



BEFORE, AFTER & VACATION CARE

CHILD SAFE STANDARDS POLICY (INCLUDING REPORTABLE CONDUCT SCHEME)

TeamKids, February 2026

FUN

GENUINE

INNOVATIVE

INVOLVED

REMARKABLE

POLICY RATIONALE

This policy provides a set of clear new guidelines to strengthen safety for all children attending our services. The policy has considered each states individual Child Safe Standards and refers to the National Principles for a Child Safe Organisation Policy, in relation to supporting efforts to ensure a child safe environment for all children.

POLICY STATEMENT

Values

TeamKids has a moral and legal responsibility to ensure that all children in our care are safe, happy and protected from the risk of harm or hazard. TeamKids is also a support network for children who may be risk outside of the service. We support and respect all children, families, staff and volunteers. We are committed to the cultural safety of Aboriginal and Torres Strait Islander children, the cultural safety of children from Culturally and Linguistically Diverse (CALD) backgrounds, and to provide safe environments for children with disability. TeamKids has committed to be a child safe organisation.

In actioning this commitment, TeamKids have established robust policies designed for the safety of children. TeamKids regularly review and update these policies and accompanying procedures and staff training.

TeamKids supports the ‘Paramourncy Principle’ that provides that the safety, rights and best interests of children is the paramount consideration in the operation of an education and care service and the delivery of education and care services to children.

OUR COMMITMENT TO CHILD SAFETY

- Team Holiday Pty Ltd (Trading as TeamKids) is committed to child safety. We want children to be safe, happy and empowered.
- We support and respect all children, as well as our staff and volunteers.
- We are committed to the safety, participation and empowerment of all children.
- We have zero tolerance of child abuse, and all allegations and safety concerns will be treated very seriously and consistently with our robust policies and procedures.
- We have a zero tolerance for racism of any kind.
- We have legal and moral obligations to contact authorities when we are worried about a child’s safety, which we follow rigorously.
- Team Holiday Pty Ltd (Trading as TeamKids) is committed to preventing child abuse and identifying risks early and removing and reducing these risks.
- Team Holiday Pty Ltd (Trading as TeamKids) has robust human resources and recruitment practices to reduce the risk of child abuse by new and existing board members, staff and volunteers.
- Team Holiday Pty Ltd (Trading as TeamKids) is committed to regularly training and educating our board members, staff and volunteers on child abuse risks.
- We are committed to the cultural safety of Aboriginal children, the cultural safety of children from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability.
- We have specific policies and procedures in place that support our board members, staff and volunteers to achieve these commitments.

POLICY PRACTICES

Child Safe Standards in each State may contain some differences, however the way in which TeamKids responds to them, will be consistent across all TeamKids service and departments. This is to ensure consistency in practice, knowledge and training.

RECRUITMENT

TeamKids exercises all reasonable precautions in employing skilled professionals to work with children. We develop selection criteria and advertise roles in a manner demonstrating our commitment to child safety and our ethical and legislative responsibilities as an organisation. TeamKids is very clear before and during the recruitment process that our staff and volunteers have ethical as well as legislative obligations to children.

All people engaged in child-related work, including volunteers, are required to hold and provide evidence of a current Working with Children Check, Blue Card/Exemption to the Blue Card, Working with Vulnerable Persons Check, state alternative, or recognised.

Teaching Registration. TeamKids reserves the right to request a Criminal History Check (Police Check) at any time during the recruitment process or employment period.

TeamKids reference checks all new staff to ensure the recruitment of safe and trustworthy team members. Where a criminal history is revealed during the recruitment process, the applicant will be given an opportunity to provide further context and/or information.

The verification of the required checks or Teaching Registration will be validated by the Human Resources Department of TeamKids, on a regular basis, at least annually. For those educators in New South Wales, a formal verification process is mandated before an educator commences work with children.

TRAINING AND SUPERVISION

TeamKids has a deep commitment to staff and volunteer training. We acknowledge training and education is a critical component to ensuring all staff and volunteers understand that child safety is **everyone's** responsibility.

The TeamKids culture encourages all staff, volunteers, parents, carers and most of all, children, to feel confident and comfortable to discuss any allegations of child abuse and/or child safety concerns. TeamKids' staff and volunteer training programs include the identification and appropriate responses, as well as risk mitigation strategies, of child abuse.

