



**Jump**

Carey Early  
Development

## Child Protection Policy

### Policy Statement

Our Services embeds the National Principles for Child Safe Organisations and promotes a culture of safety and wellbeing to minimise the risk of child abuse or harm to children whilst promoting children's sense of security and belonging. We aim to promote the safety and wellbeing of all children within Jump Carey Early Development. Educators and staff will report any cases of concern for a child to Senior Leadership who will report to the appropriate authorities.

Child abuse and neglect consists of an act of commission or omission that endangers or impairs a child's physical or emotional health and development. Educators will implement protective behaviour programs to help children learn about self protection and to ask someone they trust for help if they feel unsafe. These programs will be carefully considered if they are age appropriate and account for the developmental stages of the child.

### National Quality Standard (NQS)

<a href="#">Quality Area 2: Children's Health and Safety</a>		
2.2	Safety	Each child is respected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
2.2.3	Child Protection	Management, Educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

Education And Care Services National Regulations	
84	<a href="#">Awareness of child protection law</a>
86	<a href="#">Notification to parents of incident, injury, trauma and illness</a>
87	<a href="#">Incident, injury, trauma and illness record</a>
155	<a href="#">Interactions with children</a>
S162 (A)	<a href="#">Persons in day-to-day charge and nominated supervisors to have child protection training</a>
S165	<a href="#">Offence to inadequately supervise children</a>
S166	<a href="#">Offence to use inappropriate discipline</a>
S167	<a href="#">Offence relating to protection of children from harm and hazard</a>
168	<a href="#">Education and care service must have policies and procedures</a>

175	<a href="#">Prescribed information to be notified to Regulatory Authority</a>
176	<a href="#">Time to notify certain information to Regulatory Authority</a>

## Related Policies

Child Safe Environment Policy Code of Conduct Policy Educational Program Policy Excursions and Incursion Policy Health and Hygiene Policy Interaction with Children Policy	Privacy and Confidentiality Policy Responsible Person Policy Staffing Arrangements Policy Student and Visitors Policy Supervision Policy Work Health and Safety Policy
---	---

## Practice

Child abuse is any action towards a child or young person that harms or puts at risk their physical, psychological or emotional health or development. Child abuse can be a single incident or can be a number of different incidents that take place over time. There are different forms of child abuse: physical abuse, sexual abuse, emotional abuse, psychological abuse and child neglect.

Child Abuse is:

1. Any non-accidental act or omission by parents, caregivers, other adults, older adolescents or other children
2. The act or omission must cause or risk of causing harm
3. May be intentional or unintentional
4. Is not considered normal conduct
5. Physical, mental or emotional harm to a child from a single incident to a chronic pattern of behaviour over time.

### Indicators of Abuse

There are common physical and behavioural signs that may indicate abuse or neglect. The presence of one of these signs does not necessarily mean abuse or neglect. Behavioural or physical signs which assist in recognising harm to children are known as indicators. The following is a guide only. One indicator on its own may not imply abuse or neglect. However, a single indicator can be as important as the presence of several indicators. Each indicator needs to be deliberated from the perspective of other indicators and the child's circumstances. A child's behaviour is likely to be affected if he/she is under stress. There can be many causes of stress and it is important to find out specifically what is causing the stress. Abuse and neglect can be single incidents or ongoing and may be intentional or unintentional.

General indicators of abuse and neglect may include:

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

### Physical Abuse

Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or by a caregiver who is older than the child. It may also be the result of putting a child at risk of being injured. Some examples are:

- hitting, shaking, punching
- burning and scolding
- excessive physical punishment or discipline
- attempted suffocation
- shaking a baby.

Possible signs of physical abuse are:

- broken bones or unexplained bruises, burns, welts
- the child is unable to explain an injury, or the explanation is vague
- dehydration or poisoning
- the child is unusually frightened of a parent or caregiver
- arms and legs are covered by clothing in warm weather
- when parents delay getting medical assistance for their child's injury
- brain damage through shaking or hitting.

#### Admissions by Parents

- parents may tell you that their child wouldn't do that "or else they'd cop a flogging". Remarks like this can indicate that the standards for physical punishment in that household may be harsh and may even include physical abuse.
- facial expressions or body language and particularly if a child shows a negative reaction e.g. a child may say something cheeky and a look or body movement from the parent may cause the child to cower or flinch as a reaction.
- general conversation
- referring to their own childhood or family history where physical violence was used. Parents may not even realise that what they are doing is physical abuse – they may just be parenting the only way they know how. In cases like this, reporting is important because these families need help, support and education to understand the harm they are causing to their children.

