

# QA5 - Safeguarding Children Policy

## Introduction

**At Journey Early learning, the child is at the heart of all decision making within the organisation.**

### Our Commitment to Safeguarding Children

At Journey Early Learning, child safety is our highest priority, embedded into every level of our organisation through strong governance and proactive leadership.

We uphold a zero-tolerance approach to abuse and implement rigorous measures to identify, prevent, and address risks. Guided by Australia's Child Safe Standards, we empower our team through the "See, Act, Tell" framework, ensuring every child is safe, supported, and heard.

Together, we champion cultural safety, inclusivity, and the protection of every child's right's, setting a benchmark for excellence in safeguarding children's futures.

We are dedicated to taking all necessary steps to ensure every child feels safe, remains protected, and is safeguarded from sexual, physical, emotional, or psychological abuse, as well as exposure to violence, harm, or neglect.

Our commitment goes beyond compliance, focusing on fostering children's wellbeing, confidence, and positive outcomes in learning and life. This policy guides all Journey team members in their ethical responsibilities to safeguard children's safety and wellbeing, aligning with the Child Safe Standards and National Principles for Child Safe Organisations. It outlines practices and procedures to protect children, promote their rights, and ensures cultural safety, anti-bias behaviours, inclusion, and equality for all children, respecting their diverse backgrounds and individual needs.

At Journey, we are committed to ensuring every child feels safe, protected, and supported. We take all necessary measures to safeguard children from sexual, physical, emotional, or psychological abuse, as well as exposure to violence, harm, or neglect. Our commitment extends beyond compliance, focusing on fostering children's overall wellbeing, building their confidence, and supporting positive outcomes in their learning and life.

This policy serves as a guide for all Journey team members, outlining their ethical responsibilities to uphold the safety and wellbeing of children. It aligns with the Child Safe Standards and the National Principles for Child Safe Organisations, providing clear practices and procedures to:

- Protect children from harm.
- Promote their rights.
- Ensure cultural safety.
- Foster anti-bias behaviours, inclusion, and equality.

We respect and celebrate the diverse backgrounds and individual needs of every child, creating an environment where all children can thrive.

## Responsibility

All team members, students, and volunteers working directly with children who engage with children within Journey Early Learning.

## Journeys “See Act Tell” Framework

At Journey, we are committed to safeguarding children by embedding the “See, Act, Tell” framework into every aspect of our practice. This framework empowers us to actively uphold and advocate for the rights and voices of children, focusing on the prevention, recognition, and response to abuse, neglect, and harm.



The “See, Act, Tell” model is integral to the ongoing supervision, support, and performance management of all Journey team members, ensuring they are equipped to prevent, identify, and respond to child abuse, neglect, and harm. If a risk to a child is observed or heard, all team members are expected to act immediately.

### Core Elements

Journey’s safeguarding approach is guided by ten core elements, which inform and shape our commitment to protecting children.

### Drivers

Six organisational drivers—encompassing systems, tools, and practices—support decision-making, problem-solving, and continuous improvement to uphold the core elements of child safety and wellbeing.

### Embedded Mindset

The “See, Act, Tell” framework is woven throughout the organisation, promoting both immediate action and a proactive vision for safeguarding children.

By embedding the “See, Act, Tell” framework into our Code of Conduct and Child Safe Behaviour standards, we ensure that every team member contributes to creating a safe and supportive environment for children.

# See, Act, Tell

## Framework

At Journey, we are committed to safeguarding children by embedding the “See, Act, Tell” framework into every aspect of our practice.

This framework empowers us to actively uphold and advocate for the rights and voices of children, focusing on the prevention, recognition, and response to abuse, neglect, and harm.

### SEE

#### Stay alert. Spot the signs.

Stay tuned in to your environment. Children might tell you about something that’s worrying them, or you might observe actions or settings that don’t feel safe—whether it’s an interaction, a behavior, or even an area of the centre that blocks visibility. Trust your instincts and use what you’ve learned in our Bravehearts training to recognise signs of harm, neglect, or abuse. Being observant is the first step to protecting children.



### ACT

#### Step in. Protect immediately.

Respond quickly and with care. If a child is at risk, take action immediately—whether that’s stepping in to remove the child from harm, offering support, or asking for help. Your role is to ensure the child’s safety first and foremost. After the situation is under control, take steps to provide ongoing care and ensure families, children, and colleagues feel supported and secure.



