



We can solve problems with practice with the help of the NQS



The NQS can guide our critical reflections



The NQS is what we assess against to write our QIPs



The NQS is what assessors assess us against to write their A&R report



Families can make a choice based on our NQS rating

How are the National Quality Standards used by stakeholders?



Educators

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*

Looking at the element in detail - A service reviewed what the NQF Guide said about element 2.2.3 and understood all employees must be aware of:

- the current child protection policy and procedures
- their legal responsibilities, roles and responsibilities to identify and respond to every child at risk of harm, abuse or neglect.



Solving Problems with the NQS

Problem the element can solve – educators don't want to believe or recognise that children are being harmed/abused/neglected.

Aim: Educators understand the importance of reporting harm/abuse/neglect and do so confidently.

What to do: Go to NQS element 2.2.3

Select just one point from the element that could help guide or change your practice.

Assessors may discuss

- *any support mechanisms in place for educators and other staff members who identify children at risk (page 177 NQF Guide).*

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Reflect and think about the point in relation to managing known or suspected harm/abuse/neglect.

Practice change – At a staff meeting, the Nominated Supervisor asked educators what would help them feel more confident in managing and reporting cases of known or suspected harm/abuse/neglect. It became clear that educators felt they were not being adequately supported during the process, and that there should be at least one ‘go-to’ manager or leader who understood current requirements and processes ‘inside out’ and who could support them through the process. The Nominated Supervisor subsequently emailed all staff advising she was available to guide and support any employee who identified known or suspected harm/abuse/neglect. Child protection was also added to the agenda of all monthly staff meetings, and each group was asked to suggest a particular child protection issue or practice, or ask a question.

Problem to improve upon – sometimes educators aren’t sure whether something really is a case of harm, abuse or neglect.

Aim: Educators can confidently manage known or suspected abuse.

What to do: Go to NQS element 2.2.3

Select just one point from the element that could help guide or change your practice.

Assessors may observe educators

- *remaining vigilant about observing and responding to signs or indicators of child abuse and/ or neglect (page 177 NQF Guide).*

Reflect and think about the point in relation to managing known or suspected harm/abuse/neglect.

Practice change – The Nominated Supervisor organised refresher training that included reviewing the indicators of harm/abuse/neglect. Educators were also presented with case studies where they were asked whether the situation should be identified as harm/abuse/neglect, and if so what actions they should take and why.

From the list below, select a point and explore how you could ensure educators identify and respond to every child at risk of harm, abuse or neglect when:

- talking to children or families about a child’s injuries or behaviour
- working with new or casual educators
- planning events involving visitors to the Service
- planning and managing excursions
- contributing to reviews of policies, procedures, philosophy, code of conduct
- implementing supervision plans
- working with non-verbal children.

What problem needs to be improved upon?

Aim (selected from the above points)

Select just one point from the NQS Element

Reflect and think about the point in relation to the problem.

Create a practice change

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Checklist

Why are you doing the checklist?

The practices identified in the checklist are what the assessor needs to see you do so they can check you're 'meeting the NQS.' If there's something on the checklist that you're not doing, you need to adjust your practice to do it, or ask for help and training to implement it ie work with your educational/room leader who should teach/coach you how to do it.

The checklist keys to use.

E = Embedded I do that **ALL** the time

K = I know I need to do that, but I don't do it all the time

T = Please teach me how to do it or improve my understanding of why I need to do it.

Name Educator 1	
Name Educator 2	
Name Educator 3	
Name Educator 4	
Name Educator 5	

Ensuring Understanding

Are you confident you know and can implement where relevant:

- the indicators of harm/abuse/neglect?
- the procedure for making a report of known or suspected harm/abuse/neglect?
- mandatory reporting requirements?
- your Child Protection Policy?
- if applicable, your Child Safe Policy which outlines the Child Safe Principles/Standards (required in NSW, SA and VIC, currently optional in other States)
- for ACT, NSW and VIC, employee reportable conduct requirements (refer Child Protection Policy)

Do you understand there's no need to prove or investigate harm/abuse/neglect before reporting it?

Do you understand you should always believe a child who discloses harm/abuse/neglect?

Do you refer to the Child Protection Policy if unsure about a protection issue?

If the Nominated Supervisor says they'll make a report, do you follow up to ensure the report has been made?

Do you understand child protection allegations or incidents involving educators and staff must also be reported?

Do you understand we must always try and focus on how known or suspected abuse affects a child (ie child focus) rather than why an adult may have acted the way they did (ie adult focus)?

Do you ask for training in child protection if you don't understand it properly or aren't confident managing child protection issues?

Interactions and best practice

Do you talk to team members and the Nominated Supervisor about any child protection concerns you have?

