

## safe environment

### Policy Statement

Children's safety and wellbeing are paramount at our service and will be fostered through our child safe culture, responsive relationships, engaging experiences and safe and healthy environment.

### Background

The Education and Care Services National Law Act 2011 and the Children's Services Act requires approved providers to ensure every reasonable precaution is taken to protect children being educated and cared for by the service their service from harm and from any hazard likely to cause injury. MTHCS has policies and procedures in place for providing a child safe environment to minimise risk of harm and hazard to children.

### Practice Principles

- all children attending our service are provided with a safe environment, both physically and online, through the creation of a child safe culture
- children's wellbeing is paramount and children will be actively involved in decision-making to provide an environment that encourages them to reach their potential
- management, educators, and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect
- child protection training has been completed by the relevant persons as required by section 162A of the National Law
- nominated supervisors, educators, and staff members, volunteers and students, at the service who work with children are aware of the existence and application of the current child protection law and child safe standards and any obligations that they may have under that law, as required by regulation 84
- at all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard
- procedures to effectively manage incidents and emergencies are in place and regularly rehearsed
- where the program involves simultaneous use of indoor and outdoor environments, educators will effectively supervise children in both environments.

### Scope

This procedure applies to the approved provider, persons with management or control, nominated supervisor, persons in day-to-day charge, early childhood teachers, educators, staff, students, volunteers, parents/guardians, children and others attending the programs and activities of MTHCS Early Years, including during offsite excursions and activities.

Refer to attachment 1 for detailed table of responsibilities.

### PROCEDURES

**Early Years services have a number of procedures and processes in place to support the safety of children in the early years service sites:**

**1. Physical and online environments processes in place to support child safety** Regs: 82, 83, 165, 166, 168, 170, 171, 172

- Vaping drugs and alcohol are not permitted on the premises signage is present at each service to inform people of this.
- Regular OH&S hazard inspections are undertaken by OH&S representative or their proxy.

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- UV index is checked daily
- Risk assessments are completed for outings
- Chemical storage locations are locked and maintenance
- Parents have a code of conduct which outlines how to utilise online environments and communicate with staff
- Policies and procedure are online and available to staff. Mandatory policies are on the MTHCS and accessible for families.
- Risk and safety assessments are completed for new equipment through XAP checking if the item meets Australian Standards
- Staff orientation and competency checks are completed
- Child Safe standards are a regular agenda item at team meetings
- Staff regularly check the premises and equipment for hazards and complete requisition forms when they require item to be assessed or fixed. Daily checks are completed through MS Teams QR code.
- MTHCS have adopted the National Model Code, under the Code, only service-issued electronic devices are to be used for taking photos or recording videos, thereby minimising the risk of unauthorised distribution of images. The Code states that clear guidelines are developed on carrying personal devices for specific essential purposes ensuring that any exceptions are justified and controlled. Refer to the Information Communication & Technology Early Years procedure.

### **Related procedures to support child safety in the physical and online environments:**

- Emergency Management Plans
- Incident, injury, trauma and illness
- Interactions with children
- Nutrition, oral health and active play
- Sun protection policy
- Transporting children safely and Road Safety Education
- Dealing with infectious diseases
- Dealing with medical conditions in children
- Excursions and Service Events Procedure
- Information Communication and Technology Early Years
- eSafety for Children
- OH&S Policy – Early Years
- Physical Environments Policy
- Water Safety Policy
- Photography and video Policy
- Supervision Policy

### **2. Staffing and supervision processes are in place to ensure we have capable and competent staff to ensure best practice supervision of children Regs: 168, 170, 172, 175**

- Staff are to follow the MTHCS education plans which include mandatory education requirements and utilise the GOLD platform to provide evidence of education completed.
- MTHCS has robust recruitment strategies in place a number of checks are undertaken at the time of recruitment including reference checks that include a question on child safe practices

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- Educators will undergo a staff appraisal which includes an individual learning plan this process is audited and monitored by the People and Culture team
- Rostering systems ensure we are meeting staff to child ratio and qualification requirements, management and the administrative team have oversight of the rostering.
- for notifying the Quality and Assessment division of any breeches to this requirement.
- Staff are to follow the code of conduct which includes requirements around drug and alcohol use
- Room leaders support team work in the children's space to ensure adequate supervision supporting the team to be aware of any blind spots and best places to observe within each facility.
- Staffing grievances will be done in accordance with the Staff concerns, complaints policy, staff support email is in place to support staff as needed.
- Staff will undertake risk assessments for excursions and identify and mitigate any risks to children's safety with a focus on adequate supervision. Risk assessments are kept on F Drive.
- Regularly review behaviour management strategies at team meetings and seek advice from external supports as required –Victorian Inclusion Agency and Kindergarten improvement Advisor: Senior leaders to request support through management.
- MTHCS provide 2 service closure days per year to support completion of mandatory education and up skilling of the workforce in areas of identified need. Usually held in February and October and organised by Early Years management and administrative team.
- Staff undertake monthly emergency exercises so they feel confident and identify improvement in the case of an emergency. Emergency evacuation drills are stored on F Drive
- Staff attend regular team meetings and receive staff updates that focus on unique needs of each service plus regular updates from the approved provider to support culture of child safety. Minutes of meetings are stored on F Drive.

### **MTHCS procedures in PROMPT to support best practice in the safe supervision of children:**

- Recruitment Procedure
- Staffing procedure
- Incident, injury, trauma, and illness procedure
- Interactions with children
- Dealing with medical conditions in children
- Nutrition, Oral Health and Active Play
- Sun protection Water safety
- Dealing with infectious diseases
- Behaviour Guidance Procedure
- Parental Interactions and Involvement policy
- Information Communication and Technology Early Years
- eSafety
- Supervision Policy

### **3. Child Protection Processes and Practices in place to support our Early Years workforce Regs: 84, 165, 166, 168, 170, 171, 172, 175**

- Staff are aware of mandatory reporting requirements through regular discussions at team meetings and updates from the management team. Mandatory reporting is audited regularly by the education and learning team.

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- People and Culture team have audit processes in place for the monitoring of Working With Children's and Police Checks
- Staff undertake mandatory education on child abuse as per the mandatory education on the GOLD platform and are aware of Child protection and Family Violence procedures
- There is a no wrong door policy for raising complaints staff log feedback received into VHIMS system which is reported to their manager. People lodging complaints are supported through the process by managers. MTHCS welcomes feedback as it supports us to continually improvements how we deliver services to the community.
- MTHCS has implemented the national model code and have procedures in place for staff to follow these processes are regularly communicated to staff in team meetings and through regular staff updates
- Code of Conduct education is included as part of whole of service orientation.
- Staff ensure that no child is left alone at the service with visitors.

