

Child Protection Policy

NOTIFICATIONS OF ABUSE



IF ANYONE AT THE SERVICE HAS SUSPICIONS OF ABUSE, CONSULT THE
DEPARTMENT OF HUMAN SERVICES
VICTORIAN CHILD PROTECTION SERVICE
TO ASSESS WHETHER A CHILD IS AT RISK OF SIGNIFICANT HARM



WHEN SOMEONE WITH MANDATORY REPORTING OBLIGATIONS HAS
REASONABLE SUSPICION OF ABUSE THEY NEED TO CONTACT THE
CHILD PROTECTION CRISIS LINE
13 12 78
VICTORIA POLICE 000 (URGENT MATTERS)



CONSULT THE SERVICE'S CHILD PROTECTION POLICY
FOR MORE INFORMATION

Additional Child Protection Contacts

DHS Regions	Telephone
Eastern	1300 360 391
Southern	1300 655 795
Northern & Western	1300 664 977
Barwon South Western	1800 075 599
Gippsland	1800 020 202
Grampians	1800 000 551
Hume	1800 650 227
Loddon Mallee	1800 675 598

NQS

QA2	2.3.4	Educators and co-ordinators are aware of their roles and responsibilities to respond to every child at risk of abuse and neglect
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National Regulations

84	Awareness of child protection law
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Legislative Requirements

Children's Services Regulations 2009
Public Health and Wellbeing Act 2008
The Child Health and Wellbeing Act 2005
Children, Youth and Families Act 2005
Occupational Health and Safety Act 2004
 National Childcare Accreditation Council

Jurisdiction: Victoria

Responsible Authority: Child Protection and Family Services – Department of Human Services

Website: www.cyf.vic.gov.au/child-protection-family-services

Aim

The service takes our responsibility to provide a safe and caring environment for all children seriously. We believe that the safety of children is paramount at all times and aims to protect a child's right to be safe from abuse of any kind.

The service also aims to defend the rights of educators to confidentiality if a complaint against them is made and is found to be unsubstantiated. The service will ensure that all parties affected by this policy are made aware of their roles and responsibilities regarding child protection.

The service aims to educate all parties about their roles in child protection and also about signs of abuse and ensure that all requirements of child protection requirements are being met.

Related Policies

Death of a Child Policy
 Family Law and Access Policy
 Privacy and Confidentiality Policy
 Physical Environments (Workplace Safety, Learning and Administration) Policy
 Record Keeping and Retention Policy
 Relationships with Children Policy
 Tobacco Drug and Alcohol Policy

Who is affected by this policy?

Educators
 Families

Children
Management
Volunteers
Students
Ancillary staff
Service visitors

Child Protection Risk Management Strategy: Statement of Commitment

Statement of Commitment

Our service fundamentally believes that all children have the right to a life that is free from harm. Our service aims to provide an environment that is free from any type of abuse and foster a child's growth and development as per the individual requirements of each child.

Educators at our service are aware of their obligations under the law in regards to the welfare of children and at all times uphold their obligation. In addition to this, our service aims to provide regular training to all educators (along with any volunteers, students etc) on child protection issues to ensure that, in the sad event a child has suffered abuse, the service can act quickly in the best interests of the child.

Child Protection Risk Management Strategy: Code of Conduct

Code of Conduct

Our service upholds the following code of conduct in relation to employers, educators, volunteers, students, families and children:

For Employers:

Ensure that all employees are:

- Clear about their roles and responsibilities regarding child protection.
- Aware of their obligations to immediately report suspected abuse to the Child Protection Hotline.
- Aware of the indicators when a child may be at risk of harm or significant harm.
- Provide training and development for all employees in the recognition and reporting of abuse and harm.
- Provide reporting procedures and professional standards for care and protection work.
- Conduct a Working with Children Check for anyone that will be heavily involved with service operations.

- Enable educators to have access to relevant acts, regulations, standards and other resources in order for them to complete their obligations.

