



Child Safety and Protection Policy

Covers

- The Child and Youth Risk Management Strategy Procedure
 - A Statement of Commitment
 - A Code of Conduct
 - Policies for Recruiting, Selecting, Training and Managing Employees and Educators, including Volunteers.
 - Procedures for handling disclosures and suspicions of harm, including reporting guidelines
 - A Plan for Managing Breaches of the Child and Youth Risk Management Strategy and the Child Safety and Protection Policy.
 - Policies and Procedures for Compliance with the Blue Card System.
 - A Risk Management Plan for High-Risk Activities and Special Events.
 - Strategies for Communication and Support.
- The Universal Principle and the 10 Child Safe Standards
- Child Safe Environment Procedure

Intention

Nurturing Family Day Care Scheme and all associated personnel understand and ensure to the highest of standards that all children are protected. The safety of all children is taken very seriously and their freedom from abuse is at the forefront of every decision and action made by an associate of Nurturing Family Day Care Scheme. We create a culture where every decision, action and practice prioritises the safety and wellbeing of all children to lay the foundation for a proactive, accountable and child-focused organisation. We foster an environment where all children's voices and rights are heard, believed, and actively shape outcomes that affect them and are strengthened when families and communities (including Aboriginal and Torres Strait Islander peoples) are informed, engaged and are active partners in promoting safe environments (both culturally, physically, and online).

Overview

This policy, and all policies and procedures that are associated with the Child Safety and Protection Policy, are implemented at all registered residences and approved venues by educators, staff and families who are allied with the scheme. Equity is reflected in every policy, decision and action, ensuring that all children have fair access to a safe, nurturing environment and healthy future and that no child is disadvantaged due to their culture, disability, gender or any other aspect of their identity or context.

This comprises of -

- The Child and Youth Risk Management Strategy and all associated elements that are required in accordance with the Blue Card Services, to ensure that the risk of harm to children in a regulated service is identified and minimised.
- The Universal Principle and the 10 Child Safe Standards
- How the environment is kept safe for children.



The approved provider of the service, as a child safe organisation, will ensure -

- That educators and staff have received training in child safety and protection and mandatory reporting, that they are aware of their role in protecting all children in physical and online environments, preventing harm before it occurs, recognising signs of abuse and grooming, and steps to take to assist a child that is being abused. This training will be done at least every 12 months or if any new information requires updated practices, such as Mason's Law.
- That each educator, resident, and regular visitor has a current Blue Card, that these individuals are linked through the blue card organisation portal which records all required information in relation to the positive notice, dates of renewal, and validation. Once no longer linked with the Scheme, the date is recorded on the educator's register they were associated with.
- That an individual without a current Blue Card will not work in the education and care setting, reside in a registered residence or approved venue, or visit the registered residence or approved venue more than 7 times in a calendar year.
- All elements of the Child and Youth Risk Management Strategy are adhered to at all times, or the appropriate breach will apply, which may lead to the removal of an individual from being associated with Nurturing Family Day Care Scheme.
- All policies and procedures are understood and adhered to, and are reviewed, updated, and made available online for all individuals to access at any time.
- That all individuals associated with the scheme support a child safe culture by ensuring that at no time a child is subjected to any form of corporal punishment or any discipline that is unreasonable.
- That the environment, both physical and online, is maintained in a manner that is safe for all children.
- Reasonable steps are taken as an organisation to ensure the prevention of any child being abused while they are under the care, supervision, control or authority of Nurturing Family Day Care Scheme in a collaborative approach involving all of the individuals that are associated in any manner with our organisation.

Child and Youth Risk Management Strategy Procedure

Statement of Commitment

Nurturing Family Day Care Scheme values every child, and we maintain a culture where their safety and well-being is at the centre of our every action and reflected in our ongoing pledge to each child as a child safe organisation.

Nurturing Family Day Care Scheme respects all children's voices and ways of communicating, celebrate diversity, and embed Aboriginal and Torres Strait Islander perspectives in the work with children and families. Nurturing Family Day Care Scheme is committed to working with all individuals to ensure that every child has the right to be free from neglect, harm and abuse, and that each registered residence or approved venue is a safe place to explore, play and exceed.

Nurturing Family Day Care coordination team and educators will facilitate every child's rights by being aware and continually updating their skills in regard to the law, mandatory reporting requirements, the prevention of harm, knowing the signs of abuse and grooming, and responding effectively and appropriately in the worst-case scenario of any child suffering from abuse, to ensure that at all times we are upholding a child safe culture within our organisation.

A child safe education and care organisation:



- puts children's safety first and promotes their dignity, rights and cultural safety
- proactively identifies, monitors and mitigates child safety risks
- protects children from child maltreatment, abuse and neglect
- responds in a culturally appropriate way to disclosures and suspicions of harm
- embeds a commitment to child safety throughout the organisation
- creates a culture that prioritises reporting, where everyone feels safe to report concerns
- reflects the United Nations Convention on the Rights of the Child
- aims for children to be active and informed members of their communities, informed by Goal 2 of the [Alice Springs \(Mparntwe\) Education Declaration](#)

Code of Conduct

To facilitate the rights of every child, the approved provider, staff and all educators will work within the following code of conduct in relation to child safety and protection, ensuring that -

- They understand their role and their responsibilities in regard to child safety, preventing harm, and continual protection.
- They are aware of their legal obligations to immediately report suspected child abuse.
- They are aware of the signs that may indicate a child is at risk of harm or being abused, including grooming.
- Their professional development in relation to child safety, protection and mandatory reporting is current.
- They have read and comprehended all procedures of this policy and all policies in order for the highest standard of education and care be provided including but not limited to supervision, contact with children, behaviour guidance, transportation and excursions, injury and illness, visitors, photography and digital technology use, the physical environment and confidentiality of all information.
- The education and care that is provided will be at a high standard, promoting the safety, protection, and well-being of all children, while embedding Aboriginal and Torres Strait Islander perspectives in the registered residence or approved venue involving all children and families.
- That a Working with Children Check – commonly known as a Blue Card – will be current and a link created on the organisational portal before joining with Nurturing Family Day Care Scheme organisation.
- They will work with relevant government agencies to support and assist children and families in need and with permission.
- They use appropriate language, using encouraging, positive words, honest and open expression and never using abusive, offensive, racist, sexually suggestive, inappropriate language, actions or behaviours, including corporal punishment or any discipline that is unreasonable.
- They respect each individual's right to dignity, treating all people with worth regardless of gender, race, ability, religion, culture, or age.
- Educators will ensure enrolled children are never left alone with any other individual (besides a registered educator with Nurturing Family Day Care Scheme) at any time.
- Educators will always maintain correct child ratios, ensuring that adequate supervision is upheld during all aspects of the day in accordance with Nurturing Family Day Care Policies and Procedures.

Policies for Recruiting, Selecting, Training and Managing Employees and Educators, including Volunteers.