### Related procedure in PROMT to support Child Protection Processes:

- Child Protection Procedure
- Child Protection from Sexual Abuse Procedure
- Reportable Conduct (Working with Children) Procedure
- Child Information Sharing Scheme (CISS)
- Family Violence and Child Information Sharing Procedure
- Family Violence Sensitive Inquiry and Response Procedure
- Recruitment procedure
- Orientation Procedure
- eSafety
- Interactions with children
- Communication Between Educators and Families
- Staffing
- Early Years Management Procedure

### Processes for responding to incidents, disclosure and suspicions of child abuse

The approved provider or staff, including those with mandatory reporting responsibilities (refer to Definitions) must act when they form a reasonable belief or have a suspicion that a child has been, or is at risk of being abused. Regardless of the suspected cause, all concerns about the wellbeing of a child (or an unborn child) should be taken seriously and acted upon. This includes concerns about the wellbeing of a child, which does not appear to be the result of abuse

Staff must seek advice from the approved provider or person with management or control, DFFH Child Protection, Child First and/or Victoria Police if they are uncertain about whether they have sufficient grounds to form a reasonable belief.

If staff hold a reasonable belief that a child has been or is at risk of being abused, regardless of the advice of the Approved Provider or Person with Management or Control, or any other staff member, they must still make a report to Child Protection and/or Victoria Police.

The steps outlined in the Department of Education's flowchart: Four critical actions for early childhood services: Responding to Incidents, Disclosures and Suspicions of Child Abuse, provides a summary of the critical actions which are to be followed: [www.education.vic.gov.au](http://www.education.vic.gov.au)

Records are kept about all child safety concerns or complaints. These records contain comprehensive descriptions of incidents/ issues of concern and provide evidence for actions taken, including reports

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made to statutory authorities or professional bodies and follow-up actions to be completed. The records are stored in accordance with the service's Privacy and Confidentiality Procedure. (Attachment 3) Privacy is maintained, and information is disclosed when it promotes the safety or wellbeing of a child. Permission is not required from parents/guardians of a child to make a report where abuse is suspected.

### Responding to concerns about the wellbeing of a child

When to report wellbeing concerns to Child FIRST (Family Information, Referral and Support Team)/Orange Door

A referral to Child FIRST or Orange Door (refer to Definitions) should be made if the approved provider/staff member has significant concerns for a child's wellbeing and the child is not in immediate need of protection. This may include circumstances when there are:

- significant concern for a child wellbeing
- parents who lack the skills to support their child physical, emotional and cognitive development that may be affecting the child's development
- family conflict, including family breakdown
- families under pressure, due to a family member's physical or mental illness, substance misuse, disability or bereavement
- young, isolated and/or unsupported families
- families experiencing significant social or economic disadvantage that may adversely impact on a child's care or development.

### When to make a referral to orange door

Orange Door is a free service for women, children and young people who are experiencing family violence, or families who need assistance with the care and wellbeing of children to access the services they need to be safe and supported. Both services ensure that vulnerable children, young people and their families are linked effectively into relevant services, and this may be the best way to connect children, young people and their families with the services they need.

### When to report wellbeing concerns to Victoria police

In addition to reporting suspected abuse to appropriate authorities, you must contact Victoria Police on 000 if the:

- child immediate safety is compromised
- child is partaking in any risk taking activity that is illegal and extreme in nature or poses a high risk to their safety, or the safety of somebody else.

### When to report wellbeing concerns to DFFH child protection

In addition to reporting suspected abuse to appropriate authorities, you should contact DFFH Child Protection if you have significant protective concerns for the wellbeing of a child, but the parents are unable or unwilling to address or resolve these concerns.

This includes all concerns that:

- have a serious impact on a child safety, stability or development (including abandonment, death or incapacity, extreme risk-taking behaviour, or harm to an unborn child)

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- are persistent and entrenched and likely to have a serious impact on a child's safety, stability or development
- relate to a parent/s who cannot or will not protect the child from significant harm
- include a belief that the family is likely to be uncooperative in seeking assistance.

### Managing a disclosure

It is very important to validate a child's disclosure, by listening to the child, taking them seriously and responding and acting on the disclosure by implementing the MTHCS Early Years reporting procedures.

#### Strategies include:

- let the child talk about their concerns in their own time and in their own words
- give them your full attention, the time and a quiet space in which to do this and be a supportive and reassuring listener
- remain calm and use a neutral non-judgmental tone
- comfort the child if they are distressed
- record the child's disclosure using the child's words.
- tell the child that telling you is the right thing to do and that what has happened is not their fault
- let them know that you will act on this information and that you will need to let other people know so that they can help the child
- it is the role of DFFH Child Protection and Victoria Police to investigate. DO NOT taking any steps to investigate. Avoid asking investigative or invasive questions which may cause the child to withdraw and may interfere with an investigation. Avoid going over information repeatedly.

### Responding to incidents, discloser and suspicions of child abuse

To make a report to child protection a staff member needs to have formed a reasonable belief (refer to Definition) that a child has suffered or is likely to suffer significant harm as a result of abuse or neglect, and that their parent has not protected or is unlikely to protect the child from harm of that type.

It is strongly recommended that ALL early childhood service staff follow the **Four Critical Actions** as soon as they witness an incident, discloser or form a reasonable belief that a child has or is at risk of being abused.

### ACTION 1 – RESPONDING IN AN EMERGENCY

If a child has just been abused or is at immediate risk of harm you must take reasonable steps to protect them. These include:

- separating the alleged victim and others involved, ensuring all parties are supervised by a service staff member
- arranging and providing urgent medical assistance where necessary by:
- administering first aid assistance
- calling 000 for an ambulance and following any instructions from emergency service officers/paramedics
- calling 000 for urgent police assistance if the person who is alleged to have engaged in the abuse poses an immediate risk to the health and safety of any person
- you should also identify a contact person at the service for future liaison with police



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- taking reasonable steps to preserve evidence, such as the environment, clothing, other items, and potential witnesses until the police or other relevant authorities arrive on the premises.