TeamKids support staff and volunteers through ongoing training and supervision to:

- Develop skills necessary for the protection of children in our care from abuse and how to recognise a child in need of support.
- Consider what a child safe environment 'looks like' and ensure that TeamKids services reflect consistently reflect this.
- Promote the cultural safety of Aboriginal and Torres Strait Islander children; promote the cultural safety of children from CALD backgrounds; and the safety and inclusion of children with disability.

New employees and volunteers are supervised to ensure the TeamKids commitments to the message of child safety being everyone's responsibility' is a lived commitment. Supervision of new staff and volunteers also allows monitoring of behaviours towards children and on-going learning to increase is safety and appropriate interactions (please refer to TeamKids Code of Conduct).

TeamKids commitment means that any behaviour threatening the safety of children will be reported through appropriate channels, including the relevant State Authorities, such as Child Protection Agencies, the Regulatory Authority and the Police, depending on the severity and urgency of the matter.

FAIR PROCEDURES WHEN INVESTIGATING POTENTIAL BREACHES OF POLICY

The safety and wellbeing of children is TeamKids primary concern. TeamKids acts in a fair and reasonable manner to all staff, educators and personnel. The decisions TeamKids make regarding recruiting, assessment of incidents and/or exercising disciplinary action, will always occur via transparent processes and will be based on evidence.

TeamKids records all allegations of abuse and/or safety concerns via incident reporting forms. This includes investigation updates and information necessary authorities and/or bodies. All records are securely and confidentially stored.

Where allegation/s of abuse and/or safety concern/s are raised, TeamKids provides information and updates to families and children as appropriate on all progress and any actions TeamKids consider/implements.

PRIVACY

All personal information considered or recorded respect privacy of all individuals, be they staff, volunteers, parents or children, unless there is a risk to a persons' safety. TeamKids have procedures and practices to ensure all personal information is protected and confidentially stored. TeamKids believes that everyone is entitled to know how information is recorded, what will be done with it, and who will have access to it. TeamKids acts in a transparent and fair manner through all processes.

LEGISLATIVE RESPONSIBILITIES

TeamKids prioritises our legal responsibilities and believe these to be of the utmost seriousness. These legislative commitments include:

Failure to disclose: Reporting child sexual abuse is a community-wide responsibility. All adults who have a reasonable belief that an adult has committed a sexual offence against a child under 16 have an obligation to report that information to the police.

Failure to protect: People of authority in our organisation will commit an offence if they know of a substantial risk of child sexual abuse and have the power or responsibility to reduce or remove the risk but negligently fail to do so.

Any personnel who are mandatory reporters must comply with their duties.

RISK MANAGEMENT

TeamKids implement risk management strategies including the identification, assessment, appropriate response and immediate and ongoing risk mitigation strategies to provide a child safe environment to all children. All TeamKids staff are responsible to bring any perceived risks in relation to child safety, to their manager, to ensure it is addressed in a timely manner.

REGULAR REVIEW

This policy is reviewed annually and following significant incidents if they occur. Child Safe Practices are discussed in the regular Quality & Compliance and Operations Teams meetings, to ensure current practices and training is appropriate, as well as to discuss any incidents, allegations or actions in relation to child safety. TeamKids ensures that families and children have the opportunity to contribute to policy content, through surveys and reflection of feedback provided. TeamKids is an inclusive organisation welcoming local Aboriginal communities, Culturally and Linguistically Diverse communities and people with a disability.

Children’s Inclusion in the Development and Implementation of the Child Safe Standards Policies and Procedures

Children are encouraged to participate in the development and implementation of the Child Safe Standards policies and procedures, through the use of the children’s reflection journal, suggestion boxes are appropriate, children’s voice in surveys and where they make verbal suggestions to educators who record these for regular reviews.

Each service will obtain children’s voice in this area; however, this may look different at each service. Educators will adapt methods of obtaining children’s voice, dependant on the children at their service, to ensure they are sensitive to cultural backgrounds, beliefs and any other mitigating factors, such as past experiences.