Nurturing Family Day Care Scheme is a child safe organisation and as such has created effective policies to guide all aspects of how educators are chosen, including application questions that require responses in regard to how an individual will react to challenging circumstances. Once a potential educator has been chosen, they proceed through the orientation process to an induction, where they are further questioned about how they will operate an education and care setting, their response to children's behaviours, and their knowledge in regard to child safety and protection strategies.

During this process, current Working with Children checks are required by all educators and residents over 18 years old before education and care can commence at a registered residence or approved venue, as well as training by educators in regard to child safety, preventing harm, maintaining protection and mandatory reporting. The Organisational Portal has a register on all educators, including current residents, staff and students, volunteers and regular visitors to ensure that documentation is gathered and remains up to date at all times. At least monthly visits are required by the coordination team, with educators on probation visited more frequently until they demonstrate the high level of standards expected of educators who are with Nurturing Family Day Care Scheme.

All educators are continually made aware of their role requirements, the information contained within their OneDrive folder on Fully Booked, as well as discussion on future goals as recorded in our organisations Quality Improvement Plan which is reviewed each year.

Polices include, but not limited to, –

- Assessment, Enrolment and Continued Coordination of an Educator Policy
- Assessment of Registered Residences and Approved Venues Policy
- Child Safety and Protection Policy
- Collection and Storage of Confidential Documents Policy
- Digital Technology Use Policy
- Governance and Management Policy
- Incident, Injury, Trauma and Illness Policy
- Records and Register of Personnel Policy
- Transportation Policy
- Visitors to a Registered Residence or Approved Venue Policy

Procedures for Handling Disclosures and Suspicions of Harm

Under the Child Protection Act, all early childhood education and care professionals are classified as mandatory reporters, and this requires these individuals to make a report to Child Safety if they have a reasonable suspicion that any child has suffered, is suffering, or is at an unacceptable risk of suffering significant harm caused by abuse.

Child abuse is defined by the World Health Organisation as any form of physical and/or emotional ill treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation. This can result in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power.

A person may form a belief on reasonable grounds that a child is in need of protection after becoming aware that a child or young person's health, safety or wellbeing is at risk and the child's parents are unwilling or unable to protect the child.



Criminal Code Act 1999 (from July 2021) makes it an offence for *any adult* not to report to police sexual offences against a child by another adult and an offence to fail to protect a child from a sexual offence in an institutional setting.

Resources on mandatory reporting can be accessed on the Queensland Government's website.

<https://www.dcssds.qld.gov.au/our-work/child-safety/about-child-protection/mandatory-reporting>

All educators and families, upon enrolling with Nurturing Family Day Care Scheme will be forwarded a link containing the Protecting children and supporting families; A guide to reporting child safety and protection concerns and referring to support services information.

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.
- Discussing abuse (sometimes the child may be talking about 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 physical or behavioural signs/indicators of being abused, such as those listed below (example, non-accidental or unexplained injury, persistent neglect, poor care or lack of appropriate supervision).
- The educator is aware of persistent family violence or parental substance misuse, psychiatric illness or intellectual disability that is impacting on the child or young person's safety, stability or development.
- A child's actions or behaviour may place them at risk of significant harm and the child's parents are unwilling or unable to protect the child.
- Harm is witnessed.

A report to Child Safety must be made if -

- The harm or risk of harm has a serious impact on the child's immediate safety, stability or development.
- The harm or risk of harm is persistent and entrenched and is likely to have a serious impact on the child's immediate safety, stability, or development.
- Parents who are not willing to protect a child, not have capacity to do so or are not considered 'able'.
 - o This may include parents suffering from a severe mental health condition or physical illness / injury.



- o Parents may have the capacity to protect a child (i.e. they may be able) but may choose not to do so (i.e. they are not willing).
- o Parents continuing a relationship with a person who is abusing their child.
- o Parents may be both not able and not willing to protect the child from harm.

In some cases, the circumstances in which the harm occurred will be so serious that it can be presumed there is no parent able or willing to protect the child. If there is (considered to be) at least one parent both 'able' and 'willing' to protect the child, the child is considered to not be in 'need of protection' but still at risk.

If you have a reason to suspect a child in Queensland is experiencing harm, or is at risk of experiencing harm, you need to contact a Child Safety Services' Regional Intake Service.

Trained child protection workers talk to you about your concerns for the child. They will record information you provide and gather other information that may be helpful in assessing the situation. The worker will then decide the best way of responding to the information you have provided.

When you contact a Regional Intake Service to report your concerns, your details will be confidential and your identity, if provided, will be protected by law.

A Regional Intake Service receives information and child safety, or protection concerns from community members, government and non-government agencies during business hours (from 9am to 5pm Monday to Friday).

Outside of these hours, you can contact the Child Safety After Hours Service Centre on phone free call 1800 177 135 (Queensland only).

Contact your local Regional Intake Service during business hours on:

Brisbane and Moreton Bay Phone: 1300 682 254

Far North Queensland Phone: 1300 684 062

North Queensland Phone: 1300 706 147

South East (**Logan, Gold Coast and Bayside**) Phone: 1300 679 849

South West (Darling Downs) **Toowoomba** Phone: 1300 683 390

South West (West Moreton) **Ipswich** Phone: 1800 316 855

Sunshine Coast and Central Queensland Phone: 1300 703 762

Child Safety and the Queensland police are responsible for investigating an allegation of child abuse. Any allegation of abuse by a proprietor, staff member, educator or visitor to an education and care service must immediately be reported directly to Police on the emergency number 000.



If there is concern about a child, but the risk isn't meeting the threshold for reporting to Child Safety, Family and Child Connect phone number can be given to the family, or with their permission, an educator can contact them on, 13FAMILY or 13 32 64.

Definition of Abuse / Neglect

"Abuse or neglect" means –

(a) Sexual abuse; or

(b) Physical or emotional injury or other abuse, or neglect, to the extent that –

(i) The injured, abused or neglected person has suffered, or is likely to suffer, physical or psychological harm detrimental to the person's wellbeing; or

(ii) The injured, abused or neglected person's physical or psychological development is in jeopardy.

Definition of Harm

Harm is defined as 'any detrimental effect of a significant nature on the child's physical, psychological or emotional wellbeing'. Harm can be caused by physical, psychological, or emotional abuse or neglect; or sexual abuse or exploitation (section 9 of the Child Protection Act 1999).

Considerations when forming a reasonable suspicion about harm to a child include (section 13C of the Child Protection Act 1999):

- whether there are detrimental effects on the child's body or the psychological state or emotional state - that are evident to the person, or - that the person considers are likely to become evident in the future, and
- in relation to any detrimental effects mentioned above - their nature and severity, and - the likelihood that they will continue, and
- the child's age. It is also important to remember that harm can be caused by a single act or omission or a series of acts or omissions.

See [support page](#) if help is needed when reading this section.

How can abuse, neglect and harm be recognised?