#### Sexual Abuse

Sexual abuse occurs when a child is exposed to, or involved in, sexual activity that is inappropriate to the child's age and developmental level. It includes circumstances where the child has less power than another person involved, is exploited or where the child has been bribed, threatened, or coerced. It also includes situations where there is a significant difference between the developmental, maturity level or intellectual capacity of the child or young person and another person involved. Some examples are:

- letting a child watch or read pornography
- allowing a child to watch sexual acts
- fondling the child's genitals
- having oral sex with a child
- vaginal or anal penetration
- using the internet to find a child for sexual exploitation.

Possible signs of sexual abuse include when a child:

- acts in a sexualised way that is inappropriate to his/her age/development/maturity/intellectual capacity
- creates stories, poems or artwork about abuse
- has pain, bleeding or swelling in his/her genital area
- starts doing things they have grown out of such as crying a lot, bed wetting or soiling, clinging to caregiver
- has nightmares or sudden unexplained fears.

### Psychological Abuse

Psychological abuse is repeatedly treating and speaking to a child in ways that damage the child's perceptions, memory, self-esteem, moral development and intelligence. Some examples are:

- constantly belittling, shaming and humiliating a child
- calling the child names to minimise their self-worth
- threatening a child
- keeping a child isolated from other people or friends
- constantly ignoring a child
- encouraging a child to act inappropriately.

Possible signs of psychological abuse include when a child:

- feels worthless, unloved, unwanted
- feels dumb
- has difficulties remembering or recognising information
- has difficulties paying attention
- has difficulty knowing what actions are right or wrong
- is highly anxious.

### Neglect

Neglect is when children do not receive adequate food or shelter, medical treatment, supervision, care or nurturance to such an extent that their development is damaged, or they are injured. Neglect may be acute, episodic or chronic. Some examples are:

- leaving a child alone without appropriate supervision
- not ensuring the child attends school, or not enrolling the child at school
- infection because of poor hygiene or lack of medication
- not giving a child affection or emotional support
- not getting medical help when required.

Signs of neglect in children include:

- untreated sores, severe nappy rash
- bad body odour, matted hair, dirty skin
- being involved in serious accidents
- being hungry and stealing food
- often being tired, late for school or not attending school
- feeling bad about themselves
- when a baby does not meet physical and development milestones without there being underlying medical reasons.

## Emotional Abuse

Emotional abuse occurs when an adult harms a child's development by repeatedly treating and speaking to a child in ways that damage the child's ability to feel and express their feelings. Some examples are:

- constantly putting a child down
- humiliating or shaming a child
- not showing love, support or guidance
- continually ignoring or rejecting the child
- exposing the child to family and domestic violence
- threatening abuse or bullying a child
- threats to harm loved ones, property or pets.

Possible signs of emotional abuse include when a child:

- is very shy, fearful or afraid of doing something wrong
- displays extremes of behaviour for example from being very aggressive to very passive
- is not able to feel joy or happiness
- is often anxious or distressed
- feels worthless about life and themselves
- has delayed emotional development.

## Exposure to Domestic or Household Violence

This also includes exposure to abuse of siblings. As many as 3 out of 5 domestic violence incidents take place in front of a child. Exposure can include:

- Seeing
- Hearing
- Being involved – intervening or being used as hostage
- Peacemaking
- Phoning police
- Aftermath – including arrest, injuries to victim, and turmoil
- Parent leaving home
- Child moving out with parent and relocating

Domestic violence falls under several categories.

*Physical* – Being hurt, or threatened with pain or subject to threats to hurt loved ones or pets alongside the definition provided for physical abuse.

*Emotional* – Systematic use of fear, threats or intimidation. Being subject to inappropriate verbal or symbolic acts and a pattern of belittling, humiliating or demeaning dynamics in a relationship and persistently undermining the role of the individual or parent.

*Economic* - Having money controlled, or being denied access to your accounts or money, keeping you financially dependent, or making you ask for money unreasonably. This is a form of violence.

*Social* – If someone is insulted or teased in front of other people, is isolated from family and friends, is controlled in what they do and where they go, or they are subject to manipulation or intimidation. Social violence occurs in relationships that often include other forms of violence.

*Spiritual* - This type of violence involves a situation where someone is not allowed to have their own opinions about religion, cultural beliefs, and values, or their spirituality is manipulated to keep them feeling powerless.

