace Relations (DEEWR) (2011) *Education and  
Care Services National Regulation*  
Department of Education, Employment and Workplace Relations (DEEWR) (2009) *National Quality  
Standard for Early Education and Care and School Aged Children* Canberra:DEEWR  
NSW Commission for Children and Young people  
[http://kids.nsw.gov.au/uploads/documents/Checklist\\_6-7.pdf](http://kids.nsw.gov.au/uploads/documents/Checklist_6-7.pdf)  
[http://kids.nsw.gov.au/uploads/documents/Final%20PDF%20%20Child%20Safe%20Check%20Up1.  
pdf](http://kids.nsw.gov.au/uploads/documents/Final%20PDF%20%20Child%20Safe%20Check%20Up1.pdf)

Policy Reviewed by: \_\_\_\_\_ Approved by: \_\_\_\_\_

Signature: \_\_\_\_\_

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Next Review Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