Abuse, neglect or harm may be suspected if there are significant changes in behaviour or the presence of new unexplained and/or suspicious injuries in a child. Behavioural or physical signs that assist in recognising child abuse are known as indicators. A single indicator can be as important as the presence of several indicators. A child's behaviour is likely to be affected if they are under stress. There can be many causes of stress, including child abuse, and it is important to work within your role to explore what maybe the cause of this stress. Each indicator needs to be considered in the context of other indicators and the child's circumstances.



Practical examples of child abuse that can sometimes be missed include:

- talking to a child in a sexually explicit way
- grooming a child for future sexual activity (both offline and online)
- forcing a child to watch pornography
- witnessing family and domestic violence
- not providing enough nutrition, supervision, or medical care, putting the child's development at serious risk.

Physical Abuse

Physical abuse is when someone uses physical force against a child (an act can still be physical abuse if it doesn't cause an "injury", if it causes pain/breach of dignity/emotional harm) and indicators can include -

- Bruises, burns, sprains, dislocations, bites, cuts (especially in different stages of healing).
- Broken/Fractured bones, especially in an infant where a fracture is unlikely to occur accidentally.
- Poisoning.
- Internal injuries.
- Bald patches where hair has been pulled out.

Possible behavioural indicators may include -

- Showing wariness or distrust of adults.
- Being unable to explain an injury or giving inconsistent, vague or unlikely explanations for an injury.
- Wearing long sleeved clothes on hot days (to hide bruising or other injury).
- Demonstrating fear of parents and of going home.
- Becoming fearful when other children cry or shout.
- Being excessively friendly or avoiding all contact with adults.
- Being very passive and compliant.
- Not reacting or showing little emotion when hurt.
- Showing little or no fear when threatened.



- Often being absent.
- Showing regressive behaviour such as bed-wetting.
- Often feeling sad or crying.
- Destroying resources or supplies.
- Hurting animals or peers.

Sexual Abuse or exploitation

A child is sexually abused when any person uses their authority or power over the child to engage in sexual activity. This can include exploitation through pornography or voyeurism. Sexual abuse is not usually identified through physical indicators. Often the first sign is when a child tells someone they trust that they have been sexually abused. However, the presence of sexually transmitted diseases, pregnancy, or vaginal or anal bleeding or discharge may indicate sexual abuse.

Sexually abusive behaviours to a child can include:

- the fondling of genitals
- masturbation
- oral sex
- vaginal or anal penetration by a penis, finger or any other object
- fondling of breasts
- voyeurism, exhibitionism
- exposing the child to or involving the child in pornography.

It includes child grooming and manipulative behaviours, which refer to actions deliberately undertaken with the aim of befriending and establishing an emotional connection with a child, to lower the child's inhibitions prior to, during and following sexual contact with the child in a physical and/or online environment.

Physical indicators in a child can include -

- Injury to the genital or rectal area.
- Vaginal or anal bleeding or discharge.
- Discomfort in toileting.
- Inflammation and infection of genital area.



- Bruising.
- Frequent urinary tract infections.

One or more of these behavioural indicators in a child may be present -

- Child telling someone that sexual abuse has occurred.
- Complaining of headaches or stomach pains.
- Experiencing problems with schoolwork.
- Displaying sexual behaviour or knowledge that is unusual for the child's age.
- Frequent masturbation (than what is typical for their age and stage of development)
- Showing behaviour such as frequent rocking, sucking and biting.
- Experiencing difficulties in sleeping.
- Having difficulties in relating to adults and peers.
- Playing in a sexual manner.
- Drawing or telling stories that are sexually explicit.
- Showing new or aggressive behaviour (bedding wetting, soiling themselves, withdrawing, screaming at others, physical attacks).
- Refusing to undress to change clothes (after water activities, messy play) or wearing more layers than is expected for the weather.

One or more of these abusive behaviours in an adult may indicate a risk to a child -

Family Members:

- One parent trying to alienate the child from another parent.
- Overprotective, controlling or volatile relationships.
- Child reluctant to be alone with certain family members.
- Child and sibling behaving inappropriately with each other, for example, like girlfriend and boyfriend.

Any Adults:

- Touching a child inappropriately
- Befriending the child's parents and visiting their home.



- Undermining the child's reputation, so that the child won't be believed.
- Bringing up sexual topics with the child.
- Giving the child special treatment or gifts.
- Inappropriate contact through calls, emails, or social media.

Identifying and reporting inappropriate adult conduct

Educators, staff, volunteers, and families should watch for signs of adults engaging in abuse or grooming, and report concerns if at any time there is an uncomfortable feeling about an adult's behaviour with children, including if an individual:

- suspects an adult may be engaging in sexual abuse of one or more children
- suspects an adult is grooming the child or other adults, to engage in sexual activity
- reasonably believes an adult is at risk of engaging in sexual activity with one or more children.

Grooming

Grooming, through manipulative behaviours, is when an adult prepares a child for sexual abuse. Perpetrators may sexually abuse children by using manipulative behaviours or strategies as part of a process commonly involving prosocial behaviours violating personal boundaries, to obtain sexual contact with children in the periods prior to, during and following sexual contact. Grooming can happen in person or online. It is a sexual offence and must be reported.

Online child grooming is the process of establishing and building a relationship with a child or young person while online, to facilitate sexual abuse that occurs either in person or online. This is achieved through use of the internet or other technologies, such as phones, social media, gaming, chat and messaging apps.

The intent of grooming is to:

- gain access to the child or young person to perpetrate child sexual abuse.
- obtain sexual material of the child or young person.
- obtain the child or young person's trust and/or compliance.
- maintain the child or young person's silence, and/or
- avoid discovery of sexual abuse - which may include undermining the reputation of children or their parents to help avoid suspicion if allegations are made.



The [National Office for Child Safety](#) has identified the following examples of grooming:

- building trust with special attention or gifts
- treating the child like an adult
- gaining the trust of the child's family
- isolating the child from supportive people
- coercing or manipulating the child including to produce child sexual abuse imagery
- non-sexual touching of the child that develops into sexual behaviour over time.

People who manipulate and groom children may also groom members of the service they are involved with, or individuals around the child such as educators, volunteers and family members. They do this to be seen as safe and trustworthy.

People who sexually abuse or manipulate and groom children can silence a child to try and stop them disclosing the abuse by:

- telling them it's their fault and they will get in trouble
- making it difficult for them to let someone know
- telling them no one will believe them
- normalising overly intimate contact
- threatening them.

Emotional and/or Psychological Abuse

Emotional and/or psychological abuse can happen through a single incident, or when a child is repeatedly rejected, isolated or frightened by threats or by witnessing family violence. It also includes hostility, derogatory name-calling and putdowns or persistent coldness from a person to the extent the child's emotional development and their behaviour is at serious risk of being impaired. This type of abuse can occur in both physical and online setting, such as terrorising at school and cyberbullying when at home. There are few physical indicators, although emotional abuse may cause delays in emotional, mental, or even physical development.

Physical indicators can include -

- Speech disorders.
- Delays in physical development.



- Failure to thrive.