### Working With Children Check

People working or volunteering with children in Western Australia by law, have a Working with Children Check under the *Working with Children (Criminal Record Checking) Act 2004 (the WWC Act)*. The Working with Children (WWC) Screening Unit provides checks of workers and volunteers to organisations, contributing to creating safe environments for children and other vulnerable people.

A Working with Children Check is an assessment of whether a person poses an unacceptable risk to children. As part of the process, the WWC Screening Unit will look at criminal history, child protection information and other information.

Working with Children Checks are valid for three years. Cleared applicants are subject to ongoing monitoring and relevant new records may lead to the clearance being revoked. If new information about a person means they pose a risk to children's safety, that person's check will be re-assessed and, if necessary, they will be prohibited from working with children. The WWC Screening Unit will inform both the person affected and any organisations they're linked to about the change in status.

Organisations need to be registered with the WWC Screening Unit to validate employees Working with Children Checks. Organisations are to advise the WWC Screening Unit through the Register Card Holders online form when a new employee, volunteer or student who already has a WWC Card from a previous employer begins working for the Services. Working with Children Checks must be validated BEFORE the employee begins working with children.

### The Reportable Conduct Scheme

The office of the Ombudsman has particular expertise in investigating matters involving the safety and welfare of children. The Reportable Conduct Scheme will compel heads of organisations to notify allegations of, or convictions for, child abuse to the Ombudsman and then investigate these allegations. The Ombudsman will monitor, oversee and review investigations undertaken by organisations involving any of the organisation's employees, visitors, or contractors. The Ombudsman may also at any time investigate matters of their own motion. Organisations are required to have systems in place to enable them to better protect against, and respond to, reportable conduct.

## **Process**

The National Quality Standards define harm to a child as being any detrimental effect of a significant nature on the child's physical, psychological or emotional wellbeing. Harm can be caused by physical, psychological, emotional or sexual abuse or exploitation or neglect. The Education and Care Services National Law Act (2012) (The National Law) states that you must not subject any child being educated and cared for by the Services to any form of corporal punishment or any discipline that is unreasonable in the circumstances. Our Services strongly opposes any type of abuse against a child and endorses high quality practices in relation to protecting children.

Educators have an important role to support children and young people and to identify concerns that may jeopardise their safety, welfare, or wellbeing. To ensure best practice, all Educators will attend approved Child Protection training certified by a registered training organisation. Educators will continue to maintain current knowledge of child protection and mandatory reporter requirements by completing Child Protection Awareness Training annually. The Child Protection policy and practices are

incorporated into orientation for Educators and staff members and revisited throughout their employment.

In our Services, all people entering the premises must be vetted as they enter and sign the visitors register. Visitors and students are not to be alone with the children, out of sight of or away from ready access of Educators.

Educators with any concerns are encouraged to refer the family to our Family Liaison/Assistant Director. The Signs of Safety by the Department of Communities Child Protection and Family Support are strategies used to connect with families. They encourage the family to explore:

- What's working well? i.e. existing strengths and safety
- What are we worried about? i.e. past harm, future danger and complicating factors
- What needs to happen? i.e. future safety

Jump Care Early Development Services provide support and referrals for community assistance where appropriate.

#### Documenting a Suspicion of Harm

The Incident, Illness, Accident and Trauma Record Form, is used for documenting injuries or other indicators that children arrive at the Services with or that occur whilst children attend the Services. General permission to take photos on the enrolment form is given and any photos taken for Child Protection purposes, or to corroborate or provide accurate evidence of any injury that has occurred is kept confidential on file.

If Educators have concerns about the safety of a child, they will:

- record their concerns in a non-judgmental and accurate manner as soon as possible
- record their own observations as well as precise details of any discussion with a parent who may for example explain a noticeable mark on a child
- document as soon as possible so the details are accurate including:
  - child's personal details (name, address, DOB, details of siblings)
  - time, date and place of the suspicion
  - full details of the suspected abuse
  - date of report and signature
- consider what a reasonable person would think when confronted with the same information
- report any and all concerns and not wait for it to happen again or wait for a clearer indicator
- weigh up the strength of the indicators
- not endeavour to conduct their own investigation
- discuss with the Nominated Supervisor or the Responsible Person at the Services and report everything to them
- the Nominated Supervisor or the Responsible Person may be able to assist to recognise situations to provide assistance and referrals for support in order to best provide Child Protection, rather than reporting to authorities

For the purpose of reporting an ongoing Child Concerns File will be used to securely store records of anecdotes or incidents. Staff and Educators are encouraged to make note of anything of concern about a family or child. Concerns should be noted as soon as practicable to inform the Nominated Supervisor or

the Responsible Person at the Services. The Educator or staff member will record concerns: date, observations and specify interactions objectively.