### **ACTION 2: REPORTING TO AUTHORITIES**

As soon as immediate health and safety concerns are addressed you must report all incidents, suspicions and disclosures of child abuse as soon as possible. Failure to report physical and sexual child abuse may amount to a criminal offence.

### **IF THE SOURCE OF SUSPECTED ABUSE IS FROM WITHIN THE FAMILY OR COMMUNITY:**

#### **DFFH CHILD PROTECTION**

You must report to DFFH Child Protection if a child is considered to be:  
in need of protection from child abuse

at risk of being harmed (or has been harmed) and the harm has had, or is likely to have, a serious impact on the child's safety, stability or development.

#### **VICTORIA POLICE**

You must also report all instances of suspected sexual abuse (including grooming) to Victoria Police.

#### **REPORT TO MANAGEMENT**

You must report to your approved provider.

#### **NOTIFY THE REGULATOR**

The Approved Provider early childhood services must notify the Quality Assessment and Regulation Division within **24 hours** of the incident or the time the person becomes aware of the incident of any serious incidents, circumstances, or complaints which raise concerns about the safety, health and wellbeing of a child being educated and cared for by a service. Notifications may be made at National Quality Agenda IT System: <https://www.acecqa.gov.au>

If you believe that a child is not subject to abuse, but you still hold significant concerns for their wellbeing you must still act. This may include making a referral or seeking advice from Child FIRST (in circumstances where the family are open to receiving support), or to DFFH Child PROTECTION or Victoria Police.

### **IF THE SOURCE OF SUSPECTED ABUSE IS FROM WITHIN THE SERVICE:**

If the source of suspected abuse comes from within the service (this includes any forms of suspected child abuse involving a staff member, contractor, committee member or volunteer):

- you must contact Victoria Police via your local police station (where appropriate they will refer you on to the local Sexual Offences and Child Abuse Investigation Team)
- you must make a report to DFFH Child Protection if you are a mandatory reporter.
- you must also report internally to the approved provider or person with management or control
- the approved provider must also notify the Quality Assessment and Regulation Division within 24 hours of the incident or the time the person becomes aware of the incident. Notifications made via the National Quality Agenda IT System: <https://www.acecqa.gov.au>
- the approved provider must notify the Commission for Children and Young People (CCYP) of within **three business days** of becoming aware of an allegation (refer to Reportable Conduct Scheme)

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- a contact person must also be identified at the service for future liaison with Child Protection and Victoria Police and seek advice about contacting parents/carers.

### **ACTION 3: CONTACTING PARENTS/CARERS**

You must consult with Victoria Police or DFFH Child Protection to determine what information can be shared with parents/carers. They may advise:

You will be advised not to contact the parents in circumstances where:

- the parents are alleged to have engaged in the abuse
- a disclosure to the parent/carer may subject the child to further abuse
- the notification is likely to adversely affect the investigation of the incident by the relevant authorities.
- Where advised to be appropriate, your service should make sensitive and professional contact with parents as soon as possible on the day of the incident, disclosure or suspicion.

In many cases where it is suspected that a child has been, or is at risk of being abused, it is extremely important that parents/carers are notified as soon as practicable. This enables parents/carers to take steps to:

- prevent or limit their child's exposure to further abuse.
- ensure that their child receives the support that they require.
- It also a requirement under the National Quality Framework that parents be contacted within 24 hours, if the suspected abuse occurs whilst a child is at an education or care service.

However, there are some circumstances where contacting parents/carers may place a child at greater risk.

### **The reportable conduct scheme – refer to reportable Conduct Procedure**

The Approved Provider must notify the Commission for Children and Young People (The Commission) of a reportable allegation (refer to Definitions) within **three** business days of becoming aware of an allegation. The Approved Provider must provide certain detailed information about the allegation and their proposed response within **30** Calendar days.

### **Child protection in early childhood: Privacy and information sharing**

The Child Information Sharing Scheme, and the Family Violence Information Sharing Scheme allow professionals working with children to gain a complete view of the children they work with, making it easier to identify wellbeing or safety needs earlier, and to act on them sooner. Refer to CISS and FVISS procedures.

Following a report to DFFH Child Protection, Victoria Police and/or ChildFIRST you should:

- consult with your approved provider before disclosing information about the report and the child and their family to another information sharing entity (except to verified Victoria Police and DFFH Child Protection workers in very urgent situations and/or if the information is required to protect the safety of that child) and/or
- seek consent from a child or their parents/carers before disclosing information about the report and the child and their family to anyone other than authorities and service staff members (provided this does not place the child or another person at risk).

Privacy laws allow for staff to share a child's personal and health information to enable the services to:

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- provide and support the education of the child, plan for individual needs and address any barriers to learning
- support the social and emotional wellbeing and health of the child
- fulfil duty of care obligations to the child, other children, staff and visitors
- make reasonable adjustments if the child has a disability, including a medical condition or mental illness
- provide a safe and secure workplace.

### Legislation and Standards

Relevant legislation and standards include but are not limited to:

Children, Youth and Families Act 2005 (Vic)  
 Child Wellbeing and Safety Act 2005 (Vic)  
 Child Wellbeing and Safety (Information Sharing) Amendment Regulations 2020  
 Charter of Human Rights and Responsibilities Act 2006 (Vic)  
 Child Safe Standards (Vic)  
 Crimes Amendment (Protection of Children) Act 2014 (Vic)

Education and Care Services National Law Act 2010 (Vic): including but not limited to Sections 165, 166, 167

Education and Care Services National Regulations 2011 (Vic): including but not limited to Regulations 84, 85, 86, 99, 100, 101, 102, 168(2) (h), 145, 146, 149, 150

Education Training and Reform Act 2006 (Vic) (As amended in 2014)

Family Law Act 1975 (Cth)

Family Violence Protection Amendment (Information Sharing) Act 2017

National Quality Standard, including Quality Area 2: Children's Health and Safety

Reportable Conduct Scheme administered by the Commission for Children and Young People (Vic)

Worker Screening Act 2020

Worker Screen Regulations 2021 (Vic)

Wrongs Act 1958 (Vic)

### Sources

Australian Human Rights Commission: [www.humanrights.gov.au](http://www.humanrights.gov.au)

Betrayal of Trust Implementation: [www.justice.vic.gov.au](http://www.justice.vic.gov.au)

Charter of Human Rights and Responsibilities Act 2006 (Vic): [www.legislation.vic.gov.au](http://www.legislation.vic.gov.au)