### TELL

#### Speak up. Safety starts with you.

Don’t stay silent—report your concerns to the Nominated Supervisor or Responsible Person straight away. If the situation calls for it, escalate to authorities such as Child Protection or the Police. Your actions can stop harm and make a difference in a child’s life. By speaking up, you ensure the issue is addressed properly and that every child remains safe in our care.



The “See, Act, Tell” model is integral to the ongoing supervision, support, and performance management of all Journey team members, ensuring they are equipped to prevent, identify, and respond to child abuse, neglect, and harm. If a risk to a child is observed or heard, all team members are expected to act immediately.

# See, Act, Tell

You have the right to feel safe and to be heard, your body your rules!

Do you feel scared  
and or sad?



Is your heart  
beating fast?



Do you feel sick  
in the tummy?



Do your legs and  
knees feel shaky?



Do your shoulders  
feel tight?



Do you need to go to  
the toilet all the time?



If you are worried, or you know  
a friend is worried, **TELL** your  
teacher or trusted adult so they  
can help you.



## National Principles for Child Safe Organisations

1. Child safety and wellbeing is embedded in organisational leadership, governance and culture.
2. Children and young people are informed about their rights, participate in decisions affecting them and are taken seriously.
3. Families and communities are informed and involved in promoting child safety and wellbeing.
4. Equity is upheld and diverse needs respected in policy and practice.
5. People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.
6. Processes to respond to complaints and concerns are child focused.
7. Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.
8. Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.
9. Implementation of the national child safe principles is regularly reviewed and improved.
10. Policies and procedures document how the organisation is safe for children and young people.

## Child Safe Standards (Vic)

### Standard 1:

Organisations establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued.

### Standard 2:

Child safety and wellbeing is embedded in organisational leadership, governance and culture.

### Standard 3:

Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously.

### Standard 4:

Families and communities are informed and involved in promoting child safety and wellbeing.

### Standard 5:

Equity is upheld and diverse needs respected in policy and practice.

### Standard 6:

People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.

### Standard 7:

Processes for complaints and concerns are child focused.

### Standard 8:

Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.

### Standard 9:

Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.

### Standard 10:

Implementation of the Child Safe Standards is regularly reviewed and improved.

### Standard 11:

Policies and procedures document how the organisation is safe for children and young people.

## DRIVERS

Drivers represent six essential areas to support decision making, problem solving, and continuous quality improvement. These drivers ensure the core elements of Journey's commitment to safeguarding children are consistently upheld. Each driver is outlined below to illustrate how it is integrated into Journey's operations to strengthen our approach to child safety.

### 1. Empowered and Capable Workforce

[Links to National Principle: 1, 3, 4, 5, 7, 8](#)

[Link to the Victorian Child Safe Standards: 1, 2, 4, 6, 8](#)

#### Supported and suitable workforce (Recruitment)

- All Journey team members must have a current Working with Children Check (WWCC) to make sure they are suitable to work with children.
- All QLD centres must, under the Working with Children (Risk Management Screening) Act 2000 and the Working with Children (Risk Management Screening) Regulation 2011 develop and implement a Child and Youth Risk Management Strategy
- All Journey team members are required to hold a current Working with Children Check (WWCC) to ensure they are suitable to work with children and uphold the highest standards of child safety.
- All Queensland centres must comply with the Working with Children (Risk Management Screening) Act 2000 and the Working with Children (Risk Management Screening) Regulation 2011 by developing and implementing a comprehensive Child and Youth Risk Management Strategy to safeguard children and young people.

#### Training and Professional Development

Journey Academy provides training for all team members covering:

- Children's rights and development.
- Child safety and wellbeing practices.
- Record keeping and risk assessment/management.
- Recognising indicators of child harm and responding effectively to safety concerns.
- Building and maintaining culturally safe environments.

#### Induction Program

All employees and volunteers receive a comprehensive induction to ensure they understand their responsibilities related to child safety and wellbeing. This includes:

- The organisation's child safety and wellbeing policies and procedures.
- External reporting obligations, such as mandatory reporting requirements.
- The Code of Conduct and Child Safe Behaviour Standards.

Bravehearts program provides regular, high-quality training to equip staff with child safety knowledge and practice skills.

All Journey team members are required to complete mandatory training within three weeks of commencement of employment and annually thereafter.