### Documenting a Disclosure

A disclosure of harm emerges when someone, including a child, tells you about harm that has happened or is likely to happen. When a child discloses that he or she has been abused, it is an opportunity for an adult to provide immediate comfort and support to assist in protecting the child from the abuse. It is also a chance to help the child connect to professional services that can keep them safe, provide support and facilitate their recovery from trauma. Disclosure is about seeking support and your response can have a great impact on the child or young person's ability to seek further help and recover from the trauma.

When receiving a disclosure of harm, it is important to:

- find a private place to talk
- give the child or young person their full attention
- maintain a calm appearance
- don't make promises that can't be kept, for example, never promise that you will not tell anyone else
- tell the child/person they have done the right thing in revealing the information but that they'll need to tell someone who can help keep the child safe
- gather information to confirm the need to report the matter
- document as soon as possible so the details are accurately captured including:
  - time, date and place of the disclosure
  - 'word for word' what happened and what was said, including anything the staff member/Educator said and any actions that have been taken
  - date of report and signature
- not attempt to conduct an investigation or mediate an outcome between the parties involved
- let the child or young person take his or her time
- let the child or young person use his or her own words
- accept the child or young person will disclose only what is comfortable and recognise the bravery/strength of the child for talking about something that is difficult
- honestly tell the child or young person what you plan to do next
- do not confront the perpetrator.

Do not inform families of your intention to report as it will:

- cause conflict with the family
- the parent or caregiver will try to stop the report
- cause undue stress
- personalise the situation and losing objectivity to think like a reasonable person resulting in questioning what is the right thing to do
- place a child at risk of harm
- place an adult at risk of harm
- interfere with the investigation of a criminal offence e.g. distort the evidence or delay access to the child



### Making a Report

The Nominated Supervisor or the Responsible Person is in belief, on reasonable grounds, that child sexual abuse has occurred or is occurring, will make a report to the Department of Communities, Child Protection and Family Support's Mandatory Reporting Service. If a child is at immediate risk and Police or medical assistance is required, the Nominated Supervisor or the Responsible Person will contact authorities. When a report is made, the Nominated Supervisor or the Responsible Person will notify the Ombudsman through the Reportable Conduct Scheme.

When making a report to the Department, the following information is provided:

- details about the child/young person and family
- the reasons you are concerned
- the immediate risk to the child
- whether or not the child or family has support
- what may need to happen to make the child safe
- reporters contact details, so that the officer can call to obtain further information if required or to provide feedback.

Failure to make a report can result in a fine of up to \$6,000. A person can be prosecuted within three (3) years after failing to make a report. After that, any action will be at the Attorney General's discretion.

### Confidentiality

It is important that any notification remains confidential, as it is vitally important to remember that no confirmation of any allegation can be made until the matter is investigated. The individual who makes the notification should not inform the suspected perpetrator. This ensures the matter can be investigated without contamination of evidence or pre-rehearsed statements. It also minimises the risk of retaliation on the child for disclosing.

### Protection for reporters

All reporters are protected against retribution for making or proposing to make a report under amendments to the *Children and Community Services Act 2004*. The identity of the reporter is protected by law from being disclosed, except in certain exceptional circumstances. Provided the report is made in good faith:

- the report will not breach standards of professional conduct
- the report cannot lead to defamation and civil and criminal liability
- the report is not admissible in any proceedings as evidence against the person who made the report
- a person cannot be compelled by a court to provide the report or disclose its contents
- the identity of the person making the report is protected.

A report is also an exempt document under the *Freedom of Information Act 1992*.

### Sharing of Information

The Western Australian Government recognises that for agencies and services working with children and families there will be times when it is necessary to share information to protect their safety and wellbeing. The Children and Community Services Act 2004 (CCS Act) is the legislative basis for child protection responses in Western Australia. It enables information sharing between agencies to protect the wellbeing of children. The Department for Child Protection and Family Support provides a guide on information sharing for government and non-government agencies.

There may be situations where Educators are required to share information about a child without consent. The circumstances when this may apply include:

- a child may be placed at further risk or harm
- the child poses a risk to themselves or is a risk to others
- reasonable efforts to obtain consent have failed
- you are unable to contact the parent/s
- there may or would be a risk to your safety if consent was sought
- it is clear from previous contact that consent would not be given.