Possible behavioural indicators may include -

- Displaying low self-esteem.
- Tending to be withdrawn, passive and tearful.
- Displaying aggressive or demanding behaviour.
- Being highly anxious.
- Showing delayed speech.
- Acting like a much younger child, e.g. soiling, wetting pants.
- Displaying difficulties in relating to adults and peers.
- Showing mental or emotional displays.
- Having overly high standards and fear of failure.

Neglect

There are a range of signs that may indicate a child has experienced or is experiencing maltreatment. However, these signs are not definitive and can also be associated with other developmental, psychological, or environmental factors. Every child is different and may respond or present in their own unique way, so it is important to consider the broader context and seek guidance when concerned.

Physical indicators can include -

- Frequent hunger.
- Malnutrition.
- Poor hygiene.
- Inappropriate clothing, e.g. summer clothes in winter.
- Left unsupervised for long periods.
- Medical needs not attended to.
- Abandoned by parents.

Possible behavioural indicators may include -

- Stealing food or gorging when food is available.



- Staying at school outside school hours.
- Often being tired, falling asleep in class.
- Abusing alcohol or drugs.
- Displaying aggressive behaviour.
- Not getting on well with peers.
- Poor socializing habits.
- Withdrawn, listless, pale and thin.

The presence of indicators such as those described may alert early childcare professionals to the possibility that a child is being abused. It is important that anyone who has concerns that a child or young person is in need of protection contacts Child Safety for assistance and advice.

Family and Domestic Violence

Family and domestic violence, either threatened or actual occurs within a family. Family and domestic violence is behaviour by a person towards a family member of that person if that behaviour is:

- physically or sexually abusive
- emotionally or psychologically abusive
- economically abusive
- threatening or coercive
- controlling or dominating, causing fear for safety.

Family violence also includes behaviour that causes a child to witness or be exposed to these actions. The child may be directly targeted or may witness the violence. Child Safety and Protection Authorities must be informed when there are strong indicators that family violence is placing a child at significant risk of danger.

Recognising risk factors

These factors doesn't mean that a child has been harmed, but it can make you aware of the possibility that a child may be at risk.

Parenting issues

Caring for children can feel overwhelming, especially if the parent or carer:

- doesn't get enough support from family, friends or the community.



- feels stressed because of money problems, job worries or medical problems.
- expects too much from a child and doesn't know what a child should be able to do at a certain age.
- doesn't know how to help children learn and behave in a positive way.
- has problems with drugs or alcohol misuse.
- doubts their ability to be a good parent and doesn't seek help and support.
- was abused as a child.

Understanding the possible triggers doesn't justify child abuse. Adults are responsible for the care of children and need to recognise when they need help before harm occurs.

Community attitudes

Some community attitudes can also make it easier for abuse to take place. These include:

- accepting violence in the community.
- thinking physical punishment of children is acceptable.
- believing parents have the right to treat their children as they see fit.
- racism.
- not seeing men and women as equals.
- not understanding the effects of child abuse.

Disclosure of abuse, neglect or harm

A disclosure of abuse, neglect or harm occurs when someone, including a child, tells another about what has happened or is likely to happen. It is important to act quickly and in the best interests of the child or young person after a disclosure of harm is received, irrespective of the alleged source of harm.

Disclosures may start with -

- I think I saw...
- Somebody told me that...
- Just think you should know...
- I'm not sure what I want you to do, but...

When receiving a disclosure an individual will –

- Listen carefully to children. Give the child your full attention, don't judge and maintain a calm environment where the child feels safe to share their feelings.



- Respectfully interrupt the child if they begin to disclose in front of other children and move the conversation to a safe and private space.
- Reassure the child that you believe them and that they did the right thing by speaking up. Recognise their bravery/strength for talking about something difficult.
- Find out what the child needs to feel safe at the service.
- Let the child know what will happen next and that you might need to share some information to keep them safe.
- When talking to the child, don't make promises you can't keep, like saying you won't tell anyone.
- Monitor your emotions. Don't show shock or anger, especially if the perpetrator is a member of the child's family.
- Write down what the child said as soon as possible after the conversation. Make sure any other adult witnesses also write down what the child said.
- Only ask for more information from the child if they want to share, for example, "Is there anything else you'd like to tell me?".
- Don't ask leading questions. If you understand the situation, stop asking questions.
- Only tell the people you need to tell to keep the child safe.
- Record what the child said 'in their own words'.
- Ask the child if they have any questions and answer honestly.

National Office for Child Safety on how to [respond to disclosures made by a child](#)

Documenting a suspicion of harm

A suspicion of harm is when someone has a reasonable suspicion that a child has suffered, is suffering, or is at an unacceptable risk of suffering, significant harm. If an educator or others have concerns about the safety of a child, record all information in a non-judgmental and accurate manner as soon as possible. If a parent or guardian explains a noticeable mark on a child, record this observation as well as accurate details of the conversation. Educators are encouraged to use the Minor Incident, Injury, Trauma & Illness Form.

There is a duty of care to follow up any suspicions of harm or potential risk of harm to children and young people in education and care. This can be done by observing and recording the actions of children who might be at risk, and reporting concerns to the relevant authority. In relation to a 'suspicion' of harm, that may not, as yet, meet the requirements for reporting, individuals should:

- remain alert to any warning signs or indicators
- pay close attention to changes in the child's behaviour, ideas, feelings and the words they use.
- make written notes of observations in a non-judgemental and accurate manner with the Minor Incident, Injury, Trauma & Illness Form available for this purpose.
- reassure a child that they can talk when they need to, and they will be listened to and believed when they do, and



- follow any relevant process for reporting a suspicion of harm and consider whether there are requirements to report matters to the Queensland Police Service or Child Safety or consider what support services could be offered to the family if the concern does not meet the relevant threshold to make a report.

All suspicions should be reported to the approved provider as soon as possible by an individual associated with Nurturing Family Day Care Scheme.

Documenting a disclosure of harm

Complete a Minor Incident, Injury, Trauma & Illness Form or record the details as soon as possible so that they are accurately captured, including -

- Time, date and place of the disclosure.
- Word for word - what happened and what was said, including anything you said and any actions that have been taken.
- Any actions that occurred after the disclosure.
- Date of report and signature.

If notes need to be recorded as the person is reporting the incident, explain the reasons for this (in case any later enquiry occurs).

Documenting the risk to children

When documenting a disclosure, consider any evidence that may need to be collected and shared with an investigation team, this can include a risk assessment, which are an important first step in responding to a complaint.

- Identify risks, including immediate risks, to children and manage them quickly and effectively.
- Determine which external agencies need to be notified about the complaint, such as the NQF regulatory authority, police, child protection agency or reportable conduct scheme.
- Identify if an internal investigation will be conducted and who will be involved.

Reporting the disclosure or suspicion of harm to authorities

Nurturing Family Day Care Scheme requires any person who receives a disclosure, or suspects harm has occurred, to contact the relevant authorities to ensure the information provided is comprehensive and accurate and will be alongside an individual for every step to ensure support and guidance is there.