Compliance Indicators in Each State - How Outcomes Are Achieved

Victoria

The Victorian Child Safe Standards are described in 3 sections of this policy. The standard is the outcome the organisation must achieve. The elements listed in the standard are the minimum requirements that an organisation must meet.

Compliance indicators that the regulatory authority will look for, to assess if the organisation approach, achieves the outcome and the minimum outcomes of the standard.

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.

ELEMENT	HOW TEAMKIDS MEET THIS ELEMENT
<p>1.1 A child’s ability to express their culture and enjoy their cultural rights is encouraged and actively supported.</p>	<p>Recording of a child’s identified culture in their enrolment record.</p> <p>‘All About Me’ forms in service</p> <p>Services provide experiences about culture both represented in their service and the community around the service, as well as those cultures that may not be represented in their environment. Children are encouraged to express their cultural perspectives in both group and individual discussions.</p> <p>Children are given the right to not discuss/share their culture, and this does not diminish their cultural rights.</p>

1.2 Strategies are embedded within the organisation which equip all members to acknowledge and appreciate the strengths of Aboriginal culture and understand its importance to the wellbeing and safety of Aboriginal children and young people.

Educators are to implement experiences within the planned program in relation to Aboriginal culture. This includes in experiences, displays, excursions and incursions.

The Aboriginal Flag is available at each service, to welcome those Aboriginal families, children and young people, to the service, whether they chose to identify themselves or not.

TeamKids has a Reconciliation Action Plan to guide practices.

1.3 Measures are adopted by the organisation to ensure racism within the organisation is identified, confronted and not tolerated. Any instances of racism are addressed with appropriate consequences.

The TeamKids recruitment practices ensures that staff/educators are engaged on merit and that race is not considered.

The TeamKids Code of Conduct ensures that educators are aware that racism of any kind, is not tolerated and if evidence is provided that this has or is alleged to have

1.4 The organisation actively supports and facilitates participation and inclusion within it by Aboriginal children, young people and their families.

Educators are to implement experiences within the planned program in relation to Aboriginal culture. This includes in experiences/resources, displays, excursions and incursions. These are documented both in programs and reflections with families encouraged to read and comment on these at any time.

TeamKids has a Reconciliation Action Plan to guide practices.

1.5 All of the organisation's policies, procedures, systems and processes together create a culturally safe and inclusive environment and meet the needs of Aboriginal children, young people and their families.

Policy and procedure reflections at least annually, include consideration of an inclusive environment, to meet the needs of all families, children and young people. The Reconciliation Action Plan details those designed to support Aboriginal children, young people and their families.

Additional guidance is sought when required from relevant agencies, to ensure policies, procedures, systems and processes are appropriate and current.

Expectations of cultural safety and an inclusive environment, is considered by Regional/Area Managers during site visits, as well as other management representatives during service visits. Professional development includes a consideration to provide appropriate training that includes all educators and staff, to benefit all families, children and young people.

Standard 2: Child Safety and wellbeing is embedded in organisational leadership, governance and culture.

ELEMENT	HOW TEAMKIDS MEET THIS ELEMENT
<p>2.1 The organisation makes a public commitment to child safety.</p>	<p>A public commitment to child safety is contained in this policy and is available on the TeamKids website for all families, educators and members of the community to reference at any time.</p> <p>It is also contained in staff training.</p>
<p>2.2 A child safe culture is championed and modelled at all levels of the organisation from the top down and bottom up</p>	<p>All levels of the organisation are made aware of the company's commitment to a child safe culture, through the reflection of the Child Safe Standards Policy and the Code of Conduct. This is also contained in the recruitment procedure and the professional performance review for all staff in the organisation.</p>
<p>2.3 Governance arrangements facilitate implementation of the Child Safety and Wellbeing Policy at all levels.</p>	<p>The governance arrangements of the organisation include service management procedures and the staff code of conduct, to facilitate child safety and wellbeing at all levels. This is also contained in the recruitment procedure and the professional performance review for all staff in the organisation.</p> <p>Should a concern be raised in relation to child safety and wellbeing, TeamKids will act in a timely manner to address the concern, and this may include re-issuing of policies and procedures for all staff to reflect on and implement.</p>
<p>2.4 A Code of Conduct provides guidelines for staff and volunteers on expected behavioural standards and responsibilities</p>	<p>The Code of Conduct is in place and is available on the staff record databases for all educators to reflect upon at any time. It is also on the TeamKids website to allow all families and the community to reflect upon.</p>

2.5 Risk management strategies focus on preventing, identifying and mitigating risks to children and young people.

TeamKids utilises risk management strategies in multi facets of the organisation.