**Bravehearts Foundation and Refresher modules cover:**

- **Prevalence and impact**
  - What is child abuse?
  - What is trauma Impact on the child?
  - Impact on learning
  - Impact on relationships
  - Impact on emotions
- **How to recognise abuse**
  - Risk and protective factors
  - Indicators of abuse
  - Sexual behaviours in children
- **How abuse happens**
  - Perpetrators grooming
  - Exploitation modes of offending
- **Disclosures**
  - What is a disclosure?
  - Responding to a disclosure
  - Professional boundaries
  - How to make a report
  - Reporting responsibilities through the regulatory authorities
  - Supporting through a trauma response
  - Promoting a child safe environment
  - Personal safety education.

**Operational Support:**

Journey operations model is designed to offer support and understanding.

- **Probationary Periods**
  - All Journey team members undergo a probationary period in alignment with the Management for Performance Procedure to ensure their suitability for their roles.
- **Annual Professional Development Plans**
  - All employees complete Annual Professional Development Plans to reflect on their practices and set goals that place children at the heart of all decision-making.
- **Staff Rostering and Ratio Compliance**
  - Centre Managers ensure rostering adheres to all regulatory ratio requirements, maintaining a safe and supportive environment for children.
- **Safeguarding Responsibilities for Leadership**
  - All Centre Managers are required to read and understand the Safeguarding Children Responsibilities for Nominated Supervisors.

- **Ongoing Communication and Supervision**
  - Staff supervision and people management practices are reinforced through regular communication about child safety practices, including:
    - Safeguarding Children and Child Safe Environment procedures.
    - The Code of Conduct.
    - Child Safe Behaviour Standards.
  
- **Encouraging Feedback for Safety Improvements**

Journey empowers educators and employees to speak up, share their observations, and offer suggestions for enhancing safety practices.
  
- **Governance and Leadership Support**

Journey's governance and leadership structure ensures that safeguarding children is a core focus. Comprehensive support is available across the organisation to ensure child safety is understood, promoted, and effectively implemented.
  
- **Support for Reporting Harm or Risks**

Journey team members who disclose harm or risks to children are provided with support, including access to the Employee Assistance Program (EAP) and professional supervision when necessary.
  
- **Awareness of Child Protection Laws**

All centre team members and volunteers are required to understand and apply the child protection laws relevant to their jurisdiction, including Section 84 of the Education and Care National Law (2010).
  
- **Mandatory Child Protection Training**

Under the National Law (S162A), all Nominated Supervisors and Persons in Day-to-Day Charge must successfully complete any Child Protection Training mandated by their state or territory. Each nominated supervisor and person in day-to-day charge will complete their refresh in this training per legislative requirements.
  
- **Adherence to Policies Beyond Legislation**

All centre staff and volunteers must understand and follow Journey's child protection policies and procedures, which may exceed the legislative requirements in their state or territory.
  
- **"See, Act, Tell" Framework**

The "See, Act, Tell" framework underpins the Safeguarding Children Framework, guiding all Journey team members to:

  - See:** Stay Alert, Spot the signs
  - Act:** Step in. Protect Immediately
  - Tell:** Speak up. Safety starts with you.
  
- **Situational Crime Prevention**

Journey employs situational crime prevention techniques, such as:

  - Natural surveillance through design elements like window walls separating rooms and preparation areas.
  - Thoughtful landscaping and architectural design in new centres to enhance visibility and reduce risks.