Child Information Sharing Scheme Ministerial Guidelines: [www.vic.gov.au/guides-templates-tools-for-information-sharing](http://www.vic.gov.au/guides-templates-tools-for-information-sharing)

Commission for Children and Young People (CCYP): [Generic learning or training action plan and training materials](#)

Commission for Children and Young People (CCYP): [www.ccyp.vic.gov.au](http://www.ccyp.vic.gov.au)

Commission for Children and Young People (CCYP): [Head of organisation](#)

Commission for Children and Young People (CCYP), Risk Assessment and Management template: <https://ccyp.vic.gov.au/resources/child-safe-standards/#TOC-14>

Commission for Children and Young People (CCYP), Short Guide to the Child Safe Standards: <https://ccyp.vic.gov.au/assets/resources/New-CSS/A-short-guide-to-the-Child-Safe-Standards-27.04.23.pdf>

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Commission for Children and Young People (CCYP), Sample learning or training action plan: <https://ccyp.vic.gov.au/assets/resources/New-CSS/Risk-assessment-and-management-templates.docx>

Keeping Our Kids Safe: Cultural Safety and the National Principles for Child Safe Organisations: [Keeping our kids safe: Understanding cultural safety in Child Safe Organisations](#)

Department of Education Mandatory Reporting eLearning Module: <https://www.vic.gov.au/child-protection-early-childhood-online-learning>

Ministerial Guidelines for the Family Violence Information Sharing Scheme: [www.vic.gov.au/family-violence-information-sharing-scheme](http://www.vic.gov.au/family-violence-information-sharing-scheme)

National Children's Commissioner: <https://humanrights.gov.au/our-work/commission-general/national-childrens-commissioner-anne-hollonds>

National Model Code - Taking images in early childhood education and care: <https://www.acecqa.gov.au/national-model-code-taking-images-early-childhood-education-and-care>

Quality Assessment and Regulation Division's online guidance: [Early Childhood Guidance on the Child Safe Standards](#)

Risk Assessment and Management Tool, ACECQA: [www.acecqa.gov.au](http://www.acecqa.gov.au)

Service Agreement Information Kit for Funded Organisations: <https://fac.DFFH.vic.gov.au/service-agreement-requirements>

Star Health's 'Being Equal' model for change in early childhood services:

### Gender Equality and Respect in Early Learning Services

The United Nations Convention on the Rights of the Child: [www.unicef.org](http://www.unicef.org)

Victorian Institute of Teaching: [www.vit.vic.edu.au](http://www.vit.vic.edu.au)

Working with Children (WWC) Check: [www.workingwithchildren.vic.gov.au](http://www.workingwithchildren.vic.gov.au)

WorkSafe Victoria: Guide to Incident Notification: [www.worksafe.vic.gov.au](http://www.worksafe.vic.gov.au)

Department of Education PROTECT Portal: [www.vic.gov.au/protect](http://www.vic.gov.au/protect)

The Department of Education's PROTECT portal provides tools and resources to assist professionals and early years services to respond to child abuse or potential child abuse, including:

- Early Childhood Guidance: This section supports early childhood providers to take action if they suspect, or are witness to, any form of child abuse.
- The flowchart: Four critical actions for early childhood services: Responding to Incidents, Disclosures and Suspicions of Child Abuse, provides a summary of the critical actions to take:
- Early Childhood Online Learning: This eLearning Module supports all professionals in early childhood settings to increase their capacity to respond effectively to children whose safety, health or wellbeing may be at risk.

Commission for Children and Young People: [www.ccyp.vic.gov.au](http://www.ccyp.vic.gov.au)

### **Evaluation**

In order to assess whether the values and purposes of the procedure have been achieved, the Approved Provider will:

- regularly seek feedback from everyone affected by the procedure regarding its effectiveness, particularly in relation to identifying and responding to child safety concerns
- monitor the implementation, compliance, complaints and incidents in relation to this procedure
- keep the procedure up to date with current legislation, research, procedure and best practice
- revise the procedure and procedures as part of the service's procedure review cycle, or as required

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notifying all stakeholders affected by this procedure at least 14 days before making any significant changes to this procedure or its procedures, unless a lesser period is necessary due to risk (Regulation 172 (2)).

### Attachments

Attachment 1: Responsibilities Table

Attachment 2: Definitions

Attachment 3: Documentation Templates

### Attachment 1 - Responsibilities

AP/PMC – Approved Provider/Person with management and Control

NS/PIC – Nominated Supervisor/Person In Charge

T&E – Teachers and Educators

C,V&S – Contractors, Volunteers and Students

Responsibilities	AP/PMC	NS/PIC	T&E	P&G	C,V&S
R indicates legislation requirement, and should not be deleted					
Ensuring that obligations under the Education and Care Services National Law and National Regulations are met	R	R	•		•
Ensuring that the Child Safe Environment and Well being policy and procedures are implemented, the appropriate risk assessments and action plans are completed, and all identified actions are taken to minimise the risks to children's health and safety (also known as a risk minimisation plan)	R	R	•		•
Taking reasonable steps to ensure that nominated supervisors, ECT's/educators and	R				

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staff follow the Child Safe Environment and Wellbeing procedure and procedures					
Ensuring the learning environment provided considers appropriate child groupings, sufficient space, and includes carefully chosen and well-maintained resources and equipment (Regulations 103) (refer to Injury Trauma and Illness Policy)	R	R	•		
Ensuring racism within the service is identified, confronted and not tolerated (anti discrimination policy)	R	R	R	R	R
Creating a culturally safe environment and meet the needs of Aboriginal children, young people and their families	R	R	R		R
Strategies are embedded within MTHCS Early Years which equip all members to acknowledge and appreciate the strengths of Aboriginal culture and understand its importance to the wellbeing and safety of Aboriginal children and young people	R	R	R		R
Actively supporting and facilitating the participation and inclusion within MTHCS Early Years by Aboriginal children, young people and their families	R	R	R		R
Ensuring public commitment to the cultural safety of Aboriginal children is available and displayed for public access	R	•			
Actively supporting and encouraging a child's ability to express their culture and enjoy their cultural rights	R	•	•		•
Understanding children's diverse circumstances, and providing support and responding to those who are vulnerable	R	•	•		
Supporting the needs of children with disability, children from culturally and linguistically diverse backgrounds, those who are unable to live at home, and transgender and intersex children	R	R	R		R
Implement risk assessments of the service environment, equipment and online environment (refer to eSafety policy) to ensure risks to safety, health and wellbeing are minimised (National Law: Sections 167) (refer to Occupational Health and Safety and Injury Trauma and Illness Procedure)	R	R	•		•