This includes:

- Risk Assessments for excursions.
- Risk Assessments for individual services/playgrounds.
- Risk Minimisation Plans for children with medical conditions.
- Service approval/Transfer process to consider appropriate indoor and outdoor spaces.
- The Working with Children Check, Blue Card or Working with Vulnerable Persons check, Teacher Registration (or other approved, relevant state requirement) is provided by all staff before they commence employment at the organisation. This mitigates the risk of engagement of any person who should not be working with children or young people.

2.6 Staff and volunteers understand their obligations on information sharing and record keeping.

Policies and procedures provided to educators/staff during recruitment, guide them to understand the obligations of information sharing and record keeping. This includes a confidentiality agreement for those educators that have access to confidential documents.

A Child Safe Declaration is completed by all staff when they are employed by TeamKids, to ensure they share any previous allegations/investigations that may have taken place, are considered.

Standard 3: Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously.

ELEMENT	HOW TEAMKIDS MEET THIS ELEMENT
<p>3.1 Children and young people are informed about all of their rights, including to safety, information and participation.</p>	<p>A poster describing who children and young people can talk about their feelings is available at all services. This is discussed during planned group times.</p> <p>Children are informed about ways in which they can contribute to or participate in the service planned program or service operations (such as setting of safety/respect boundaries) though the use of the reflection journal, in group discussions and in individual discussions with educators.</p>

3.2 The importance of friendships is recognised and support from peers is encouraged, to help children and young people feel safe and be less isolated

Quality Area 5 in the National Quality Standards provides for children to be encouraged and supported in relationships with peers and the development of friendships. Through all TeamKids services being assessed and rated at Meeting the National Quality Standard for Quality Area 5, this is provided at all services.

Educator training guides all educators in practices to support children’s sense of belonging to their service and the TeamKids community as a whole.

3.3 Where relevant to the setting or context, children and young people are offered access to sexual abuse prevention programs and to relevant related information in an age-appropriate way.

TeamKids utilises relevant support agencies when any sexual abuse prevention programs are considered appropriate. The Quality & Compliance Team works in partnership with the Operations team, to facilitate this.

Books and other professional text are available to support educators to support children and young people, in an age-appropriate manner.

3.4 Staff and volunteers are attuned to signs of harm and facilitate child friendly ways for children and young people to express their views, participate in decision-making and raise their concerns.

Educators receive training during their induction process in relation to recognising signs of abuse or neglect. A responsible person with relevant child protection training, is on duty at services, at all times.

The services’ Regional Manager and the Quality & Compliance Team are available to discuss any concerns educators may have in relation to children and young people at possible risk of harm or neglect.

Each service provides children and young people with ways to express their views, including the use of the children’s reflection journal, QIP displays, group meetings at the start of each session and suggestions boxes. Children and young people are also encouraged to talk to educators privately at any time they feel comfortable to do so.

3.5 Organisations have strategies in place to develop a culture that facilitates participation and is responsive to the input of children and young people.

Each service provides children and young people with ways to express their views, likes, dislikes and program suggestions, including the use of the children’s reflection journal, QIP displays, group meetings at the start of each session and suggestions boxes. Children and young people are also encouraged to talk to educators privately at any time they feel comfortable to do so.

3.6 Organisations provide opportunities for children and young people to participate and are responsive to their contributions, thereby strengthening confidence and engagement.

Each service provides children and young people with ways to express their views, likes, dislikes and program suggestions, including the use of the children’s reflection journal, QIP displays, group meetings at the start of each session and suggestions boxes. These are acknowledged in program reflections. Children and young people are also encouraged to talk to educators privately at any time they feel comfortable to do so.

Standard 4: Families and communities are informed and involved in promoting child safety and wellbeing.