## 2. Child - Centred Culture and Participation:

Links to National Principle: 2, 3, 4, 7, 10

Link to the Victorian Child Safe Standards: 1, 2, 3, 5, 7, 8, 11

- **Cultivating a child-safe culture through our commitment statement:**
  - All Journey team members have access to training to ensure they understand child rights-based approaches and are skilled at engaging with children (search for “child protection” and/or “Bravehearts” and/or “child’s voice” in Journey Academy).
  - Teachers and educators will ensure children's health needs are met in a timely, respectful, and responsive manner and will establish a culture of consent by asking permission before supporting children with care routines.
  - L&D content (Journey Academy) to respect and value Aboriginal children and young children.
- **Amplifying voices (Child's voice) and participation through the child's individual plans:**
  - Create safe, inclusive spaces for children to be active decision makers about their learning and the rhythm of their day. Children are empowered to express their ideas, needs, and feelings.
  - Child-friendly and culturally safe information is provided to children about support and complaints processes.
  - Teachers and educators will ensure children are informed about their rights and Journey’s complaints processes, by embedding teaching on child rights within the program and ensuring child friendly posters about the Convention on the United Nations Convention on the Rights of a Child and Journey’s “See, Act, Tell” framework are displayed in each centre and accessible to children.
- **Classroom programs support children to understand their safety and their rights**
  - Teachers and educators will encourage children to participate in decision-making on safety and wellbeing issues. Children are invited to participate in the outdoor safety inspection, we invite children’s insight on the safety of their physical environments through our risk assessments procedure.
  - Teachers and educators are required to implement learning about protective strategies for staying safe and seeking help when needed within the learning program including the utilisation of incursions and other support agencies.
- **Classroom Program incorporate equity, diversity, and inclusion for all children**
  - Policies are in place to support accessibility, anti-discrimination, cultural safety, diversity, and inclusion.
  - All Journey team members adhere to Code of Conduct seriously. Anti- discrimination will not be tolerated.
  - All Journey team members maintain culturally safe environments in which the diverse and unique identities and experiences of all children and their families are respected and valued.
  - All Journey team members actively support and facilitate the participation and inclusion of Aboriginal and Torres Strait Islander children, children with a disability, children from culturally and linguistically diverse backgrounds, children who are unable to live at home, lesbian, gay, bisexual, transgender and intersex children, and their families.

- Leaders help all team members and volunteers to acknowledge and appreciate the strengths of Aboriginal culture and understand its importance to the wellbeing, inclusion, and safety of Aboriginal children.
- Classroom programs incorporate equity, diversity, and inclusion for all children.
- **L&D content (Journey Academy) to respect and value Aboriginal and children and young children**
  - Online E-learning is available to all teachers and team members, offering valuable education and fostering respect for Aboriginal and Torres Strait Islander peoples, their rich culture, and their history.
- **Bravehearts program provides regular, high-quality training to equip staff with child safety knowledge and practice skills.**
  - All Journey team members are required to complete mandatory training within three weeks of commencement of employment and annually thereafter.

### 3. Leadership and Continuous Improvement:

[Links to National Principle: 1, 2, 3, 6, 9, 10,](#)

[Link to the Victorian Child Safe Standards: 2, 3, 7, 10,11](#)

**Commitment from leadership to prioritise practices and business decisions that ensure the safeguarding of children.**

- Leadership demonstrates commitment to child safety through actions and decisions, fostering a safe and supportive culture.
- Child-friendly and culturally safe information is provided to children, families, and communities about how they can raise concerns and how those concerns will be responded to and investigated.
- All Journey team members will keep confidential, except as otherwise required, on every aspect of a complaint or concern.
- All Journey team members, including the CEO, Leadership Team, Ecosystem departments, students and contractors will assist, to their fullest capacity, with any investigation carried out by a regulatory authority, statutory agency or with any internal investigative process in relation to allegations of child abuse, neglect, or harm.

#### Journey Policies and Procedures

- **Complaints and Investigations**  
Journey has established comprehensive policies, procedures, and systems to manage the receipt, response, and investigation of complaints. All processes prioritise the safety and wellbeing of children.
- **Reporting, Record Keeping, and Compliance**
  - Policies are in place to guide reporting to external regulatory authorities, maintaining accurate records, and sharing information as required. These systems ensure compliance with reporting requirements, employment laws, and privacy obligations.
  - **Mandatory Training**  
All team members are provided with mandatory training on child safety and wellbeing policies and procedures, ensuring consistent understanding and application.

- **Accessibility and Family Engagement**  
Child safety and wellbeing policies and procedures are accessible to families and communities through our centres and website. Families are notified of policy or procedural updates within 14 days, as required by National Regulation 168, and are encouraged to provide feedback to support continuous improvement.
- **Comprehensive Child Safety Framework**  
Journey maintains policies and procedures to ensure child safety and wellbeing, including a Code of Conduct, risk assessment and management processes, and policies covering record keeping, information sharing, and external reporting. These frameworks demonstrate Journey's commitment to maintaining a safe and supportive environment for all children.