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Conducting a risk assessment (refer to Sources) of abuse and harm to children that considers the service setting, activities, personnel, and physical and online environments.	R	R	R		R
Developing risk management strategies that focuses on preventing, identifying and mitigating risks of abuse and harm to children	R	R	R		R
Ensuring that risk management plans (refer to Sources) list the actions the service will take to prevent or reduce each identified risk of child abuse and harm	R	R	•		•
Actively monitor, review and evaluate child abuse risks,	R	R	R		R
Implementing risk management plans, considering risks posed by service setting, activities, and the physical environment	R	R	•		
Complying with the legislated ECT/educator-to-child ratios at all times (National Law: Sections 169, Regulations 123) (refer to Supervision of Children Procedure)	R	R	•		•
Ensuring children are actively always supervised (Regulations 122) (refer to Supervision of Children Procedure)	R	R	•		•
Ensuring all staff, contractors, volunteers and students do not consume or are under the influence of alcohol or be affected by drugs (Regulations 82, 83) (refer to Tobacco, Alcohol and other Drugs Procedure)	R	•	•		•
Ensuring that a public commitment to child safety on the service website and displayed at the service premises	R	•			
Providing leadership for an organisational culture of accountability for child safety which is open to scrutiny and is continuously reviewed and improved	R	•			
Ensuring there is a child safe champion/s who can lead discussions, answer questions and support child safety and wellbeing	R	•			
Advising staff of current legislation, and their legal and duty of care obligations (Regulation 84)	R	•			
Undertaking child safety and wellbeing reviews and developing an action plan to maintain Child Safe Standards (refer to attachment 2) at MTHCS Early Years	R	•	•	•	•

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Ensure that all child safety and wellbeing incidents are reviewed regularly, and findings are thoroughly documented in reports and include lessons from complaints, concerns and safety incidents	R	•	•		•
Keeping up to date and complying with any relevant changes in legislation and practices in relation to this procedure	R	•	•		
Contributing to an organisational culture of child safety	R	•	•	•	•
Ensuring continuous improvement in the implementation of the Child Safe Standards (refer to attachment 2) in MTHCS Early Years, promoting an organisational culture of accountability for child safety which is open to scrutiny and is continuously reviewed and improved (refer to Sources)	R	R	•	•	•
Conducting recruitment and induction processes for staff in line with this procedure	R				
Screening contractors, volunteers and students in line with their roles and this procedure	R	•			
Ensuring the safety and wellbeing of children attending the service by keeping a visitors' record, including contact details, signatures and arrival/departure times	R	•	•		•
Ensuring that contractors, volunteers, students, parents/guardians and other visitors to the service are not left with sole supervision of individual children or groups of children	R	R	•		
Ensuring that contact is prevented or responding if it has occurred, when the service has been notified of a court order prohibiting an adult from contacting an enrolled child	R	R	•		
Validating Working with Children Clearance (refer to attachment 2) or Victorian Institute of Teaching Registration before staff, contractors, volunteers and students commence working with children (refer to Staffing Procedure)	R	•			
Ensuring all ECT's/educators and staff, volunteers and students, are aware of current child protection legislation,	R	R	•		•



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including mandatory reporting requirements and obligations.					
Identifying the potential for child abuse at MTHCS Early Years, and developing and implementing effective prevention strategies	R	R	R		
Following processes for responding to and reporting suspected child abuse	R	R	R	●	R
Ensuring that clear and comprehensive notes relating to incidents, disclosures and allegations of child abuse are made and retained	R	R	R	●	R
Following processes for responding to and reporting suspected family violence (refer to Family Violence Support procedure)	R	R	R		R
Ensuring appropriate annual training on child safety, including recognising the signs and symptoms of child abuse (refer to attachment 2), knowing how to respond, and understanding responsibilities and processes for reporting	R	R	R		R
Ensuring systems are in place that cover all aspects of child protection training each year (refer to Source). This includes refresher training and additional professional development where needed. Different roles in the service require specific training: New staff, volunteers and students on placement will need comprehensive induction and training Leadership group needs training on their specific responsibilities in the service Governance bodies such Committees will also need training on their responsibilities	R	R	R		R
Developing training actions plans for staff and volunteers includes training on: the Child Safety and Wellbeing Procedure identifying indicators of child abuse and harm how to support a person making a disclosure about harm to a child how to respond to issues of child safety including internal and external reporting requirements, notifying families and carers and managing risks to children how to support cultural safety.	R	R	●		●

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Ensuring the training register records the completion of training by staff and volunteers.	R	R	●		●
Ensuring procedures for reporting and responding to suspected child abuse or neglect are promoted across the service and regularly reviewed in partnership with all stakeholders	R	●	●	●	●
Fulfilling legal obligations, including mandatory reporting and duty of care obligations (refer to attachment 2)	R	R	R		R
Offering children access to age appropriate sexual abuse prevention programs and to relevant related information	R	R	R		R
Ensuring that staff and volunteers are attuned to signs of harm and facilitate child-friendly ways for children to express their views, participate in decision-making and raise their concerns	R	R	R		R
Communicating to staff about their obligations under the Information Sharing Schemes (refer to attachment 2), and ensure they have read and understood the Privacy and Confidentiality Procedure	R	R	●		
Promoting awareness and compliance with the Child Safe Standards (refer to attachment 2) when disclosing information to promote the wellbeing and safety of a child or group of children	R	●	●		
Ensuring information sharing procedures abide by the CISS Ministerial Guidelines (refer to Source) and exercising professional judgement when determining whether the threshold for sharing is met, what information to share and with whom to share it (refer to Privacy and Confidentiality Procedure).	R	R	R		
Ensuring confidential information is only shared with relevant authorities to the extent necessary to promote the wellbeing or safety of a child or group of children, consistent with the best interests of that child or those children	R	R	R		●
Maintaining co-operative relationships with appropriate services and/or professionals (including Child FIRST/Orange Door) (refer	●	●	●		