ELEMENT	HOW TEAMKIDS MEET THIS ELEMENT
<p>4.1 Families participate in decisions affecting their child.</p>	<p>Families provide information in relation to their child and family, on enrolment, in enrolment records. Educators encourage family participation in the planned program, through the QIP display/suggestion board, at each service that provides Before and After School Care.</p> <p>Surveys are sent to families at the end of each term and Vacation Care period, to request feedback on their child’s participation in the program and the service operations as a whole. This includes reflection on the TeamKids values and philosophy.</p>
<p>4.2 The organisation engages and openly communicates with families and the community about its child safe approach and relevant information is accessible.</p>	<p>TeamKids provide families with multiple child safety information, through the use of the TeamKids website. This is not only accessible for families but for any member of the public, interested in child safety.</p>
<p>4.3 Families and communities have a say in the development and review of the organisation’s policies and practices.</p>	<p>The TeamKids survey is sent out following each VAC period and after each term, offering families the opportunity to ‘have a say’ on multiple aspects of both the service operations/program and the operations of TeamKids as a whole. This is reflected upon by all departments within TeamKids and influences the 90-day actions plan, as well as the 12-month organisation plan. It directly impacts excursion and incursion planning each VAC.</p>

4.4 Families, carers and the community are informed about the organisation’s operations and governance.

TeamKids provide families with information about the TeamKids operational practices, through the use of the TeamKids website. When changes occur, emails and text are sent to families to ensure they are aware of these.

Standard 5: Equity is upheld and diverse needs respected in policy and practice.

ELEMENT	HOW TEAMKIDS MEET THIS ELEMENT
<p>5.1 The organisation, including staff and volunteers, understands children and young people’s diverse circumstances, and provides support and responds to those who are vulnerable.</p>	<p>TeamKids ask families/guardians to reflect on and list children’s cultural background, interests and any additional needs, on enrolment.</p> <p>Through the greeting process at delivery and collection, families/guardians are able to share not only day to day information about their children, but any vulnerable factors, where the service may provide support. Display at the main entrance, include QR codes and the like, which provide families with support services from the local area.</p> <p>The TeamKids website provides support services on a format that can be accessed in a confidential manner, for those who do not wish to directly ask for support/assistance.</p> <p>The Regional Manager is available to support educators in appropriate responses to family/guardian needs and vulnerabilities, with training to further extend educators skills and professional capacity.</p>
<p>5.2 Children and young people have access to information, support and complaints processes in ways that are culturally safe, accessible and easy to understand.</p>	<p>The service policies, including that of how to lodge a complaint or grievance, is available on the TeamKids website at any time.</p> <p>Children have multiple ways to raise concerns with their educators. This includes in person, verbally. The reflection journal, where they can describe likes and dislikes in relation to the program and a suggestion box is located at services for children to access in a confidential manner..</p>

Educators are able to provide children and young people with support and information, and these educators are encouraged to use their Regional Managers, as well as any of the TeamKids management team, to source further information for children and young people if required. This information can be provided in ways to suit each child/young person's age or stage of development. The Child Wellbeing and Inclusion Support team, as well as Inclusion Support professionals can also support this process if required.

5.3 The organisation pays particular attention to the needs of children and young people with disability, children and young people from culturally and linguistically diverse backgrounds, those who are unable to live at home, and lesbian, gay, bisexual, transgender and intersex children and young people.

TeamKids pays attention to all children and young people's needs and is also able to focus on those children and young people with a disability, culturally/linguistically diverse backgrounds, those living outside of home and lesbian, gay, bisexual, transgender and intersex children and young people through a holistic approach to education and care. This commences on enrolment, where respectfully worded questions are asked and offers are made for families/guardians/children/young people to share important elements of their world. This is then used (with consent), to inform service practices and supports put in place.

The Customer Service team, in partnership with the Quality & Compliance team, ensures that any legal aspects, such as court orders and other living arrangements are managed in a sensitive manner.

The management team consider all elements when reviewing practices, procedures, policies and other facets of the business, to ensure equality and diversity.

For example, children who need support in toileting or to change clothes are offered spaces to maintain privacy.