### Continuous Safety Improvements

- **Timely Support and Feedback**  
We are committed to providing timely support and constructive feedback to children, young people, families, staff, and volunteers who raise concerns or complaints.
- **Regular Review of Policies and Procedures**  
The document review and control procedure ensure that our child safety and wellbeing policies and procedures are regularly reviewed and updated. This process is conducted in consultation with relevant stakeholders to maintain compliance with local, state/territory, and federal regulatory requirements, as well as to ensure content remains relevant and effective.
- **Family Notification and Engagement**  
Families are notified of any updates to policies and procedures within 14 days, as required under National Regulation 168. Opportunities are provided for families to offer feedback during this process, fostering collaboration and supporting continuous improvement.
- **Analysis and Improvement of Complaints and Incidents**  
Complaints, incidents, and concerns are systematically recorded and regularly analysed. This analysis helps identify underlying causes or systemic weaknesses, enabling the implementation of targeted improvements to enhance child safety and wellbeing practices.
- **Ongoing Review of Child Safe Practices**  
Regular opportunities are provided for the Safeguarding Children Steering Committee and Child Protection Advocates to review and refine child-safe practices, ensuring the highest standards of care and protection are upheld.

## 4. Engaging Families, Communities and External Agencies:

[Links to National Principle: 1, 3, 6, 7, 8, 10](#)

[Link to the Victorian Child Safe Standards: 2, 4, 5, 6](#)

### Connecting with families and community

Child safety and wellbeing policies and procedures are made accessible to families and communities on request to the Centre Manager. Processes are in place to notify families about changes to policy and procedure updates within 14 days (as required under National Regulation 168) and opportunities are provided for families to provide feedback through this process.

- Journey actively seeks family feedback when reviewing policies and procedures.
- The Journey Standards and Journey values sets the benchmark for establishing positive partnerships with families and communities to strengthen approaches and practices for safeguarding children.

- Journey works in partnerships with families to create a shared approach in safeguarding children by providing resources, tools, and links to external agencies to support families to understand how to create a safe environment at home.
- Journey works in partnerships with families to safeguard children by complying with guidelines from relevant State or Territory Department Of Education, Regulations and National laws that may impact the safety of children through restricted access and authorised contacts. Court orders are kept in the child's file and in accordance with the services confidentiality procedure.

#### Liaising with external agencies such as ISS, Child Protection, CCYP, and Orange Door.

- Journey team members engage with families and communities to build cultural safety and inclusion through partnerships and respectful relationships.
- Written parental consent is sought for relevant activities.
- Journey team members build partnerships with external support agencies such as ISS, Child Protection, CCYP, Orange Door, Child First and Families Services, [Bravehearts, Family & Child Connect](#), Australian Childhood Foundation, VACCA to keep children safe

#### Orientations and Transitions

- Journey Team members work collaboratively with children and families to ensure children and families individual needs are upheld to promote inclusion for all.

#### Policy and Procedure Review

- The document review and control procedure ensure that our child safety and wellbeing policies and procedures are regularly reviewed and updated. This process is conducted in consultation with relevant stakeholders to maintain compliance with local, state/territory, and federal regulatory requirements, as well as to ensure content remains relevant and effective.
- **Family Notification and Engagement**  
Families are notified of any updates to policies and procedures within 14 days, as required under National Regulation 168. Opportunities are provided for families to offer feedback during this process, fostering collaboration and supporting

#### Online Learning Platforms (Storypark)

- Families/caregivers are informed of their child's learning, development and care routines via online platforms such as Storypark.

## 5. Safe and Supportive Environments:

[Links to National Principle: 1, 2, 5, 7, 8](#)

[Link to the Victorian Child Safe Standards: 2, 3, 4, 5, 6, 8, 9, 11](#)

#### Ensuring safe physical and online environments

- We adhere to the ACECQA national model code guidelines through our implementation of Journey's imagery of children procedure.
- Active and robust risk assessment and management processes keep children safe in physical and online environments.

- Risk management processes proactively identify safeguarding risks and ensure appropriate controls are implemented to ensure that risks are mitigated and minimised. Examples of risk management in practice include ensuring that relevant safeguarding considerations are explored when:
  - managing visitors to the centre
  - completing documented risk assessments
  - planning centre community activities and events.
- Information is provided to children, young people and families about physical and online safety and appropriate conduct in physical and online environments.
- The online environment is used in accordance with the Code of Conduct, the Child Safe Behaviour Standards, and the acceptable and safe use of digital technology requirement.
- The Child Safe Environment Requirement identifies how the organisation promotes cultural safety and will keep children safe in physical and online environments.
- Clear expectations and processes. Team members are to consistently apply safety procedures and guidelines in daily operations, empowering everyone to uphold safety standards processes which are in place, and which outline the requirement for regular checks of the environments to ensure the safety of children is upheld.