For Educators:

- Report any situation where they suspect a child is at risk of significant harm to the Child Protection Helpline.
- Promote the welfare, safety and wellbeing of children at the service.
- Have an awareness of referral agencies for families where concerns of harm do not meet the significant harm threshold.
- Be aware of obligations as per the Mandatory Reporter Guide.
- Assist in supporting children and families when liaising with relevant government agencies.
- Consumption of alcohol and illicit substances is prohibited while on the service's premises. Staff must not come to the service whilst under the influence of alcohol or illicit substances.
- Smoking is prohibited on the service's premises.
- Staff must not show favouritism towards any child.
- Staff must refrain from developing close personal relationships with children out of the carer/child relationship.
- Staff must refrain from using the abusive, derogatory or offensive language.
- Individual or groups of children are not permitted to be withdrawn into areas where they are not visible by other staff members, or taken into rooms that can be locked.
- Permanent or temporary child-care staff are to be directed to ensure that they at all times remain readily accessible and within the visibility of other staff while with the children.
- Students and volunteers are to be directed to ensure that they are never alone with children in a direct, un-supervised capacity.
- Casual staff are to at all times remain readily accessible and within the visibility of other staff while with the children.

- While there is a child on the premises of the service, there is to be a minimum of two staff on the premises. It is the responsibility of the Director to ensure that rosters meet this requirement and it is the responsibility of all staff to ensure this requirement is upheld.
- Parents are to be informed of the procedures staff use to toilet children. Changing of babies should take place within the view of other adults
- Parents should be made aware that it may be necessary to physically restrain an out of control child who may be compromising the safety of him/herself, other children or staff, or to isolate the child from other children for short periods of time.
- Up-to-date developmental records on all children are to be kept. Relevant conversations with parents that may relate to a child's behaviour change (e.g. parents separating, new baby in the family, moving house etc.) are to be noted in the developmental record
- Staff should ensure they are aware of the individual's child stage of development and particular needs and plan the curriculum accordingly.
- Staff should work with parents to develop and record appropriate procedures for managing toilet practices and behaviour management.

For Families:

- Treat all children at the service equally and respectfully.
- Report any suspicions to the most senior person on duty when at the service.
- Respect the rights, dignity and worth of every person, regardless of their abilities, gender, religion or cultural background.
- Respect the decision of employees and teach children to do likewise.
- Focus on encouraging children's efforts and learning.
- Support all efforts to remove any form of abuse in the service and encourage a safe and supportive service environment.
- Consumption of alcohol and illicit substances is prohibited while on the service's premises. Parents must not come to the service whilst under the influence of alcohol or illicit substances.
- Smoking is prohibited on the service's premises.

For Children:

Children are encouraged and instructed to:

- Respect other children and adults at the service.

- Cooperate and will follow our classroom rules.
- Listen to educators' instructions and follow them.
- Control their temper and talk to an educator if they are feeling upset.
- Have a say in what activities they are involved in.
- Speak to an educator if they are worried or concerned about something.
- Not bully other children.
- Tell an educator if they see a child bullying another child.

Child Protection Risk Management Strategy: Policies and Documentation

Policies and Documentation

Please refer to the following policies and documentation:

- Child Protection Policy
- Educator and Management Policy
- Education, Curriculum and Learning Policy
- Incident, Injury, Trauma and Illness Policy
- Educators Job Descriptions
- Staff Orientation Policy and Procedures
- Educators Appraisal Processes
- High Risk Activity Risk Management Plan

Child Protection Risk Management Strategy: Recruitment, Selection, Management and Training of Educators and Volunteers

Recruitment

The service will keep up-to-date policies on recruiting, selecting, training and managing paid employees and volunteers. The service is responsible for developing policies and procedures about recruitment, selection, management and training to ensure all persons working at the service are suitable.

