

Child Safe Environment

We believe:

Children have the right to be emotionally and physically safe at all times.

AIMS

1. To ensure that the children are treated and regarded in a caring and respectful manner at all times.
2. To ensure that, as far as practicable, no staff members are placed in positions which could compromise them.
3. To ensure that the centre's staff acts in ways that reflects the affection, respect and concern for the children.

PROCEDURES

1. Educators are selected on the basis of their general attitudes of respect for themselves and others; on their capacity to enhance the self-esteem of children and on their willingness to take their work as early childhood educators seriously. All staff at il nido are required to complete a Child related employment screening through DSCI every three years.
2. The centre will ensure that all educators, students and volunteers are aware of their rights and responsibilities as mandated notifiers.
3. The centre attempts to keep to a minimum, times during the day when educators have private, uninterrupted time with the children.
Most of the educator/child interactions take place in public view and are therefore open to observation, scrutiny and comment.
4. Educators are obliged by law to notify Families SA if they have reasonable grounds to suspect that a child has been or is being abused or neglected by either a family member or another member of staff.
Any suspicious marks or behavioural indicators will be reported to the Director and noted on the child's file.
5. All parents/caregivers and educators are encouraged to comment on any interaction about which they have concerns. The contact person for a parent's concern is the Director of Education and Care.
6. The centre aims to provide adequate child-staff ratios as directed by law and the provision of a positive and pleasant working environment. Educators stress levels are kept to a minimum by ensuring adequate child-educator ratios and opportunities for open communication.
7. Further procedures involve always being aware of things from a child's perspective.
Children are taught age appropriate protective behaviour skills such as:
 - Words to describe body parts
 - To value their bodies and enjoy them
 - The difference between 'yes' and 'no' feelings
 - That they have the right to say "NO"
 - That they will be listened to, and taken seriously

If you require further information regarding any of our policies, go to www.decd.sa.gov.au/

Sources:

[Child Protection Act, 1993](#)

<http://www.legislation.sa.gov.au/LZ/C/A/CHILDRENS%20PROTECTION%20ACT%201993/CURRENT/1993.93.UN.PDF>

In accordance with Quality Area 2 Children's health and safety

All children have the right to experience quality education and care in an environment that provides for their physical and psychological wellbeing and provides support for each child's growing competence, confidence and independence.

Element 2.3.1 Children are adequately supervised at all times.

Element 2.3.2 Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.

Element 2.3.3 Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.

Element 2.3.4 Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect

National Quality Area 5: Relationships with children

To promote relationships with children that are responsive, respectful and promote children's sense of security and belonging. Relationships of this kind free children to explore the environment and engage in play and learning.

Element 5.1.3 Each child is supported to feel secure, confident and included

Element 5.2.3 The dignity and the rights of every child are maintained at all times

www.acecqa.gov.au

Reviewed: February 2017

Next Review: February 2018

Reviewed by: il nido Children's Centre

Sources:

Child Protection Act, 1993

<http://www.legislation.sa.gov.au/LZ/C/A/CHILDRENS%20PROTECTION%20ACT%201993/CURRENT/1993.93.UN.PDF>