### Safe and supportive learning environments

- Volunteers or students are not permitted to work unsupervised within Journey centres.
- Volunteers are not permitted to carry out personal care routines and tasks for children.
- Visitor management procedures are in place to ensure that visitors to the centre are appropriately logged and supervised.
- To protect children from risks of child abuse and harm third party contractors working with children must read and agree to comply with the Code of Conduct and Child Safe Behaviour Standards.
- Imagery is not to be taken or used by volunteers, external organisations, or students unless there is written permission from the child's parents or guardian.
- All volunteers, external organisation and student will comply with and ahead to Journey policies and procedures to ensure a safe environment for all children that complies with the Child Safe Standards whilst upholding the rights and dignity of all children.

### Child-focused complaint (reporting) processes

- Processes to include child in complaint process.
- Journey's learning management system (LMS) - Journey Academy, provides in depth learning modules on the Child Safe Standards and Child Protection.
- Training is provided to all Journey team members on the topic of child protection and protective behaviours through the Bravehearts Foundation. Refresher modules are customised to include Journey's related policies.
- Victorian team members access Victorian Child Protection training in conjunction with Bravehearts online e-learning.

### Environments are created to allow children to feel emotional, social, and psychologically safe

- Through Journey's approach to education and care, team members have the opportunity to explore how to create a safe and inclusive environment for all children that incorporates their voice as equal participants.
- Cultural competency training is available to all Journey team members on identifying and responding to children and young people with diverse backgrounds and needs.

- Braveheart training is provided to the Leadership Team, Centre Quality Team, and Centre Leaders for “Creating a Child Safe Environment” through the Journey Academy.
- Bravehearts training is provided to the Leadership Team, Talent Team, Centre Quality Team, and Centre Leaders on “Child Safe Recruitment” through the Journey Academy.

## Policies and Procedures

- Policies and Procedures are in place to protect the safeguarding of children and are designed to prioritise the safety and wellbeing of every child in our care. These guidelines provide a clear framework to ensure children are protected, supported, and nurtured in a safe and secure environment. By adhering to these policies, educators and team members work collaboratively to uphold the highest standards of child safeguarding, promoting trust, accountability, and a culture of care.

## 6. Reporting Culture and Practice:

**Links to National Principle: 1, 6, 7, 10**

**Link to the Victorian Child Safe Standards: 2, 6, 7, 8, 11**

### Journey Investigation framework

- Reportable incident Management Framework - is a framework that outlines the five stages of managing a reportable incident to ensure mandatory reporting requirements and Journey standards are met.

### Building Capabilities and Awareness:

Promote vigilance in recognising risks and understanding child protection responsibilities:

- Responsible Persons.
- SEE, ACT, TELL Framework.
- Confidentiality Policy.
- Performance Management Framework.
- Signed commitment to child safety.
- Annual Bravehearts refresher training.
- Reportable conduct scheme (Victoria).
- Investigation framework.
- Journey Standards.
- Journey's RAP.
- Child safe standards.
- National principals for a child safe organisation.

### Mandatory Training

- Journey’s learning management system (LMS) - Journey Academy, provides in depth learning modules on the Child Safe Standards and Child Protection.
- Mandatory training is provided to all Journey team members on the topic of child protection and protective behaviours through the Bravehearts Foundation. Refresher modules are customised to include Journey’s related policies.

## Reportable Conduct

- Reportable incident Management procedure - Outlines the five stages of managing a reportable incident to ensure mandatory reporting requirements and Journey standards are met.
- The framework includes the organisations accountability for child safety and to ensure we respond effectively to child-related misconduct by Teachers, educators, employees, volunteers, and contractors.

*Refer to QA 7 Grievance and Complaints policy and procedure.*

**See, Act, Tell Framework** (Refer to page 2,3 & 4 of this policy)

## Definitions:

**Domestic or family violence:** The use of violence or abuse to hurt, control or bully someone else in an intimate personal, family, or informal carer relationship. Children and young people can be adversely affected by violence whether they witness it, hear it, or are exposed to the consequences of emotions post the violence. They do not need to be directly involved to be impacted.