When developing our recruitment strategy, our service will consider the following:

Position Description	<ul style="list-style-type: none"> • Establish an understanding of the roles and expectations for educators to provide a safe and supportive environment for children and young people • Become more aware of the tasks required for specific activities • Develop requirements of the position (sometimes referred to as selection criteria). • Identify training needs • Reduce the risk of harm to children and young people, and attract and retain educators
Advertising the Position	<ul style="list-style-type: none"> • Include a clear statement about the service's safe and supportive work practices. • Include clear, concise details about the service • Provide brief details about the position and working conditions, and name a contact person for more information
Selection Process	<ul style="list-style-type: none"> • Assessment of applicant • Interview process • Referee checks
Probationary Period of Employment	<ul style="list-style-type: none"> • Set goals • Identify training needs, specifically in relation to risk management practices • Provide support to the new employee to be successful in undertaking the role
Training	<p>Educators should receive training in the following areas:</p> <ul style="list-style-type: none"> • Identifying, assessing and minimising risks • The service's policies and procedures (including the organisation's code of conduct) • Compulsory training as required by industry standards or legislation • Handling a disclosure or suspicion of harm, including reporting guidelines <p>Training can be formal such as:</p> <ul style="list-style-type: none"> • Higher education training and accreditation • Training offered by external organisations • Training developed and delivered internally • On-the-job training meeting key objectives <p>Training can also be informal such as:</p> <ul style="list-style-type: none"> • Inviting police officers or Child Safety educators to meetings to discuss issues in relation to child protection • Inviting other professionals to speak at meetings or functions • Internal mentoring and coaching

<p>Induction</p>	<ul style="list-style-type: none"> • The service’s commitment to an environment that is safe and supportive for children and young people • The standards of behaviour expected as detailed in our code of conduct • Sign the service’s Child Protection Agreement (see below) • The service’s safe and supportive policies and procedures, and strategies to minimise harm • Procedures to follow when a disclosure of harm is received • Reporting guidelines in relation to disclosures of harm and suspicions of harm • Their own rights and responsibilities, as well as those of children and young people • What to expect if there is an allegation of harm made against them or to them • What constitutes a breach of the service’s child and youth risk management strategy and the potential consequences • The roles of key people in the service • Provide an overview of grievance procedures
<p>Exit interviews or questionnaires</p>	<ul style="list-style-type: none"> • Gather information about the effectiveness of the recruitment process • Identify possible areas for improvement in organisational processes, management, job design, remuneration or career planning and development • Receive positive feedback on what is working well in the service

Child Protection – Staff Awareness Policy

When to use this procedure

The Director or office manager will use this procedure for every new staff member employed at the centre within the first hour of employment

Step 1: Provide staff with the important policies booklet and instruct them to read the Child Protection Policy

Step 2: Staff please fill in

I _____ (full _____ name)

Position: _____

have read and understand the Child Protection Policy and agree to abide by its provisions.

I am aware of the responsibilities in relation to child protection in Victoria and regulations.

Signed:

Date: ____/____/____

Step 3: Director/Office manager
Sign, date and file this procedure

Date: ____/____/____

Name _____ of _____ person _____ completing _____ procedure:

Signature:

Child Protection Risk Management Strategy: Concerns of Abuse / Neglect

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.

Suspicion of harm

You can suspect harm if:

- You are concerned by significant changes in behaviour or the presence of new unexplained and suspicious injuries.

Disclosure of harm

A disclosure of harm occurs when someone, including a child, tells you about harm that has happened or is likely to happen.

Disclosures of harm 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..."

Procedures for receiving a disclosure of harm

When receiving a disclosure of harm:

- Remain calm and find a private place to talk.
- Don't promise that you'll keep a secret; tell them they have done the right thing in telling you but that you'll need to tell someone who can help keep them safe.
- Only ask enough questions to confirm the need to report the matter; probing questions could cause distress, confusion and interfere with any later enquiries.
- Do not attempt to conduct your own investigation or mediate an outcome between the parties involved.

Reporting guidelines for disclosures or suspicions of harm

Following are the actions our organisation will take immediately following a disclosure or suspicion of harm.