As a guide, you may wish to share information that relates to:

- any known events or history of the child suffering harm
- the impact of a parent's mental illness, substance misuse, disability or history of family and domestic violence on his/her ability to care for their child
- protecting a child and/or adult exposed to FDV
- a person in the household who may pose a risk to the child
- any periods in which the child has been cared for by other people
- any significant issues relating to the child's siblings
- the child's physical health, including any treatment needs
- any psychological and emotional difficulties the child may have
- the child's education, including any special educational needs
- any positive feedback about a child or family you are working with
- any disabilities the child may have, including any care requirements
- any known allergies and dietary requirements of the child
- any information that assists an assessment of the safety of a person subjected to FDV, which may include information about a perpetrator and their participation in counselling and treatment programs.

#### Breach of Child Protection Policy

All Educators and staff working with children have a duty of care to support and protect children. A duty of care is breached if a person:

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

An investigate the breaches will be conducted in a fair, unbiased and supportive manner by:

- discuss the breach with all people concerned and advising all parties of the process
- give the Educator/staff member the opportunity to provide their version of events
- document the details of the breach, including the versions of all parties
- the investigation may be conducted by external parties
- record the outcome clearly and without bias
- ensure the matters in relation to the breach are kept confidential
- conduct or revise and implement a risk assessment to protect the child/ren of further harm
- reach a decision based on documented discussions and consideration of all evidence.

Depending on the nature of the breach outcomes may include:

- to emphasis the relevant elements of policy and procedure
- provide closer supervision
- further education and training
- provide mediation between those involved in the incident if appropriate
- disciplinary procedures if required i.e. suspension of duties during the investigation, dismissal
- notifying relevant authorities i.e. Police, Reportable Conduct Scheme, ECRU and Working with Children Check
- reviewing or developing policies and procedures as required

## Procedure

Our program will educate children:

- about acceptable and unacceptable behaviour, and what is appropriate and inappropriate contact at an age-appropriate level and understanding
- about their right to feel safe at all times
- to say 'no' to anything that makes them feel unsafe or uncomfortable
- about how to use their own knowledge and understanding to feel safe
- to identify feelings that they do not feel safe
- the difference between 'good' and 'bad' secrets
- that there is no secret or story that cannot be shared with someone they trust
- that Educators are available for them if they have any concerns
- to tell Educators of any suspicious activities or people
- to recognise and express their feelings verbally and non-verbally
- that they can choose to change the way they are feeling.

Educators will:

- treat children with the utmost respect, understanding and believes that:
  - children are capable of the same range of emotions as adults
  - children's emotions are real and need to be accepted by adults
  - a reaction given to a child from an adult in a child's early stages of emotional development can be positive or detrimental depending on the adult's behaviour
  - children who enhance their understanding of their body's response to a situation are more able to predict the outcome and ask for help or evade a negative situation
- teach all children strategies to prevent abuse
- use child protection as a set of strategies, skills, measures and structures to prevent child abuse and neglect
- use child protection strategies to protect against abuse and neglect by preventing it from happening or happening again
- ensure positive guidance is used to assist a child and do not include physical, verbal or emotional punishment.
- help children to identify and discuss their feelings in a variety of situations wider than happy, sad or angry
- discuss to help children recognise negative feelings such as nervousness, "butterflies in the tummy", "tight feelings" in the throat, as well as comfortable, secure, safe feelings
- use age appropriate storybooks and toys to assist children to identify safe and unsafe feelings