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to attachment 2) in the best interests of children and their families					
Offering support to the child and their family, and to staff in response to concerns or reports relating to the safety, health and wellbeing of a child at MTHCS Early Years	•	•	•		
Ensuring processes for responding to and reporting are followed when there are significant concerns for the safety, health or wellbeing of a child at the service	R	R	R		
Notifying DE within 24 hours of a serious incident (refer to attachment 2) occurring at the service	R	•			
Notifying DE within 24 hours of becoming aware of a notifiable complaint (refer to attachment 2) or allegation regarding the safety, health and/or welfare of a child at the service	R				
Ensuring reporting requirements under the Occupational Health and Safety (OHS) Act 2004 are made to WorkSafe (refer to Sources) as soon as is practicable	R				
Identifying who the head of the organisation (refer to Definitions) is for MTHCS Early Years (refer to Sources)	R				
Notifying the nominated head of organisation (refer to attachment 2) to the Commission for Children and Young People and maintaining the currency of the information	R				
Ensuring that staff or volunteers that are provided by a labour hire agency or company are also subject to the reportable conduct scheme	R				
Notifying the Commission for Children and Young People within 3 business days of becoming aware of a reportable allegation (refer to attachment 2), under the Reportable Conduct Scheme (refer to attachment 2)	R				
Investigating an allegation (subject to police clearance on criminal matters or matters involving family violence), advising the Commission for Children and Young People who is undertaking the investigation	R				
Managing the risks to children whilst undertaking the investigation	R	•	•		

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Updating the Commission for Children and Young People within 30 calendar days with detailed information about the reportable allegation and any action	R				
Notifying the Commission for Children and Young People of the investigation findings and any disciplinary action taken (or the reasons no action was taken)	R				
Notifying the approved provider or person with management or control immediately on becoming aware of a concern, complaint or allegation regarding the safety, health and welfare of a child at MTHCS Early Years		R	R	•	•
Maintaining confidentiality at all times (refer to Privacy and Confidentiality Procedure)	R	R	R	•	R
Providing appropriate resources and training to assist staff, contractors, volunteers and students to implement this procedure (refer to Sources)	R	•			
Protecting the rights of children and families, and encouraging their participation in decision-making	R	•	•	•	
Abide by the Code of Conduct Procedure	R	•	•	•	•
Ensuring an explicit statement of MTHCS's Early Years commitment to child safety is included in all advertising promotion for the organisation	R				
Being aware of this procedure, the Code of Conduct Procedure, Privacy and Confidentiality Procedure and the Interactions with Children Procedure and their ongoing obligations to behave in accordance with the procedures	R	R	R	R	R
Ensuring when sharing information giving precedence to the well being and safety of a child or group of children over the right to privacy when sharing information under the CISS and the FVISS (refer to Privacy and Confidentiality Procedure)	R	R	R		
Seeking and taking into account the views of the child and the child's relevant family members, if it is appropriate, safe and reasonable to do so when sharing information under the CISS and the FVISS (refer to attachment 2)	•	•	•		
Being respectful of and have regard to a child's social, individual and cultural	•	•	•		

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identity, the child's strengths and abilities and any vulnerability relevant to the child's safety or well being when sharing information under the CISS and FVISS (refer to attachment 2)					
Promoting a child's cultural safety and recognising the cultural rights and familial and community connections of children who are Aboriginal, Torres Strait Islander or both when sharing information under the CISS and FVISS (refer to attachment 2)	•	•	•		
Educating and empowering children to talk about events and situations that make them feel uncomfortable	•	•	•	•	•
Providing support to staff who disclose harm	R	•			
Informing children about all of their rights, including to safety, information and participation	R	R	R		R
Ensuring that children have access to information, support and handling complaints through processes that are culturally safe, accessible and easy to understand (refer to Compliments and Complaints procedure)	•	•	•		
Identifying and mitigating risks in the online and physical environments without compromising a child's right to privacy, access to information, social connections and learning opportunities (refer to eSafety for Children Procedure)	R	•	•		•
Adopting the National Model Code to promote a child safe culture when it comes to taking, sharing and storing images or videos of children in early childhood education and care (refer to eSafety for Children Procedure and Information Communication and Technology Procedure Early Years)	•	•	•		•
Reviewing this procedure in consultation with stakeholders	R	•	•	•	•

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### Attachment 2 - Definitions

The terms defined in this section relate specifically to this procedure.

**Abuse:** see Child abuse definition below.

**Child abuse:** (In the context of this procedure) refers to an act or omission by an adult that endangers or impairs a child's physical and/or emotional health or development. Child abuse can be a single incident but often takes place over time. Abuse, neglect and maltreatment (refer to Definitions) are generic terms used to describe situations in which a child may need protection. Child abuse includes any and all of the following:

**Physical abuse:** When a child suffers or is likely to suffer significant harm from an injury inflicted by a parent/guardian, caregiver or other adult. The injury may be inflicted intentionally, or be the consequence of physical punishment or the physically aggressive treatment of a child. Physical injury and significant harm to a child can also result from neglect by a parent/guardian, caregiver or other adult. The injury may take the form of bruises, cuts, burns or fractures, poisoning, internal injuries, shaking injuries or strangulation.

**Sexual abuse:** When a person uses power or authority over a child, or inducements such as money or special attention, to involve the child in sexual activity. It includes a wide range of sexual behaviour from inappropriate touching/fondling of a child or exposing a child to pornography, to having sex with a child and grooming with the intent of committing child sexual abuse.

**Emotional and psychological abuse:** When a child, parent or caregiver repeatedly rejects the child or uses threats to frighten the child. This may involve name calling, put downs or continual coldness from the parent or caregiver, to the extent that it significantly damages the child, physical, social, intellectual or emotional development.

**Neglect:** The failure to provide a child with the basic necessities of life, such as food, clothing, shelter, medical attention or supervision, to the extent that the child's health and development is, or is likely to be, significantly harmed.

**Family violence:** When children and young people witness or experience the chronic, repeated domination, coercion, intimidation and victimisation of one person by another through physical, sexual and/or emotional means within intimate relationships. Contrary to popular belief, witnessing episodes of violence between people they love can affect young children as much as if they were the victims of the violence. Children who witness regular acts of violence have greater emotional and behavioural problems than other children.

**Racial, cultural, religious abuse:** Conduct that demonstrates contempt, ridicule, hatred or negativity towards a child because of their race, culture or religion. It may be overt, such as direct racial vilification or discrimination, or covert, such as demonstrating a lack of cultural respect (attitude and values) and awareness (knowledge and understanding) or failing to provide positive images about another culture.

**Bullying:** Repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Bullying occurs when one or more people deliberately and repeatedly upset or hurt another person, damage their property, reputation or social acceptance.