**Emotional/psychological harm:** The intentional use of inappropriate comments or behaviour towards a child which results in significant emotional harm or trauma to a child. This includes, verbal abuse, threatening a child or using manipulative behaviour, hostility towards or rejection of a child, deliberately making a child feel unimportant or embarrassed, blaming a child or exposure to domestic and family violence or stories and/or media about violence. Evidence of psychological harm could include the child displaying patterns of out of character behaviour, regression in behaviour, distress, anxiety, physical symptoms, or self-harm.

**Ill treatment:** Seriously inappropriate, cruel, or inhumane treatment of a child such as making excessive or degrading demands of a child; a pattern of hostile or degrading comments or behaviour towards a child; and using seriously inappropriate forms of behaviour management towards a child. This includes handling children aggressively such as pulling or grabbing children, particularly by their arms, legs, or neck, swinging or picking up children by their arms or repeatedly swearing, yelling, screaming, scolding, or intimidating children verbally or physically.

**Inappropriate behaviour guidance:** Inappropriate, unacceptable and damaging methods of attempting to control children's behaviour, such as yelling at a child, deliberately embarrassing a child, handling a child in an inappropriate way, withholding food or drink from a child, unreasonably restraining a child (this may include restraint in a high chair), excluding children from events, consistently moving children to the office or other space away from the play areas and/or moving children to another room as punishment.

**Physical assault:** The intentional use of physical force against a child that results in, or has a high likelihood of resulting in, a serious injury to the child. This includes hitting, kicking, shaking, biting, pinching, spitting, scratching, strangling, scalding, burning, poisoning, suffocating, physically restraining a child with unreasonable force (this may include forcefully holding or pinning a child, pinning a child's arms down/back, tying up or sitting on a child, physically forcing a child to sleep or rest) and making threats to physically harm a child through words or gestures regardless of whether the person actually intended to apply any force.

**Restraint:** The application of physical force for the purpose of restraining a child's body. Restraint does not include holding a child without force in order to comfort the child or holding a child's hand to safely escort them from one area to another. Occasionally, there may be circumstances where a child becomes an imminent risk to themselves and may need to be removed from the situation or physically restrained to prevent harm to themselves. Children should be physically restrained only in emergency situations when a child is in a clearly unsafe situation such as attempting to scale a fence or run onto a road, behaving in ways that are destructive to themselves. Any force used must be reasonable in all the circumstances and no more force should be used than is necessary. If the force used is unreasonable, or is more than is needed, the act could be physical assault.

**Sexual misconduct:** There are four categories of sexual misconduct:

- Crossing professional boundaries - behaviour that can be construed as involving an inappropriate and overly personal or intimate relationship with and/or conduct towards and/or focus on a child or group of children. This includes intimate relationships with children, staff members taking children to their house or in a personal vehicle, seeing children outside of work when no family connection exists (including foster care arrangements), engaging with children through personal social media accounts, phone, email, or other electronic communication. It also includes inappropriate kissing and being overly affectionate toward children.
- Sexually explicit comments and other overtly sexual behaviour - behaviour which includes, but is not limited to sexualised behaviour and sexual behaviour towards children, inappropriate conversations of a sexual nature, unwarranted and
- inappropriate touching involving a child, personal correspondence, and communications with a child in relation to the adult's romantic or sexual feelings for a child, watching children undress in circumstances where supervision is not required or is clearly inappropriate.
- Grooming behaviour - a behaviour or pattern of behaviour that demonstrate that the staff member is grooming the child for sexual activity and where there is no other reasonable explanation for the behaviour. Grooming behaviour can include but is not limited to persuading a child or group of children they have a 'special' relationship by spending inappropriate special time with the child, showing special favours, inappropriately giving gifts or asking the child to keep the relationship to themselves as well as grooming the adults that have contact with that child in order to avoid detection.
- Sexual offence: Criminal offences involving a sexual element that are 'committed against, with or in the presence of a child'. This includes, indecent assault, sexual assault, sexual intercourse and attempted sexual intercourse, possession/dissemination/production of a child pornography or child abuse material, using children to produce pornography, grooming, or procuring children under the age of 16 years for unlawful sexual activity and non-consensual sexual activity.