If physically unable to report to authorities, the approved provider is required to be notified immediately and will report on an individual's behalf to ensure that it is done as soon as possible.

If unsafe or harmful actions are witnessed towards a child, intervene immediately, provided it is safe to do so.



If it is unsafe, call the police for assistance.

Under the National Law and National Regulations, the approved provider must notify the regulatory authority within 24 hours of a complaint made by any person alleging that:

- a serious incident has occurred or is occurring while a child was or is being educated and cared for by the service, and/or
- any complaint alleging that a serious incident, or allegation of physical or sexual abuse has occurred or is occurring while a child was or is being educated and cared for by the service ([section 174\(2\)\(b\)](#) of the National Law).

This is regardless of whether it occurred in or outside of the registered residence or approved venue.

People with mandatory reporting obligations include doctors, registered nurses, early childhood education and care professionals, approved teachers employed at a school, a person performing a child advocate function and police officers with child protection responsibilities.

These individuals MUST report to Child Safety a reasonable suspicion that a child has suffered, is suffering, or is at unacceptable risk of suffering significant harm caused by physical or sexual abuse AND does not have a parent able and willing to protect the child from the harm.

Mandatory reporters should also report to Child Safety a reasonable suspicion that a child or unborn child may be in need of protection where the harm or risk of harm relates to any other type of abuse or neglect under s13A of the Child Protection Act 1999.

Under the Criminal Code Act 1899 (section 229 BB/BC) it is an offence for any adult not to report to police sexual offending against a child by another adult and an offence to fail to protect a child from a sexual offence in an institutional setting.

The Plan for Managing Breaches of the Child and Youth Risk Management Strategy and the Child Safety and Protection Policy

This plan outlines the steps to be taken following a breach of the Child and Youth Risk Management Strategy and/or the Child Safety and Protection Policy in order for the matter to be dealt with in a fair manner while highlighting the serious nature of such a breach. All educators, volunteers, staff and approved providers working with or around children have a duty of care to support and protect all children and a breach is when this does not occur, such as not following the procedures outlined in this policy.

The complaints process puts children's rights and needs first. Children's immediate safety should be prioritised when responding to complaints.

A duty of care is breached if an individual -



- 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 same circumstances.
- Acts, or fails to act, in way that causes harm to someone the person owes a duty of care to.

A breach is also any action or inaction by any associated person with Nurturing Family Day Care Scheme: including children and young people, that fails to comply with any part of the Child and Youth Risk Management Strategy and/or any policy written by Nurturing Family Day Care Scheme.

All personnel involved will be made aware of the actions or inactions that form a breach as well as the potential outcomes of breaching the Child Safety and Protection Policy, the processes to manage a breach of the child protection risk management strategy and will ensure that breaches will be managed in a fair and unbiased manner.

Upon a breach, the following guidelines will be adhered to as part of the Breach Policy -

- All individuals concerned will be advised of the process.
- All individuals concerned will be able to provide their version of events.
- The details of the breach, including the versions of all individuals and the outcome will be recorded.
- Matters discussed in relation to the breach will be kept confidential.
- A community member's presence for Aboriginal or Torres Strait Islander children, culturally and linguistically diverse children, or children with additional needs will be offered.
- An appropriate outcome will be decided.

Depending on the nature of the breach, outcomes may include -

- Recording of a breach notice on the educator/s file.
- Highlighting the relevant element of the child and youth risk management strategy that was not met, for example, the code of conduct.
- Providing more frequent visits to the educator/s involved.
- Further education and training for all.
- Mediating between those involved in the incident (where appropriate).
- Disciplinary procedures, such as limiting the enrolled child to educator numbers, the ability to go on excursions, and/or the ability to continue being with Nurturing Family Day Care Scheme.



- Reviewing current policies and procedures or developing new policies and procedures to ensure that the risk to children is minimised.
- Terminating the individual's association with Nurturing Family Day Care Scheme.

Anyone is able to report a breach, or the concern that a breach has occurred, by emailing nurturingfdcs@gmail.com, or contacting 0410 691 709 or 0434 986 947 and the Breach Policy will be followed.

Policies and Procedures for Compliance with the Blue Card System

Nurturing Family Day Care Scheme has created effective policies that state a current Working with Children checks – Blue Card - are required by all educators, residents and regular visitors over 18 years old before education and care can commence, and that they must remain current.

Lapsed Blue Cards will not be accepted, and an educator will not be able to continue working, nor can a resident to remain at the address, after the date listed on their previous blue card if no renewal application has been submitted.

As part of the administrator's role, reminders are emailed to educators to ensure that they reapply when there is between 2-3 months left before the Blue Card expires. An individual may apply for an exemption if they can give significant evidence that they, to the best of their ability, ensured that the documents should have been processed in time, but due to the blue card system they are still awaiting a response for renewal. The Organisational Portal has a live register on all educators, including current residents, staff and students, volunteers and regular visitors to ensure that documentation is gathered and remains up to date at all times. If at any time a new resident is to live at the registered residence or approved venue, they are to have a current Blue Card before they can reside there, and the approved providers are to be notified of any changes that may affect an educator (all types), residents or visitors and their ability to be classified as a fit and proper person.

A regular visitor is any individual over the age of 18 years old that visits more than seven work (open with children in care) days (regardless of how long they are there within the workday).

The educator register records the Blue Card information including -

Number:	Date of renewal/expiry:
Type:	Date confirmation was lodged:
Who sighted/stored card information:	Date sighted/stored:
Name of Approved Provider/Nominated Supervisor who sighted card:	Date sighted:
Date of renewal submission:	Date linkage was ceased:

The approved provider will ensure that –



- All applicants are notified that by signing the application form they are consenting to the screening process if doing so in person (not online).
- They have obtained a document to confirm the identity and date of birth (driver's license/passport/police check) of a person applying to be linked with Nurturing Family Day Care Scheme's organisation as prescribed under the Act and will maintain these in the educator's folder (they are associated with) as evidence of identity.
- The decision to not allow ANY applicants, including educators, staff, volunteers, residents or students to commence with Nurturing Family Day Care Scheme until after an application has been successful and they hold a valid blue card and positive notice is enforced.
- Will explicitly warn all personnel of Nurturing Family Day Care Scheme (educators, staff, volunteers, residents or students) that it is an offence for a 'restricted person' to sign a blue card application form or a renewal form. It is an offence for the approved provider not to provide this warning.
- When an individual becomes associated with Nurturing Family Day Care Scheme, an existing Blue Card will be linked in the Organisational Portal Register. This will ensure that the approved provider receives important notifications in relation to the blue card holder, including that the card has been cancelled or suspended.
- When an individual is no longer associated with Nurturing Family Day Care Scheme the individual will be unlinked within the Organisational Portal Register.
- All individuals understand their obligation, as being a part of our child safe organisation, that they are to advise the approved provider if there is a change in their police information, although they are not required to disclose the specific nature of the change, only that a change has occurred.
- If any individual receives –
 - A negative notice or is a known disqualified person.
 - A notice that a blue card or exemption card has been cancelled or suspended.
 - A notification in relation to a serious change in criminal history is received from Blue Card Services.