**Child FIRST:** A Victorian community-based intake and referral service linked with Family Services. Child FIRST ensures that vulnerable children, young people and their families are effectively linked to relevant services, including Child Protection.



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**Child Information Sharing Scheme (CISS):** enables Information Sharing Entities (ISE) (refer to Definitions) to share confidential information about any person to promote the wellbeing and/or

safety of a child or group of children. The CISS works in conjunction with existing information sharing legislative provisions. All Victorian children from birth to 18 years of age are covered. Unborn children are only captured when there has been a report to Child First or Child Protection. Consent is not required from any person when sharing under CISS. The CISS does not affect reporting obligations created under other legislation, such as mandatory reporting obligations under the Children, Youth and Families Act 2005.

**Child Safe Standards:** Promotes the safety of children, prevent child abuse, and ensure organisations have effective processes in place to respond to and report all allegations of child abuse.

**Child sex offender:** Someone who sexually abuses children, and who may or may not have prior convictions.

**Child protection:** The term used to describe the whole-of-community approach to the prevention of harm to children. It includes strategic action for early intervention, for the protection of those considered most vulnerable and for responses to all forms of abuse.

**Child protection notification:** A notification to the Child Protection Service by a person who believes that a child is in need of protection.

**Child Protection Service (also referred to as Child Protection):** The statutory child protection service provided by the Victorian Department of Families, Fairness and Housing to protect children and young people at risk of abuse and neglect. This service also works closely with Family Services (including Child FIRST) to support the assessment and engagement of vulnerable children and families in community-based services. Code of conduct: A set of rules or practices that establish a standard of behaviour to be followed by individuals and organisations. A code of conduct defines how individuals should behave towards each other and towards other organisations and individuals in the community (refer to MTHCS Code of Conduct Procedure).

**Contractor:** A person or company that undertakes a contract to provide materials or labour to perform a service or do a job. Examples include photographer, trades person, people contracted to provide an incursion.

**Department of Families, Fairness and Housing (DFFH):** The department is responsible for child protection, prevention of family violence, housing, disability, multicultural affairs, LGBTIQ+ equality, veterans, and the offices for Women and Youth.

**Disclosure:** (In the context of this procedure) refers to a statement that a child or young person makes to another person that describes or reveals abuse.

**Family Violence Information Sharing Scheme (FVISS):** enables the sharing of relevant information between authorised organisations to assess or manage risk of family violence.

**Head of organisation:** The heads of organisations under the Reportable Conduct Scheme are required to have systems in place to prevent reportable conduct within their organisation, and systems to enable staff to make reportable allegations. The head of organisation has the powers of the employer. A CEO or Principle Officer is a head of organisation. For stand-alone kindergartens, the head of organisation will usually be the president or another office bearer who consents to the nomination.

**Information Sharing Entities (ISE):** are authorised to share and request relevant information under the Child Information Sharing Scheme and the Family Violence Information Sharing Scheme (the Schemes) and required to respond to requests from other ISE's. All ISE's are mandated to respond to all requests for information.

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**Maltreatment:** (In the context of this procedure) refers to physical and/or emotional mistreatment, and/or lack of care of the child. Examples include sexual abuse, the witnessing of family violence and any non-accidental injury to a child.

**Mandatory reporting:** The legal obligation of certain professionals and community members to report when they believe, on reasonable grounds, that a child is in need of protection from harm. A broad

range of professional groups are identified in the Children, Youth and Families Act 2005 as 'mandatory reporters', including:

all educators with post-secondary qualifications in the care, education or minding of children and employed or engaged in an education and care service or a children's service

all proprietors, nominees of a children's service, approved providers, and nominated supervisors of an education and care service.

educators registered with the Victorian Institute of Teaching (VIT).

Mandated staff members must make a report to Victoria Police and/or Child Protection as soon as is practicable if, during the course of acting out their professional roles and responsibilities, they form a belief on reasonable grounds (refer to Definitions) that:

a child has suffered, or is likely to suffer, significant harm as a result of physical and/or sexual abuse (refer to Definitions) and

the child's parents/guardians have not protected, or are unlikely to protect, the child from harm of that type.

Mandatory reporters must also follow processes for responding to incidents, disclosures or suspicions of child abuse to fulfil all their legal obligations (refer to Attachment 3: Processes for responding to incidents, disclosure and suspicions of child abuse).

**Neglect:** see Child abuse definition above.

**Negligence:** Doing, or failing to do something that a reasonable person would, or would not do in a certain situation, and which causes another person damage, injury or loss as a result

**Organisational duty of care:** The statutory duty organisations have to take reasonable precautions to prevent sexual and/or physical abuse of a child.

**Orange Door:** A free service for adults, children and young people who are experiencing or have experienced family violence and families who need extra support with the care of children

**Offender:** A person who mistreats and/or harms a child or young person.

**Perpetrator:** A person who mistreats and/or harms a child or young person.

**Reasonable belief/reasonable grounds:** A person may form a belief on reasonable grounds that a child or young person is in need of protection after becoming aware that the child or young person's safety, health or wellbeing is at risk and the child's parents/guardians are unwilling or unable to protect them. There may be reasonable grounds for forming such a belief if:

a child or young person states that they have been physically or sexually abused

a child or young person states that they know someone who has been physically or sexually abused (sometimes the child may be referring to themselves)

someone who knows the child or young person states that the child or young person has been physically or sexually abused

a child shows signs of being physically or sexually abused

the person is aware of persistent family violence or parental substance misuse, psychiatric illness or intellectual disability or other factors that are impacting on the child or young person's safety, stability or development

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the person observes signs or indicators of abuse, including non-accidental or unexplained injury, persistent neglect, poor care or lack of appropriate supervision  
a child's/young person's actions or behaviour may place them at risk of significant harm and the parents/guardians are unwilling or unable to protect the child.

**Reportable allegation:** any allegation that an employee (including agency/relief staff or contractor provided by a labour hire agency), volunteer or student has committed child abuse (refer to Definitions)

**Reportable Conduct Scheme:** aims to improve oversight of how organisations respond to allegations of child abuse and child-related misconduct by their workers (including agency/relief staff or contractor provided by a labour hire agency), and volunteers. There are five types of 'reportable conduct':

sexual offences committed against, with or in the presence of a child

sexual misconduct committed against, with or in the presence of a child

physical violence against, with or in the presence of a child

any behaviour that causes significant emotional or psychological harm to a child

significant neglect of a child.