- encourage children to talk about situations where they feel safe and don't feel safe
- listen to children so that they know their questions and concerns are being understood
- encourage questioning and decision making skills throughout the children's day
- respect children's choices and decisions, and encourage them to respect other children's choices, especially where personal space and touching is concerned
- when developmentally appropriate, teach children the basic principles to say "no" if they feel uncomfortable, to get out of the situation if possible and to tell someone they trust as soon as possible
- help children to identify a network of five people they can trust and turn to when they feel unsafe
- use correct terminology for all body parts
- have a responsibility, legally and ethically, to act to protect children from harm and/or abuse
- practices of child protection to prevent accidental harm by:
  - put on sunscreen and hats
  - keep sharps, poisons and hot stuff, out of reach
  - make play equipment and grounds safe
  - keep children off the road
  - active supervision
  - up to date first aid training
  - stock first aid supplies
- communicating with families about their child's day, observations of the child and the events occurring in their lives
- follow up with parent's requests for information on behavioural, developmental and parenting issues
- identify families and children at risk of abuse and provide assistance, support, education or referrals for early intervention
- seek information or refer them to speak to the Family Consultant for a 1:1 appointment
- remaining vigilant about observing and responding to signs or indicators of child abuse
- recognise indicators can result from family disruptions/tensions or stem from a child's illness, undiagnosed disability or learning problem
- if the problem is not related to child abuse, the child is still in need of help
- know that corporal punishment as a means of discipline is not legal or ethic therefore cannot smack, hit, grab, push, or use any physical force to discipline a child
- recognise indicators, a child who shows a number of physical and behavioural signs
- understands indicators and signs of abuse should be seen as a guide rather than conclusive proof
- know that indicators are not only common to different forms of child abuse but may be caused by factors other
- be aware of roles and responsibilities to respond to every child at risk of abuse or neglect
- if suspect, witness or receive a disclosure, must immediately inform the Nominated Supervisor or the Responsible Person
- report following the policies and procedures
- write a report in a time and place that maintains confidentiality and collect names of others involved to enable appropriate investigation
- report the facts to include who was there, the time, what they saw, what they heard, the events that took place, the emotions seen i.e. crying with tears on their face and eyes, angry with a red face and tight fists, shaking with fear and a white face
- understand perpetrator are someone the child knows and in a position of trust

- a child can abuse another child when there is an imbalance of power or significant age difference or the nature of harm or the method of causing harm or the circumstances are not considered normal
- participate in professional development training yearly to increase knowledge of current child protection issues and protective behaviours information and strategies
- must complete training biannually and review the Child Protection policy 6 monthly.

The Nominated Supervisor or Responsible Person will:

- maintains the parent and staff resources to provide current information relevant topics and issues in regards to protective behaviours
- inform parents about protective behaviours programs
- provide professional development for Educators, staff and information for families about protective behaviours
- stay in touch with the family to provide support and referral to services
- encourage their involvement in parenting activities
- link families with community groups from similar cultural or religious backgrounds
- link families with play group
- discuss concerns with Educators and staff
- follow requirements of external authorities and internal procedures of breaches
- when a claim is made against a staff member, the team member involved will be asked to provide a written incident report immediately and will be suspended until the investigation is completed
- report staff, visitors or contractors of any allegations of or convictions regarding child abuse, past or present to the Approved Provider who ensures the report goes to the Ombudsman WA within 7 days from the date the matter becomes known
- report suspected cases by contacting the Department of Communities, Child Protection and Family Support and the Education and Care Regulatory Unit within one working day of being notified and provide a detailed verbal report followed by a written report
- inform Working with Children Check of reportable breaches and refer matters of relevance to the Federal Police
- review policies and procedure after an investigation
- conduct or review risk assessments
- follow recommendations of external authorities

## Attachments

Child Concern Record

Code of Ethics ECA

Incident, Illness, Accident and Trauma Report

Information Sheet Reportable Conduct Scheme

Statement of Commitment to Child Safety

## Best Practise

[Australian Institute of Family Studies](#)

[Children and Community Services Act 2004](#)

[Child Abuse Prevention Services \(CAPS\)](#)

[Department for Child Protection](#)

[Early Childhood Australia \(ECA\) code of Ethics](#)

[Freedom of Information Act 1992](#)

[In safe hands](#)

[Mandatory Reporting Service](#)  
[National Association for Prevention of Child Abuse and Neglect](#)  
[Reportable Conduct Scheme, Ombudsman WA](#)  
[Rights of the Child](#)  
[Working with Children WA](#)

Policy Reviewed	Previous Modifications	Next Review Date
May 2023	<ul style="list-style-type: none"> <li>Added to attachments the Statement of Commitment to Child Safety</li> <li>Minor grammar corrections</li> </ul>	May 2024
December 2022	<ul style="list-style-type: none"> <li>Updated links to September 2022 version of the Regulations and June 2022 version of the Laws</li> <li>Added in the Rights of the Child</li> <li>Added in the procedures and links to the Reportable Conduct Scheme</li> </ul>	December 2023
June 2022	<ul style="list-style-type: none"> <li>Updated to new format</li> <li>Minor grammar changes</li> </ul>	June 2023
August 2021	<ul style="list-style-type: none"> <li>Links to Regulations</li> </ul>	August 2022
April 2008	Policy created	