The approved provider will ensure that the individual does not continue to undertake any child-related exposure/working within Nurturing Family Day Care Scheme from the moment the notice is received, and that the individual will be removed from the scheme until a positive notice has been granted again or indefinitely if they no longer hold a Blue Card.

- Will record who first sighted/stored the Blue Card and if applicable, the teacher registration, and the date it was sighted/stored.
- Will record the approved provider or nominated supervisor's name who sighted the Blue Card and if applicable the teacher registration, and the date it was sighted.
- Will record that they have linked and witnessed the verified statement in the Organisational Portal.
- Ensure that appropriate and confidential records in relation to the following are maintained.

Polices include –

- Assessment, Enrolment and Continued Coordination of an Educator Policy
- Assessment of Registered Residences and Approved Venues Policy
- Child Safety and Protection Policy
- Collection and Storage of Confidential Documents Policy
- Digital Technology Use Policy
- Governance and Management Policy
- Incident, Injury, Trauma and Illness Policy
- Records and Register of Personnel Policy



- Visitors to a Registered Residence or Approved Venue Policy

Restricted Persons

It is an offence for a restricted person to start or continue in restricted employment. It is also an offence for an employer to employ or continue to employ a restricted person to start or continue in restricted employment if they know (or should reasonably know) they are a restricted person.

A restricted person means a person who either:

- has been issued a negative notice.
- has a suspended blue card.
- is a disqualified person.
- has been charged with a disqualifying offence which has not been finalised.
- the subject of an adverse interstate Working with Children Check decision that is in effect.

A Risk Management Plan for High-Risk Activities and Special Events

In addition to occupational health and safety concerns, the child and youth risk management strategy explores the high-risk activities and how they are managed appropriately. Nurturing Family Day Care Scheme ensures that both activities and excursions are correctly planned and with hazards and risks assessed and managed effectively. In conjunction with the Excursion Policy, this policy highlights the requirements for all excursion destinations to have a current Risk Assessment and Management of Excursion Destination form to be completed with route maps and signed parent or guardian permission given on the Regular or Non-Regular Excursion Forms. All high-risk activities are also required to have a Risk Assessment and Management of an Activity Form completed to reduce potential and existing hazards to a child, using the Risk Assessment Matrix and Hierarchy of Controls.

Strategies for Communication and Support

Information for parent/s or guardian/s and educators

Creating safe and supportive service environments, both physical and online, for all children is vital for their continued health and well-being and is a community effort. Nurturing Family Day Care Scheme is committed to providing the highest standards of education and care for all children and ensuring that they are kept safe from harm. Safe and supportive education and care settings are to be on the forefront of everyone's decisions and actions, and Nurturing Family Day Care Scheme initiates and maintains ongoing planning strategies, values commitment to the prevention of harm, and supports the embedding of Aboriginal and Torres Strait Islander perspectives in their work with children and families. In a safe and supportive environment, the education and care provided ensures that every child:

- Feels safe and protected from harm in all environments.



- Is encouraged to help plan activities and make decisions.
- Is consulted and respected.
- Has their best interests considered and upheld.
- Has their rights met at all times.
- Never faces inappropriate disciplinary actions from adults.

Nurturing Family Day Care Scheme works to minimise harm to all children by -

- Making sure that children know that it is their right to feel safe at all times.
- Teaching them about acceptable and unacceptable behaviours.
- Letting all individuals know who is and who is not associated with Nurturing Family Day Care Scheme.
- Allowing all individuals to be a part of the decision-making processes.
- Making sure all children are safe through active and dynamic supervision in their activities and ensuring their environment, both physical and online, meets all safety requirements.
- Taking disclosures from a child seriously as children's voices are always believed and then following up on their concerns.
- Using a trauma-informed approach to a disclosure, understanding how traumatic experiences affect people and being careful with how information is shared and responded to.
- Letting all children know there is no secret too awful and no story too terrible, that it can't be shared with someone trustworthy.
- Teaching children about appropriate and inappropriate contact in a manner fitting to their age and level of understanding.
- Teaching all children to say, "no," to anything that makes them feel unsafe.
- Encouraging them to tell educators of any suspicious activities or people, including when online.
- Listening to all children and letting them know that educators are available for them if they have any concerns.

Educators aim to teach all children -

- To recognise their feelings and express them verbally and non-verbally.
- That they can choose to change the way they are feeling, they are in control.



- That they have a right to feel safe at all times.
- To recognise the signs when they do not feel safe and when they need to be alert and think clearly.
- The difference between 'fun' scared, which is the feeling of adventure and appropriate risk taking and dangerous scared, which is not ok.
- The skills to feel safe and how to use them to stay safe.

Nurturing Family Day Care Scheme believes -

- Children are capable and competent learners and have the same rights as adults.
- Children's emotions are real and important and need to be accepted by adults.
- That a response given to a child from an adult in a child's early stages of emotional development can be huge positive or one that is detrimental, depending on the adult's reaction.
- Children are very in touch with their body's reactions to their emotions.
- That children who retain, enhance and better understand their body's response to an emotion are more able to foresee the outcome, get out of a situation and/or avoid them or ask for help.

It is important for all associated personnel, including but not limited to all educators, residents, staff, volunteers, students, families, parent/s or guardian/s, understand the Child and Youth Risk Management Strategy and all documented elements.

The Universal Principle and 10 Child Safe Standards Procedure

The Universal Principle and Child Safe Standards help create environments where Queensland's children can grow, learn, and thrive without harm. They are built on children's rights and provide a clear framework for keeping children safe. Organisations must ensure cultural safety for Aboriginal and Torres Strait Islander children. This is known as the Universal Principle. A child safe organisation should include the Universal Principle in every part of how they apply the Standards. It is just as important as the Standards themselves, and the Queensland Family and Child Commission can act if it's not followed.

The Universal Principle requires child safe entities to provide an environment that promotes and upholds the right to cultural safety of children who are Aboriginal or Torres Strait Islander persons. Ensuring cultural safety in child safe practices is essential for Aboriginal and Torres Strait Islander children and families. The following eight cultural safety indicators provide guidance to organisations on how to embed and apply cultural safety across the 10 Child Safe Standards.

The Universal Principle –

1. Transformational unlearning – Organisations must challenge unconscious bias, racism, and colonial thinking within their structures and workforce.