**Working with Children (WWC) Check:** is a legal requirement under the Worker Screening Act 2020 for those undertaking paid or voluntary child-related work in Victoria.

**Working with Children Clearance:** A WWC Clearance is granted to a person under working with children legislation if:

they have been assessed as suitable to work with children

there has been no information that, if the person worked with children, they would pose a risk to those children

they are not prohibited from attempting to obtain, undertake or remain in child-related employment.

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### ATTACHMENT 3: documenting RESPONSE TO SUSPECTED CHILD ABUSE: TEMPLATE FOR ALL VICTORIAN EARLY CHILDHOOD SERVICES

Under the National Quality Framework, the approved provider of an education and care service must ensure that an incident, injury, trauma and illness record is kept (Regulation 87). This template aligns with this requirement and it is strongly recommended that all early childhood service staff utilise this template for incidents, disclosures and suspicions of child abuse.

Completing this template should not impact on reporting times. If a child is in immediate danger staff should immediately contact Victoria Police on 000.

When completing this template, the aim should be to provide as much factual information as possible. This information will be critical and may be sought at a later date if the matter is the subject of Court proceedings.

#### Staff member leading the response

Name:

Occupation:

Service address:

Relationship to the child:

### CRITICAL ACTION 1: IMMEDIATE RESPONSE TO AN INCIDENT

#### Responding to an emergency

Did the child require first aid? If YES, provide Details?

Who administered First aid? (Name and Title)

Did the child require further immediate medical assistance?

Current location and safety status: e.g. are all impacted children safe and not in any immediate danger? If a child is in immediate danger staff should report immediately to Victoria police on 000

### INFORMATION OF THE ALLEGED VICTIM

#### Child's personal details

Name:

Gender:

Relationship to service: (e.g. 2 days, 3 year old kinder)

Date of Birth:

Residential Address:

Parent/Carer Name:

Parent/Carer contact number:

Language(s) spoken by child:

Disabilities, mental or physical health issues:

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### Child background

Cultural status and religious background:

Previous history or indicators of suspected abuse:

### Family background

Family composition (if know): List parenting or carer arrangements and siblings' names and ages

Any other people living with their child (if known):

### Family background

Disability, mental or physical health issues in family (if known):

Likely reaction to report being made (if known):

## DETAILS OF THE INCIDENT DISCLOSURE OF SUSPICION

### Grounds for your belief that a child has been or is at risk of abuse

List indicators or instances which led you to believe that a child/children are subject to child abuse or at risk of abuse: Detail any disclosures or incidents or suspicion including names times and dates documenting a child exact words as far as possible include specific detail here on what led you to form a reasonable belief that a child has been or is in risk of being abused

Any physical indicators of abuse:

Any behavioural indicators of abuse:

Any pattern of behaviour or prior concern leading up to an incident, disclosure or suspicion:

### Details of person alleged to have committed they abuse if known

Name:

Gender:

Date of birth (if known):

Relationship to child:

Address:

Contact details:

## CRITICAL ACTION 2: REPORTING

### Reporting to authorities

Tick the authority you have reported to:

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☐ Victoria police    ☐ Child First    ☐ DFFH Child Protection    ☐ Decision not to report  
 If you have decided not to report list your reasons here also include any follow up actions

undertaken by you below:

### Provide detail of your report

Date:	Time:
Authority:	
Name of the person spoken to:	
Outcomes from the report:	

### Reporting internally

#### Provide details of your discussion with approved provider

Time:	Date:
Name:	
Discussion outcomes:	
Notification to the regulator: All approved providers must notify the quality assessment and regulatory division if there is an incident at the service and/or the health safety or wellbeing of a child has been compromised while attending the service.	
Time:	Date:
Names:	
Notification outcomes (if any):	

## CRITICAL ACTION 3: CONTACTING PARENTS/CARERS

### Actions taken (alleged victim)

Provide details of your discussion with parents/cares (if appropriate): You must consult with Victoria police and/or DFFH child protection to determine if it is deemed appropriate, parents must be contacted as soon as possible (within 24 hours of the incident, disclosure or suspicion)

Have you sought advice from DFFH child protection or Victoria police? ☐ yes ☐ no  
 Is it appropriate to contact parent/carer: ☐ yes ☐ no  
 List reasons if it is not appropriate to contact parent/carer:

### If contacting parent/carer, provide the following details:

Name of staff member making the call:
Name of parent/carer receiving the call:
Discussion outcomes:



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### CRITICAL ACTION 4: PROVIDING ONGOING SUPPORT

**Planned actions: Include details on what follow-up actions have occurred to support that child for example referral to specialised services:**

Follow up actions:

Support:

Referrals:

#### Process of review

Complete this section between four to six weeks after an incident, suspicion or disclosure of abuse in conjunction with the approved provider. This will support you and your service to continue to protect children in your care and to reflect on your process and then need for any follow up action.

#### Safety and wellbeing

##### Current safety and wellbeing of the child

Is the child safe from abuse and harm? " yes " no

If not consider the need to make a further report

Does a child have any wellbeing issues that are not currently being addressed? " yes " no

If so, consider how these can be addressed and captured within a child support plan

##### Current wellbeing of other children who may be impacted by the abuser

Are there any other children who may be impacted by the abuser? " yes " no

If so have their wellbeing needs being met? " yes " no

##### Current wellbeing of impact staff members

Does the staff member who made the report/witnessed the incident, formed a suspicion or received a disclosure require any support? " yes " no

If so has this been received? " yes " no

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### Review of actions taken

Have the staff followed the four critical actions for early childhood services: responding to incidents disclosure for suspicion of child abuse?

Was an appropriate decision made in relation to when to act?

☐ yes ☐ no

Could the suspected abuse have been detected earlier?

☐ yes ☐ no

#### Action 1

Did the stop take appropriate actions in an emergency?

☐ yes ☐ no

#### Action 2

Was a report made to the appropriate authorities and internally?

☐ yes ☐ no

What where subsequent reports made if necessary?

☐ yes ☐ no

#### Action 3

Did the service contact the parent carers as soon as possible?

☐ yes ☐ no

Have the parents continued to engage if appropriate?

☐ yes ☐ no

#### Action 4

Has the service provided adequate ongoing support for the child?

☐ yes ☐ no

Have any complaints been received?

☐ yes ☐ no

Have the complaints been resolved?

☐ yes ☐ no

### Continuous Improvement

Consider and list actions that can be taken to build your capacity to identify and respond to child offending in the future:

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