

Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

## Section 1. Early career educator



You must know

When you become an educator, it's important to know your role and responsibility to identify and respond to every child at risk of abuse or neglect.

**Missed Signs of Harm:** Sometimes, educators might not notice when a child is being hurt or treated badly. They might not realise that something is wrong, and this could make it harder to help the child on time. It's like missing the alarm bell.

**Failure to Report:** If educators don't know that they have to tell someone when they think a child is being hurt or treated badly, then nobody will be able to help the child. This could let the bad things keep happening, and the child might not be safe.

**Lack of Support:** When children are going through tough times and need help, if educators don't know how to support them, the children might not get the help they need. This could make them feel sad, hurt, or confused and stop them from growing well.

**Continued Exposure to Harmful Situations:** If educators don't know that they should protect children from bad things, they might not be able to keep them safe. Children might stay in situations that are not good for them, and this could make them feel scared or hurt.

**Legal and Reputational Consequences:** If educators don't follow the rules to keep children safe, they could get into trouble with the law. This could also make people think the service or place where they work is not good for children, and this could hurt its reputation.

**Breakdown of Trust:** Parents trust educators to take care of their children and keep them safe. But if educators don't know how to keep children safe,

parents might stop trusting them, and this could cause problems.

**Emotional Impact:** When educators see bad things happening to children and don't know how to help, it can make them feel really sad, upset, and guilty. This is like having a heavy weight on their hearts.

**Inconsistent Responses:** If different educators do different things when they think a child is being hurt or treated badly, it can be confusing and not fair for the child. This might mean the child doesn't get the help they need.



You must practice

It's important that we know how to identify and respond to every child at risk of abuse or neglect.

To help with the problems mentioned earlier on the left side, let's take a look at some real-life examples for guidance.

**Missed Signs of Harm.** In meetings, educators can talk about how to spot signs if a child is being hurt, treated badly, or not taken care of properly. They can share stories about similar situations, work together to figure out warning signs, and learn from each other's experiences to better understand and help the children. Just remember to keep things confidential.

**Failure to Report.** Educators can take special training to learn when and how to tell the right people if they think a child is in trouble. They also have clear instructions in the service's child protection policy about what to do and who to talk to. This way, if something's not right, they know how to quickly get help for the child.

**Lack of Support.** Educators can work closely with counsellors, social workers, and other experts. They can meet regularly to talk about how to help children who are having a tough time and make plans to support them together.

### Week 28, 4 to 8 September 2023 – 2.2.3 Child Protection

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**Continued Exposure to Harmful Situations.** Educators can make a list of places and people that can help children if something bad is happening to them. They can work with these helpers to make sure children get the right support when they need it.

**Legal and Reputational Consequences.** Educators and the service can make sure that everyone has finished their training about child safety. They can check regularly to be sure that everyone is following the rules. This way, the service can be trusted to keep children safe, and nobody gets in trouble.

**Breakdown of Trust:** Educators can talk openly with parents about how they're keeping children safe. They can also have meetings where they explain what they're doing to protect children. This helps parents trust that the service cares about their child's safety.

**Emotional Impact.** If Educators feel sad or upset because they've seen bad things happening to children, they can talk to someone who can help, like a counsellor. Having a safe place to share their feelings can make them feel better.

**Inconsistent Responses.** All Educators should know and understand the service's child protection policy and the child safe policy. It tells them exactly what to do if they think a child is being hurt or treated badly. This way, all children get the same kind of help, no matter who their educator is.

After reading these points, which one(s) do you think you doing well? Describe your practice in detail.

After reading these points, which one(s) do you think you need to work on? Describe how you could improve your practice.