2. Negotiating values, motivations, and paradigm – Policies and programs should be co-designed with Aboriginal and Torres Strait Islander communities to reflect their perspectives on child safety.
3. Prioritising social and emotional wellbeing and health – A holistic, strengths-based approach must be adopted to support the wellbeing of Aboriginal and Torres Strait Islander children, staff, and families.
4. Sharing power and decision-making – Decision-making processes should be led or co-led by Aboriginal and Torres Strait Islander peoples to ensure genuine partnerships.
5. Sharing resources – Organisations should dedicate resources and funding to Aboriginal and Torres Strait Islander-led initiatives, research, and governance mechanisms.
6. Creating a strategic enabling environment – Leadership must set clear priorities and accountability structures to embed cultural safety into daily operations.
7. Operating on Aboriginal and Torres Strait Islander terms of reference – Service delivery should be grounded in Aboriginal and Torres Strait Islander knowledge systems and self-determination principles.
8. Accountability and continuous quality improvement – Progress should be measured using Aboriginal and Torres Strait Islander-defined success indicators, ensuring sustained improvement.

As we continue to develop our approach and consult with Aboriginal and Torres Strait Islander peoples, communities, and organisations – we know that in a culturally safe environment:

- Racism is called out and addressed properly, respectfully and completely, and there are policies in place to ensure the organisation is accountable for racism and discrimination.
- Aboriginal and Torres Strait Islander peoples define and measure cultural safety.
- Aboriginal and Torres Strait Islander peoples – including staff and stakeholders – have a voice and decision-making powers about issues that affect them, acknowledging that First Nations peoples and communities know what is best for them and their children
- Individuals develop the knowledge, skills and attitudes to recognise and address biases, stereotypes and tendencies towards racism and discrimination
- Organisations and systems are transformed so they empower Aboriginal and Torres Strait Islander peoples, cultural values, traditions and identities
- Aboriginal and Torres Strait Islander children and families feel a sense of belonging, dignity and justice
- There is clear leadership, governance and culture that prioritises cultural safety
- First Nations communities, Elders and leaders are engaged regularly and meaningfully to ensure policies are culturally appropriate, responsive, and safe
- Organisations have mechanisms in place to ensure accountability and continuous quality improvement.

At Nurturing Family Day Care Scheme, we –

- Embed these principles to ensure that cultural safety is not just an aspiration but an active and measurable practice.
- Have child safe policies and practices which are culturally responsive, ensuring that Aboriginal and Torres Strait Islander children feel safe, heard, and valued.
- Seek out Aboriginal and Torres Strait Islander leadership, knowledge, and community engagement as a central element to the program design and implementation of policies.
- Have accountability mechanisms in place to track progress and ensure that commitments to cultural safety are upheld.

Child Safe Standards



The Child Safe Standards for Queensland are a set of principles and practices designed to protect children from harm and promote their safety and wellbeing within organisations such as Nurturing Family Day Care Scheme. These standards, introduced through the Child Safe Organisations Act 2024, require organisations that work with children to embed child safety into their culture, leadership, and operations. As a child safe organisation, it is crucial that each of the following ten child safe standards, are not only included in this policy, but are embedded into every aspect of education and care provided.

One. The safety and wellbeing of children is non-negotiable. Standard One focuses on creating an organisational culture where every decision, action, and process prioritises the safety and wellbeing of children. Strong leadership and clear governance by Nurturing Family Day Care Scheme lays the foundation for a proactive, accountable, and child-focused organisation throughout every registered residence or approved venue.

Two. Empowering children by informing them of their rights and including them in decision-making processes is fundamental to safeguarding their wellbeing. Standard Two ensures that Nurturing Family Day Care Scheme fosters an environment where children's voices are not just heard but actively shape outcomes that affect them.

Three. Child safety and wellbeing are strengthened when families and communities are informed, engaged, and active partners in promoting safe environments. Standard Three emphasises building trust and collaboration with families and communities to create a united front to ensure children's safety and wellbeing is a top priority of every individual associated with this Scheme.

Four. Embedding equity into organisational policies and practices is essential for creating safe and inclusive environments for all children. Standard Four challenges each individual within Nurturing Family Day Care Scheme to go beyond compliance and actively ensure that the unique needs of children from diverse backgrounds are recognised, respected, and met.

Five. The suitability and capability of educators, coordinators and volunteers is pivotal to creating safe environments for children. Standard Five requires Nurturing Family Day Care Scheme to have robust recruitment, training, and ongoing support systems in place to ensure all personnel embody child safety and wellbeing values in their actions.

Six. Effective, child-focused complaint and concern processes are essential for protecting children. Standard Six ensures that Nurturing Family Day Care Scheme has a complaint system in place which is transparent, accessible, and designed to empower children to raise concerns safely and confidently, knowing they will be taken seriously.

Seven. Educators, coordinators and volunteers are the backbone of child safe organisations. Standard Seven ensures that individuals are not only screened and qualified, but also receive ongoing education, training, and capacity building support to build the knowledge, skills, and awareness required to proactively safeguard children in all interactions.

Eight. Creating safe environments, both physical and online, is a cornerstone of children's safety and wellbeing. Standard Eight requires all individuals with Nurturing Family Day Care Scheme to actively identify, assess, and mitigate risks in environments both physical and online. This ensures their wellbeing is prioritised and opportunities for harm are significantly reduced.



Nine. Nurturing Family Day Care Scheme continually reviews and improves policies and procedures on a regular basis and stays up to date with best practice. Standard Nine ensures individuals proactively create the space and time to offer feedback and gather information from children, families, staff and volunteers and a variety of other performance data to identify and address systemic issues, so they are continuously improving. Ensuring children's safety is a core priority means building a culture that is responsive to challenges and new situations and is willing to learn and change.

Ten. The way in which Nurturing Family Day Care Scheme works and delivers education and care, has the potential to impact children in numerous ways, both directly and indirectly. Standard Ten ensures that educators, coordinators and volunteers at all levels of the organisation understand their individual responsibility to ensure transparency of all aspects of service delivery in a child safe organisation.

Child Safe Environment Procedure

Nurturing Family Day Care Scheme works diligently to ensure that the environment, physically and online, is safe for all children, and they are guarded from hazards and harm within the education and care setting through a focus on preventing harm before it occurs. By working collaboratively with all individuals associated with the scheme, each child is protected by –

- Ensuring they are adequately and actively supervised at all times by following the policies and procedures of Nurturing Family Day Care Scheme, including that which is listed within this policy.
- Being educated and cared for under the Scheme's Code of Conduct, Code of Ethics and the United Nations Convention on the Rights of the Child.
- That family day care educators continually participate in training and development throughout the year, including the required training every 12 months on child safety and protection/mandatory reporting.
- Child to educator ratios are maintained at all times, unless exceptions granted by the approved provider under the National Law and Regulations.
- That all required risk assessment and management plans are completed where required according to Nurturing Family Day Care Scheme's policies and procedures, as part of preventing harm before it can happen.
- That a Registered and Assessment Certification has occurred before education and care begins at a registered residence or approved venue, when a change occurs and yearly, and all procedures within the Assessment of Registered Residence and Approved Venues Policy are adhered to.
- That leaving a registered residence area is only done according to Excursion Policy, Safe Arrival of Children Policy and the Transportation Policy, with all relevant permissions granted, risk assessment and management forms in place to ensure the safety and protection of all children.
- That resources, equipment and furniture is maintained and positioned in a manner that minimizes the risk of harm to all children, removing any objects that are broken, potentially dangerous, or dangerous.
- That family day care educators provide a physical environment that is free from the use of tobacco, vapes, illicit drugs and alcohol and ensure no educators or staff are affected by alcohol or drugs



(including prescription medication) so as to impair their capacity to supervise or provide education and care to children in the service

- That the registered residence or venue is maintained to the high standards as listed in the above policy, which is documented by confirming that a daily safety audit (based on the Daily Audit Statement contained below) has been performed before education and care takes place for the day and the checklist on Fully Booked is confirmed and noted during coordination visits.