Documenting a suspicion of harm

If you or others have concerns about the safety of a child, record your concerns in a non-judgmental and accurate manner as soon as possible. If a parent explains a noticeable mark on a child, record your own observations as well as accurate details of the conversation. If you see unsafe or harmful actions towards a child in your care, intervene immediately, provided it is safe to do so. If it is unsafe, call the police for assistance.

Documenting a disclosure of harm

Complete an incident report form or record the details as soon as possible so that they are accurately captured. Include:

- 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.
- Date of report and signature.

If you need to take notes as the person is telling you, explain that you are taking a record in case any later enquiry occurs.

Reporting the disclosure or suspicion of harm to authorities

The service will not conduct its own enquiries in relation to the disclosure or suspicion of harm or try to come to an agreement between the parties involved. The person who receives a disclosure or suspects harm is to contact the relevant authority to ensure information provided is comprehensive and accurate.

Report the matter to:

DHS - CHILD PROTECTION SERVICES
1300 737 639

CALL 000 FOR EMERGENCIES

Our service recognises the *Children, Youth and Families Act 2005* which states the following:

A mandatory reporter who forms the belief on reasonable grounds that a child is in need of protection must report to the Secretary that belief and the reasonable grounds for it as soon as practicable:

- (a) after forming the belief; and
- (b) after each occasion on which he or she becomes aware of any further reasonable grounds for the belief.

A belief is a belief on reasonable grounds if a reasonable person practising the profession or carrying out the duties of the office, position or employment, as the case requires, would have formed the belief on those grounds.

Actions following a disclosure of harm

Support and counselling will be offered to all parties involved.

The person against whom the allegation has been made

If the person responding to the allegation of harm is a member of the organisation, you may need to review their duties. If they continue to interact/work with children, ensure that they are appropriately supervised at all times. You may want to seek legal advice as to the extent to which that person can carry out duties in the organisation.

Procedures to minimise harm to children and young people

Our organisation works to minimise harm to children and young people by acting in a manner that supports their interests and wellbeing, by:

- Making sure that children know that it is their right to feel safe at all times.
- Teaching them about acceptable and unacceptable behaviour in general.
- Letting them know who is and who is not an employee in the organisation.
- Allowing them to be a part of decision-making processes.
- Making sure they are safe by monitoring their activities and ensuring their environment meets all safety requirements.
- Taking anything a child or young person says seriously and following up their concerns.

- Letting them know there is no secret too awful, no story too terrible, that they can't share with someone they trust.
- Teaching them about appropriate and inappropriate contact in a manner appropriate to their age and level of understanding.
- Teaching children and young people to say 'no' to anything that makes them feel unsafe.
- Encouraging them to tell educators of any suspicious activities or people.
- Listening to children and young people and letting them know that educators are available for them if they have any concerns.

When receiving a disclosure of harm:

- Remain calm and find a private place to talk.
- Don't promise that you'll keep a secret; tell them they have done the right thing in telling you but that you'll need to tell someone who can help keep them safe.
- Only ask enough questions to confirm the need to report the matter; probing questions could cause distress, confusion and interfere with any later enquiries.
- Do not attempt to conduct your own investigation or mediate an outcome between the parties involved.

How can abuse and neglect be recognised?

Behavioural or physical signs which assist in recognising child abuse are known as indicators. A single indicator can be as important an indicator as the presence of several indicators. A child's behaviour is likely to be affected if he/she is under stress. There can be many causes of stress, including child abuse, and it is important to find out specifically what is causing the stress.

General indicators of abuse and neglect

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

Physical Abuse

Physical indicators include:

- Bruises, burns, sprains, dislocations, bites, cuts, welts.

- Bruising or marks that may show the shape of an object.
- Fractured bones, especially in an infant where a fracture is unlikely to occur accidentally.
- Poisoning.
- Internal injuries.
- Explanations are not consistent with the injury.

Possible behavioural indicators include:

- Showing wariness or distrust of adults.
- 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 to strangers.
- Being very passive and compliant.