**Significant neglect:** An intentional or reckless failure to meet the basic needs of a child, where the adult understood the needs of the child, and had the opportunity to meet those needs but failed to do so. This includes, inadequate supervision, failure to keep a child safe, failure to meet a child's physical needs including the provision of adequate and appropriate food, clothing, shelter, [medical needs](#) or physical hygiene needs, failure to ensure that a child's formal education needs are being met and failure to provide adequate nurturing, affection encouragement and support to a child.

**Supervisory neglect:** an intentional or reckless failure to adequately supervise a child that results in the death or harm to a child or involves a gross breach of professional standards and has the potential to result in death or harm to a child.

**Staff and Volunteers:** A paid staff member or paid or unpaid volunteer or student, engaged at a Journey centre or other work location, for the purpose of educating and caring for children or providing support or services for Journey.

## Responsibilities

This requirement is to be implemented by: All Journey team members, who work in a paid or unpaid capacity. This includes board members, executive leadership, staff, volunteers, students, trainees, contractors, and consultants. The requirement applies to all activities which involve, result in, or relate to contact with children.



**Journey Early Learning linking documents: Policies and Procedures**

2.2	Safety	Each child is protected
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.

2.2	Safety	Each child is protected
		<p>Section 51(1)(a) Conditions on service approval (safety, health and wellbeing of children)</p> <p>Section 165 Offence to inadequately supervise children</p> <p>Section 166 Offence to use inappropriate discipline</p> <p>Section 167 Offence relating to protection of children from harm and hazards</p> <p>Section 170 Offence relating to unauthorised persons on education and care service premises</p> <p>Section 171 Offence relating to direction to exclude inappropriate persons from education and care premises</p> <p>Regulation 82 Tobacco, drug and alcohol free environment</p> <p>Regulation 83 Staff members and family day care educators not to be affected by alcohol or drugs</p> <p>Regulation 99 Children leaving the education and care service premises</p> <p>Regulation 100 Risk assessment must be conducted before excursion</p> <p>Regulation 101 Conduct of risk assessment for excursion</p> <p>Regulation 102 Authorisation for excursions</p> <p>Section 51(1)(a) Conditions on service approval (safety, health and wellbeing of children)</p> <p>Regulation 97 Emergency and evacuation procedures</p> <p>Regulation 98 Telephone or other communication equipment (children)</p> <p>Section 162A Persons in day-to-day charge and nominated supervisors to have child protection training</p> <p>Regulation 84 Awareness of child protection law</p> <p><i>Additional state/territory requirements</i></p> <p>In addition to complying with the National Quality Framework, approved providers, educators and other staff may be required to report on incidents or suspected incidents involving children under other state and territory laws including child protection legislation</p>

## Links to the NQS and Regulations:

### Policies:

QA2\_Children's health and safety

QA2\_Children's cyber safety

QA2\_Child protection

QA2\_Reportable conduct

### Procedures:

QA2\_Child safe environment

QA2\_Child safe standards

QA2\_Child protection training

### Journey Frameworks:

Investigation Farmwork

Performance management farmwork

Journey Standards- Journey's approach to education and care

### Resources and legislation:

- The United Nations Convention on the Rights of the Child. [United Nations Convention on the Rights of the Child](#)
- Relevant Commonwealth, state or territory legislation or regulations, for example legislative requirements for working with children checks and mandatory reporting.

Victoria- [Working with children check status checker](#)

Queensland- [Blue Card Services | Your rights, crime and the law | Queensland Government](#)

Northern Territory- [SAFE NT Online Applications](#)

- Reporting requirements ACECQA- [Reporting requirements about children | ACECQA](#)
- National Principles for Child Safe Organisations, New South Wales Child Safe Standards. [National Principles for Child Safe Organisations](#)
- Victorian Child Safe Standards. [CCYP | The 11 Child Safe Standards](#)
- Victorian Reportable Conduct Scheme. [CCYP | Reportable Conduct Scheme](#)
- Northern Territory reportable conduct scheme- [Reportable Conduct Scheme - Education](#)
- ACECQA National model code- [National Model Code FAQs - Final.pdf](#)

## Document Control:

Date Reviewed	Modifications	Next Policy Document Review Date
January 2025	Policy created in collaboration with Leadership team, eco system and community of Journey.	January 2026