Daily Safety Audit Statement

The items on this list are to be used by a family day care educator as a prompt when completing the daily safety check before starting education and care for the day, and while comprehensive should not exclude the professional experience of the educator.

The registered residence or approved venue is to be thoroughly examined and upon being deemed safe and free of risk, the family day care educator is to declare this information on Fully Booked (which is checked each morning).

Inside – all registered areas are to be made safe!

All entry & exit points (doors/windows) are locked	Keys are inaccessible to children
Furniture, resources and equipment are free of hazards (remove if broken/at risk of breaking)	Toys that are inappropriate (due to choking/projectiles/etc.) are removed
Plastic bags are inaccessible	All power points are covered
Floors are clean and dry	Cords around windows are inaccessible
Bathrooms and toilets are clean and prepared for children	Kitchens are clean and dangerous items made inaccessible
Sleep areas are clean and cots/beds free of hazards	Unregistered areas are made inaccessible
All chemicals, medicines and/or cleaners are removed or made inaccessible	All adults and the environment are free of tobacco, drugs or alcohol
Fans/heaters have been removed or are free of risk	Animal equipment is removed or made inaccessible
Emergency contact details are centrally displayed	Emergency evacuation sign/s and instructions are centrally displayed and near all listed exits
The scheme device is charged and ready for sign in/out	The educator's mobile phone is charged and ready in case of an emergency
The program is displayed or electronically available to parents or guardians	The weekly menu is displayed or electronically available to parents or guardians if food/beverages are provided

Outside – all registered areas are to be made safe!

All entry and exit points (gates) are locked	Keys are inaccessible to children
Furniture, resources and equipment are free of hazards (remove if broken/at risk of breaking)	Toys that are inappropriate (due to choking/projectiles/etc.) are removed
Fences are secure and maintained to ensure that they remain impenetrable	All areas around pools and fences are free of equipment which could be used to climb



Sheds and garages (not registered) are made inaccessible	Dangerous equipment and resources are removed or made inaccessible
Poisons substances or plants are removed	Bins are removed or made inaccessible to children
Animals are secured away from children unless having supervised visits.	Animal equipment/feces is removed or made inaccessible
Play areas are prepared as required (sandpits raked, soft fall positioned)	Hazards on the ground are removed and surfaces are in good condition.
Additional hazards to a specific registered residence or approved venue should be listed here	

Sources

Education and Care Services National Law and Regulations (QLD) 2011 (Updated October 2023)

- Section 3, Objectives and guiding principles.
- Section 162A, Child Protection Training
- Section 165, Offence to inadequately supervise children.
- Section 166, Offence to use inappropriate discipline.
- Section 167, Offence relating to protection of children from harm and hazards.
- Section 269, Register of family day care educators.
- Reg 82, Tobacco, drug, and alcohol-free environment
- Reg 83, Staff members and family day care educators not to be affected by alcohol or drugs
- Reg 84, Awareness of child protection law.
- Reg 103, Premises, furniture, and equipment to be safe, clean and in good repair
- Reg 123A, Family day care co-ordinator to educator ratios – family day care service
- Reg 124, Number of children who can be educated and cared for – family day care educator
- Reg 153, Register of family day care educators.
- Reg 154, Record of staff, family day care co-ordinators and family day care assistants.
- Reg 155, Interactions with children.
- Reg 163, Residents at a family day care residence and family day care educator assistants to be fit and proper persons.
- Reg 164, Requirement for notice of new persons at residence.
- Reg 165, Record of visitors
- Reg 166, Children not to be alone with visitors.
- Reg 167, Record of service's compliance
- Reg 168, Education and care services must have policies and procedures.
- Reg 169, Additional policies and procedures- family day care service.
- Reg 170, Policies and procedures to be followed
- Reg 171, Policies and procedures to be kept available
- Reg 172, Notification of change to policies or procedures
- Reg 175 (d)(e), Prescribed information to be notified to Regulatory Authority
- Reg 178, Prescribed enrolment and other documents to be kept by family day care educator.
- Reg 181, Confidentiality of records kept by approved provider.
- Reg 182, Confidentiality of records kept by family day care educator.



- **Reg 183, Storage of records and other documents.**
- **Reg 184, Storage of records after service approval transferred.**

National Quality Standard (Updated January 2026)

- **2.2, Each child is protected.**
- **2.2.1, At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.**
- **2.2.3, Management, educators and staff are aware of their roles and responsibilities regarding child safety, including the need to identify and respond to every child at risk of abuse or neglect.**
- **4.1, Staffing arrangements enhance children's learning and development.**
- **5.2, Each child is supported to build and maintain sensitive and responsive relationships.**
- **6.2, Collaborative partnerships enhance children's inclusion, learning and wellbeing.**
- **7.1, Governance supports the operation of a quality service that is child safe.**
- **7.1.2, Systems are in place to manage risk and enable the effective management and operation of a quality service that is child safe.**

Early Years Learning Framework

Blue Card Services

Working with Children (Risk Management and Screening) Act 2000 (the Act)

Working with Children (Risk Management and Screening) Regulation 2020

Child Protection Act 1999

National Health and Medical Research Council – NHMRC

Supporting Families, Changing Futures

The State Department of Queensland, Department of Communities, Child Safety and Disabilities Services.

UN Convention on the Rights of the Child

QLD Health

Guidelines for implementing the Universal Principle and Child Safe Standards in Queensland

Early Years Learning Framework

ACECQA

Review

The policy will be reviewed at least annually, and the process of reflection is recognised as a journey and will be conducted by seeking consultation with leaders and organisations without adding to the burden of our first nation's peoples to ensure resources are where they are needed most within all communities.

We will seek feedback from different parties including, but not limited to (in no particular order):

- Approved Providers
- Regulatory Authorities
- Employees
- Educators
- Volunteers
- Families
- Carers
- Children
- Interested Parties
- Visitors



- Aboriginal and Torres Strait Islander stakeholders
- Community consultations

Created: May 2017

Reviewed: September 2017

March 2018

March 2019

October 2019

August 2020

August 2021

August 2022

August 2023

August 2024

August 2025

Continuous improvement is a dynamic process where constant reflection on what is working and where challenges or gaps exist is prioritised and the next review will occur in (or sooner if needed)

Next review: August 2026