Indicators of physical abuse in parents and caregivers include:

- Direct admissions from parents about fear of hurting their children.
- Family history of violence.
- History of their own maltreatment as a child.
- Repeated visits for medical assistance.

Sexual Abuse

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.

One or more of these behavioural and physical indicators 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 which is unusual for the child's age.

- Showing behaviour such as frequent rocking, sucking and biting.
- Experiencing difficulties in sleeping.
- Having difficulties in relating to adults and peers.
- Self destructive behaviour.
- Regression in development achievements.
- Child being in contact with a suspected or known perpetrator of sexual assault.
- Bleeding from the vagina or anus.
- Injuries such as tears to the genitalia.

Indicators of sexual abuse in parents, caregivers or anyone else associated with the child:

- Exposing the child to sexual behaviours of others.
- Suspected or charged with child sexual abuse.
- Inappropriate jealousy regarding age appropriate development of independence from the family.
- Coercing the child to engage in sexual behaviour with other children.
- Verbal threats of sexual abuse.
- Exposing the child to pornography.

Emotional Abuse

There are few physical indicators, although emotional abuse may cause delays in emotional, mental, or even physical development.

Possible behavioural indicators include:

- Displaying low self esteem.
- Tending to be withdrawn, passive, tearful.
- Inability to value others.
- Lack of trust in people and expectations.
- Displaying aggressive or demanding behaviour.
- Being highly anxious.

- Showing delayed speech.
- Acting like a much younger child (e.g. soiling or wetting pants).
- Displaying difficulties in relating to adults and peers.

Indicators of emotional abuse in parents and caregivers:

- Constant criticism, belittling, teasing of a child or ignoring or withholding praise and affection
- Excessive or unreasonable demands
- Persistent hostility, severe verbal abuse, rejection and scape-goating
- Belief that a particular child is bad or 'evil'
- Using inappropriate physical or social isolation as punishment
- Exposure to domestic violence

Neglect

Physical indicators 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 include:

- Stealing food
- Often being tired, falling asleep
- Abusing alcohol or drugs
- Displaying aggressive behaviour
- Not getting on well with peers

- Extreme longing for adult affection
- Acute separation anxiety
- Self-comforting behaviours (e.g. rocking, sucking)
- Delay in developmental milestones
- Untreated physical problems

Indicators of neglect in parents and caregivers:

- Failure to provide adequate food, shelter, clothing, medical attention, hygiene or leaving the child inappropriately without supervision
- Inability to respond emotionally to the child
- Child abandonment
- Depriving or withholding physical contact
- Failure to provide psychological nurturing
- Treating one child differently to others

The presence of indicators such as those described may alert us 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 a local Child Protection Service for assistance and advice.

Child Protection Risk Management Strategy: Managing Breaches

This plan outlines the steps to be taken following a breach of the child and youth risk management strategy in order to address the breach in a fair and supportive manner.

Definition

A breach is any action or inaction by any member of the organisation, including children and young people, that fails to comply with any part of the strategy. This includes any breach in relation to:

- Statement of commitment to the safety and wellbeing of children and the protection of children from harm.
- Code of conduct for interacting with children and young people.
- Procedures for recruiting, selecting, training and managing paid employees and volunteers.

- Policies and procedures for handling disclosures or suspicions of harm, including reporting guidelines.
- Policies and procedures for implementing and reviewing the children and youth risk management strategy and maintaining an employee register.
- Risk management plans for high risk activities and special events.
- Strategies for communication and support.

All stakeholders are to be made aware of the actions or inactions that form a breach as well as the potential outcomes of breaching the child and youth risk management strategy.

Processes to manage a breach of the child and youth risk management strategy

Breaches will be managed in a fair, unbiased and supportive manner. The following will occur:

- All people concerned will be advised of the process.
- All people concerned will be able to provide their version of events.
- The details of the breach, including the versions of all parties and the outcome will be recorded.
- Matters discussed in relation to the breach will be kept confidential and an appropriate outcome will be decided.