Do you refer families to local support services (with their consent) when there are 'lower level' issues that are not reportable?

Do you always supervise visitors and students?

Do you ensure a child is never taken into areas which can be locked or aren't visible to others?

Do you ensure your working with children check is renewed before it expires?

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The EYLF and MTOP says “Critical reflection involves closely examining all aspects of events and experiences from different perspectives.” Pick one of the following reflection points to complete the table below:

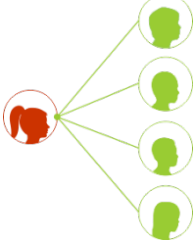
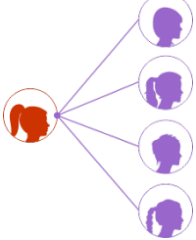
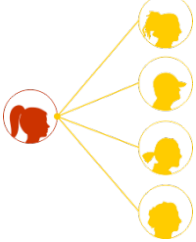
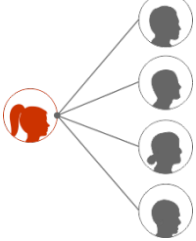
- What questions do you have about child protection or child safe practices? How will you find out the answers to these?
- Could you see yourself ever discounting the existence or significance of harm/abuse/neglect of a child? What could you do to ensure this never happens?(eg see QIP/SAT improvement example)
- Could you improve the information you provide to families about Service child protection policies and practices? In what way?

Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
<p>a child</p>	Miss Nella tried to help me complete the puzzle but I told her I’m useless at everything. Just like Mum says. (River)	After reflecting and reviewing the Child Protection Policy, Miss Nella completed the online Mandatory Reporting Guide (NSW) and followed the reporting guidance given. The NS organised for all educators and staff to complete a child protection refresher course which included a review of the indicators of abuse, mandatory reporting requirements, an emphasis on supporting children and not looking for ways to discount what may be going on, and resources available to support educators.
<p>an educator</p>	River often repeats what his mum says eg ‘I’m useless/clumsy/slow to learn’ etc. He does have some issues though, so I guess I’d get frustrated with him too. (Miss Nella)	
<p>your families</p>	How am I supposed to cope with River. He’s always doing something that makes life harder. I think he’s been sent to test me (River’s mum)	
<p>theorist and current research</p>	<p>Indicator of emotional abuse in children: feeling of worthlessness about them</p> <p>Indicator of emotional abuse in parents: constant criticism, belittling of child, belief that child is bad</p> <p>Discounting child abuse with significance: The problem is not seen as serious eg “<i>It wasn’t serious abuse. It only happened once. They didn’t mean it. It happened to me as a child and I’m okay. It was only a ‘one off’ situation. It happens only in poor or unemployed families.</i>”</p>	



The EYLF and MTOP says “Critical reflection involves closely examining all aspects of events and experiences from different perspectives.” Pick one of the following reflection points to complete the table below:

- What questions do you have about child protection or child safe practices? How will you find out the answers to these?
- Could you see yourself ever discounting the existence or significance of harm/abuse/neglect of a child? What could you do to ensure this never happens?
- Could you improve the information you provide to families about Service child protection policies and practices? In what way?

Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p>a child</p>		
 <p>an educator</p>		
 <p>your families</p>		
 <p>theorist and current research</p>		



Complete your QIP

Instructions If you are happy with a Meeting rating you do not need to answer the Exceeding questions. Note if you can't answer all meeting questions you are not meeting the element, and you need to create an improvement plan and make changes to your practice.

If you are striving for an Exceeding rating, we suggest you answer all meeting and exceeding questions. You can copy your answers into your QIP, or SAT (NSW ONLY).

For a MEETING QIP and Self-Assessment Tool (SAT)	For Exceeding the QIP and Self-Assessment Tool (SAT)
<i>Please discuss how you make sure your understanding of your child protection responsibilities is current and accurate.</i>	Embedded Practice <i>Please give an example where you or other educators have raised concerns from a child protection perspective, discussed your responsibilities, and taken appropriate action (see QIP/SAT Strength).</i>
<i>Please give an example where you've referred families to local support services (with their consent) or provided them with information to assist with parenting or family wellbeing issues when there are 'lower level' issues that are not reportable.</i>	Critical Reflection <i>Please reflect on the following indicator from a child protection perspective. "All educators consider and discuss social justice and equity implications of their practice decisions to support and promote each child's safety and ensure that practice takes into account the needs and rights of every child at the service."</i>
<i>Please discuss the process you/your Service has in place to ensure your working with children clearance is always renewed before it expires.</i>	Engagement with families and community <i>Please give an example of the way you or other educators have or would respond respectfully to differing cultural or community perspectives (give example of difference where possible) about child safety and protection, while always ensuring your actions reflect a best practice approach.</i>

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