TeamKids have a dedicated Child Wellbeing and Inclusion Support team, who work with any child/family/guardians to ensure not only inclusion, but also acknowledgement/celebration of differences

5.4 The organisation pays particular attention to the needs of Aboriginal children and young people and provides/promotes a culturally safe environment for them

TeamKids is currently developing a Reconciliation Action Plan, in partnership with Reconciliation Australia. These two groups are working together to ensure the needs of Aboriginal children and young people are met and that a culturally safe environment is provided in all aspects of service operations.

Experiences, incursions and excursions are provided to all children, to ensure education in Aboriginal cultural aspects, with children and young people encouraged to participate to their own level of comfort and safety.

TeamKids provide flags to be displayed at services, to welcome Aboriginal children, young people and families.

TeamKids commences meetings with an Acknowledgement to Country, to encourage all staff within the organisation to provide a culturally safe environment.

Standard 6: People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.

ELEMENT	HOW TEAMKIDS MEET THIS ELEMENT
<p>6.1 Recruitment, including advertising, referee checks and staff and volunteer preemployment screening, emphasise child safety and wellbeing.</p>	<p>TeamKids maintain an extensive recruitment process that includes elements that highlight the company commitment to child safety and wellbeing. This includes questions about child safety in interview questions, in referee questions and a child safe declaration for all staff when they are engaged with TeamKids. This declaration asks if staff have been involved with investigations relating to child safety in the past (employment or personal past), allowing TeamKids to consider each staff member before commencing employment.</p> <p>Policies and procedures highlight the company expectations in relation child safety and wellbeing. When these policies are updated/amended, all staff are provided with this and asked to sign to acknowledge they have read and understood them.</p>
<p>6.2 Relevant staff and volunteers have current working with children checks or equivalent background checks.</p>	<p>All staff working for TeamKids, have a current Working with Children Check, or equivalent, such as a Victorian Institute of Teaching registration, before they can commence working for TeamKids.</p>

<p>6.3 All staff and volunteers receive an appropriate induction and are aware of their responsibilities to children and young people, including record keeping, information sharing and reporting obligations</p>	<p>The induction process for TeamKids educators and staff, includes ensuring they are aware of their roles and responsibilities. This is also included on the Litmos Training platform where these resources are available at any time, for all employees to access.</p> <p>Should any person need advice on their roles and responsibilities, the Quality & Compliance Team, as well as the Human Resources Team, are available for support.</p>
<p>6.4 Ongoing supervision and people management is focused on child safety and wellbeing.</p>	<p>Child safety and wellbeing is a part of all supervision and human resource management, on an ongoing basis. All levels on employees are made aware that they are responsible to maintain child safe standards in their actions and to report any concerns they have about other persons actions in relation to child safety and wellbeing.</p>

Standard 7: Processes for complaints and concerns are child focused.

ELEMENT	HOW TEAMKIDS MEET THIS ELEMENT
<p>7.1 The organisation has an accessible, child-focused complaint handling policy which clearly outlines the roles and responsibilities of leadership, staff and volunteers, approaches to dealing with different types of complaints, breaches of relevant policies or the Code of Conduct and obligations to act and report.</p>	<p>The grievances and complaints process is separated for those originated from families/guardians and children and for TeamKids staff.</p> <p>These policies and procedures detail the TeamKids response to such grievances or complaints, responsibilities of particular persons and how the process may apply to the staff code of conduct. The Quality & Compliance team are responsible to report any concerns, according to relevant Law and Regulations and as such, work with all other staff of TeamKids to ensure they are aware of their obligations.</p>
<p>7.2 Effective complaint handling processes are understood by children and young people, families, staff and volunteers, and are culturally safe.</p>	<p>Grievance and Complaint process are made available to all families/guardian, staff and volunteers through their inclusion on the TeamKids website and on the service pad's. The code of conduct is also included on each staff members individual staff record platform.</p>

<p>7.3 Complaints are taken seriously and responded to promptly and thoroughly.</p>	<p>TeamKids take all complaints seriously and use these to inform changes to policy, procedures and practices if required. At a service level, this is also used in the Quality Improvement Plan.</p>
<p>7.4 The organisation has policies and procedures in place that address reporting of complaints and concerns to relevant authorities, whether or not the law requires reporting, and cooperates with law enforcement.</p>	<p>TeamKids have detailed policies in relation to addressing complaints. This includes where those complaints require reporting to the relevant authorities. TeamKids have a history of working in partnership with law enforcement and also with Reportable Conduct Schemes.</p>
<p>7.5 Reporting, privacy and employment law obligations are met.</p>	<p>The Quality & Compliance team, as well as the Human Resources Team, are aware of all reporting, privacy and employment law obligations, as relevant to their team. Any reporting is recorded and used to reflect on future practices.</p>

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.

