

Jack and Jill Preschool

Where Lifelong Friendships Are Made

Child Safe Standards Policy

Aim: To ensure that the safety and wellbeing of the children, in line with the Child Safe Standards, are considered at all times and embedded through a range of service practices.

Alignment with the philosophy:

Associated Systems:

- Service philosophy
- Child protection policy
- Child protection drill template
- Student and visitor policy
- Social media policy
- Safe environment policy
- Dealing with complaints policy
- Dealing with complaints procedure
- Social justice, diversity and inclusion policy
- Relationships with children policy
- Supervision policy
- Partnerships with families policy
- Critical Reflection Procedure
- Human Resources Management Policy
- Job descriptions

Implementation:

Child safe standard	Practices
Standard 1: Child safety is embedded in organisational leadership, governance and culture	<ul style="list-style-type: none">• At all times decisions made within the service will be considered in line with the way they support children's safety and wellbeing.• The strategic plan presented to the management committee to guide their decisions will focus on the importance of safety and wellbeing.• All reflections around decisions made within the service will be guided by the critical reflection procedure to ensure that they do not negatively impact anyone.• All child safe standards will be visible within the service through the ways outlined below.
Standard 2: Children participate in decisions affecting them and are taken seriously	<ul style="list-style-type: none">• Children will be given a voice in decisions within the service and their voice will be considered when making decisions.• For younger children educators will use the children's behaviour to guide decisions.• Educators will ensure that no decisions negatively impact any children by using the critical reflection procedure.

	<ul style="list-style-type: none"> • Educators will advocate on behalf of the children when making decisions to ensure that all are considered. • Where there are any biases present that prevent educators from respecting certain children’s voices these will be addressed within the service through discussions, reflection and training as appropriate. • Where children’s ideas cannot be implemented a rationale will be provided to the children so that they can better understand the decisions. For example children will be informed that it is too dangerous to implement their idea due to the need for supervision of all children. This will then allow children to use this information when making future suggestions, as well as allow the child to feel valued and respected rather than dismissed.
<p>Standard 3: Families and communities are informed and involved</p>	<ul style="list-style-type: none"> • We work hard to build positive relationships with the families and community so that they feel supported through service decisions. • We have transparency behind decisions, where this is appropriate and does not impact confidentiality or privacy, so that families and communities are aware of why certain things need to occur within the service and how their needs are being considered in decisions. • We will work with families from orientation to let them know that we are a child safe service and our role as mandatory reporters to support positive outcomes for all children. • Families will be supported to ensure that they are able to create a safe environment for their children. This includes having individualised approaches to how we work with families so that their unique and individual needs can be understood and supported. • Information will be shared with families both individually and collectively, to support their awareness of how to support children’s safety and wellbeing through their parenting approaches. • Community experts will be invited to work with and support families and children to facilitate positive outcomes and help promote children’s safety and wellbeing.
<p>Standard 4: Equity is upheld and diverse needs are taken into account</p>	<ul style="list-style-type: none"> • The critical reflection procedure will allow us to make sure that no decisions negatively impact any individual stakeholders. • Through the focus child system we will ensure that every child has an advocate within the service and speaks on their behalf to make sure their needs are considered when making decisions. • We will work with children in age appropriate ways to support them to understand the difference between everyone having the same and everyone getting what they need to support their awareness of fairness and diversity. • We will connect children with how their needs have been considered such as letting them know their need for energy release is represented by the experiences on offer, or their need for quiet is represented by the new resources on offer. • Policies and procedures will cater for individualised approaches and support a range of ways that the same outcomes can be met.

<p>Standard 5: People working with children are suitable and supported</p>	<ul style="list-style-type: none"> • As per the Human Resources Management Policy all staff will have suitable skills, knowledge, qualifications and references to ensure that are able to uphold this policy. • Educators who have specific skills and interests around child protection matters will be supported to further utilise these within the service. • Clear expectations around child protection training will be included in job descriptions. • The code of conduct created with staff will align with this policy and its expectations. • Child protection drills will be implemented and reviewed to ensure that all staff are confident in completing their obligations around child safe practices. Any gaps will be addressed with training. • Staff will be provided with child protection refresher training by the management.
<p>Standard 6: Processes to respond to complaints of child abuse (or other concerns) are child-focused.</p>	<ul style="list-style-type: none"> • The Child protection policy and procedure is reviewed at least annually with staff to remind them of their requirements. • As per the Dealing with complaints policy and associated procedure all children will be given a process for making complaints within the service and these will be respected and responded to. • The complaints process is available for families to see both in the service and in the parent handbook so that is it accessible for all.
<p>Standard 7: Staff are equipped with the knowledge, skills and awareness to keep children safe, through continual education and training</p>	<ul style="list-style-type: none"> • The Child protection policy and procedure is reviewed at least annually with staff to remind them of their requirements. • Through reviewing the child protection drill with the team at staff meetings this will be a way of ensuring the policy and procedure is understood and embedded by the team. • Child protection expectations are included in the service induction to support awareness around this.
<p>Standard 8: Physical and online environments minimise the opportunity for abuse or other kinds of harm to occur.</p>	<ul style="list-style-type: none"> • As per the Social media policy children and families will be taught the basics of online safety through the playingITsafe website. • As per the Safe environment policy children will be provided a place within the service that is free of hazards and regularly checked to ensure that expectations around this safe environment are being met. • All policies and procedures associated with providing a safe environment for children will be followed at all times.
<p>Standard 9: Implementation of the Child Safe Standards is continuously reviewed and improved</p>	<ul style="list-style-type: none"> • As per the policy review schedule and Audit of practices policy all systems associated with this policy will be reviewed at least once a year to ensure that they are supporting positive outcomes. • Any gaps in practice will be addressed through this process and met through training, re-induction, individual goals for educators or service goals.
<p>Standard 10: Policies and procedures document how the organisation is child safe</p>	<ul style="list-style-type: none"> • All policies and procedures that align with the child safe standards are identified through the Sources section at the end of the policy, with the specific standards being documented on the policy in brackets.

Sources:

- Education and Care Services National Regulations
- Guide to the NQF
- A Guide to The Child Safe Standards – Office Of The Children’s Guardian (All)

NQF evidence:

- Regulations: All – 84
- NQS: All – 2.2.3