Suitable outcomes for breaches

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

- Emphasising the relevant component of the child and youth risk management strategy, for example, the code of conduct.
- Providing closer supervision.
- Further education and training.
- Mediating between those involved in the incident (where appropriate).
- Disciplinary procedures if necessary.
- Reviewing current policies and procedures and developing new policies and procedures if necessary.

Child Protection Risk Management Strategy: Template Risk Management Plan for High Risk Activity

In addition to occupational health and safety concerns, a child and youth risk management strategy should analyse the risk of 'harm' to children and young people.

STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6
Describe the activity <i>Identify all elements of the event from beginning to end</i>	Identify Risks <i>Something that could happen that results in harm to a child or young person</i>	Analyse the Risk <i>(Likelihood/Consequence)</i>	Evaluate the Risk <i>The level of risk</i>	Manage the Risk <i>Assess the options</i>	Review <i>Nominate who will review after the event/activity</i>

Child Protection Risk Management Strategy: Information for Families

Our organisation's child and youth risk management strategy

Creating safe and supportive service environments for children and young people is everyone's business. Our organisation is committed to providing the highest standard of service to children and young people and ensuring they are kept safe from harm. In order to create a safe and supportive service environment for children and young people, organisations must initiate and maintain ongoing planning and commitment.

In a safe and supportive environment, services and activities are provided so children and young people:

- Feel safe and protected from harm.
- Help plan activities and make decisions.
- Are consulted and respected.
- Have their best interests considered and upheld.

Kardinia Childcare and Kindergarten is required to have a written child and youth risk management strategy to protect the children and young people in our organisation from harm. The strategy will help ensure our organisation is a safe and supportive service environment for children and young people, by identifying and minimising risks. Screening employees and volunteers through the Working With Children Check system is part of the strategy.

The child and youth risk management strategy addresses the following elements:

- A statement of commitment.
- A code of conduct for interacting with children and young people.
- Procedures for recruiting, selecting, training and managing paid employees and volunteers.
- Policies and procedures for handling disclosures or suspicions of harm, including reporting guidelines.
- A plan for managing breaches of the child and youth risk management strategy.
- Policies and procedures for implementing and reviewing the child and youth risk management strategy and maintaining an employee register for Working with Children checks.
- Risk management plans for high-risk activities and special events.
- Strategies for communication and support.

As a parent/carer, it is important for you to understand the policies and procedures that form the child and youth risk management strategy. A copy of the strategy is attached for your information and comment.

Teaching Protective Behaviour with Children

We aim to teach children:

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

- 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 that is the feeling of adventure and appropriate risk taking and dangerous scared that is not ok.
- To use their own skills to feel safe.

Beliefs

Our service believes:

- That children are capable of the same range of emotions as adults are.
- That children's emotions are real 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 hugely positive or detrimental depending on the adult's reaction.
- That children are very in touch with their bodies 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 of a situation and avoid them or ask for help.

Sources

Community and Disability Services Ministers' Conference (2005). *Creating safe environments for children: Organisations, employees and volunteers: National framework*. Retrieved April 27, 2010, from http://www.ocsc.vic.gov.au/downloads/childsafe_framework.pdf

Community and Disability Services Ministers' Conference (2005). Schedule: Guidelines for building the capacity of child-safe organisations. *Creating safe environments for children: Organisations, employees and volunteers: National framework*. Retrieved April 27, 2010, from http://www.ocsc.vic.gov.au/downloads/childsafe_sched01.pdf

UNICEF (n.d.). *Fact sheet: A summary of the rights under the Convention on the Rights of the Child*. Retrieved April 27, 2010, from http://www.unicef.org/crc/files/Rights_overview.pdf

Children, Youth and Families Act 2005

Education and Care Services National Regulations 2011

Early Years Learning Framework

Review

The policy will be reviewed annually.

The review will be conducted by:

- Management
- Employees
- Families
- Interested Parties

Last reviewed: November 2013

Date for next review: November 2014