ELEMENT	HOW TEAMKIDS MEET THIS ELEMENT
<p>8.1 Staff and volunteers are trained and supported to effectively implement the organisation’s Child Safety and Wellbeing Policy.</p>	<p>The induction process for TeamKids educators and staff, includes ensuring they are aware of their roles and responsibilities, as well as the details of the Child Safe Standards (including Reportable Conduct scheme) policy. This is also included on the Litmos Training platform where these resources are available at any time, for all employees to access.</p> <p>Should any person need advice on their roles and responsibilities, the Quality & Compliance Team, as well as the Human Resources Team, are available for support.</p>
<p>8.2 Staff and volunteers receive training and information to recognise indicators of child harm including harm caused by other children and young people.</p>	<p>TeamKids have an extensive Child Protection policy and also, Child Safe Standards (including Reportable Conduct Scheme) policy. This guides all staff and volunteers in how to recognise indicators of child harm, including harm caused by other children and young people.</p>

<p>8.3 Staff and volunteers receive training and information to respond effectively to issues of child safety and wellbeing and support colleagues who disclose harm.</p>	<p>TeamKids have an extensive Child Protection policy and also Child Safe Standards (including Reportable Conduct Scheme) policy. This guides all staff and volunteers in how to recognise indicators of child harm, including harm caused by other children and young people.</p>
<p>8.4 Staff and volunteers receive training and information on how to build culturally safe environments for children and young people.</p>	<p>TeamKids ensures that all staff and volunteers are aware of how to build a culturally safe environment for children and young people, through the requirement to adhere to all TeamKids policies and procedures. This is reiterated through the staff record platform where key policies and procedures are available at any time.</p> <p>Should management feel a staff member or volunteer, does not have the skills or knowledge required to build a culturally safe environment, training can be reassigned to be repeated or outsourced training can be provided.</p>

Standard 9: Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.

ELEMENT	HOW TEAMKIDS MEET THIS ELEMENT
<p>9.1 Staff and volunteers identify and mitigate risks in the online and physical environments without compromising a child's right to privacy, access to information, social connections and learning opportunities.</p>	<p>TeamKids encourages a 'screen free' environment where possible. Children are not permitted to bring electronic devices to the service, unless it is for agreed upon scenarios, such as homework. This would be directly supervised at all times, with children informed of this at the commencement of agreed upon practices to ensure shared understanding.</p> <p>The physical environment is set to allow for appropriate supervision at all times, where educators can 'see, hear and intervene' at any time. Where children require privacy, process is in place, to ensure supervision procedures can still be in place. Risks such as risk to physical health, are managed through a daily checklist of the physical environment and where equipment or resources requirement replacement or repair, this is managed in partnership with the school/venue in which the service is located.</p>

	<p>These elements are all assessed with a lens to the age/stage of development of the children attending the service and the aim of extending children’s learning and development opportunities, in a risk managed manner, given that removing all risk is not necessarily possible or beneficial for children’s development.</p> <p>Online and Physical environments are discussed in ‘My Venue Rules’ guidance documents.</p>
<p>9.2 The online environment is used in accordance with the organisation’s Code of Conduct and Child Safety and Wellbeing Policy and practices.</p>	<p>TeamKids encourages a ‘screen free’ environment where possible. Children are not permitted to bring electronic devices to the service, unless it is for agreed upon scenarios, such as homework. This would be directly supervised at all times, with children informed of this at the commencement of agreed upon practices to ensure shared understanding. This is a documented value and procedure.</p>
<p>9.3 Risk management plans consider risks posed by organisational setting, activities and the physical environment.</p>	<p>Risk Management and Risk Minimisation Plans, consider risks in all environments of TeamKids. This includes playground assessments, emergency management plan assessments, venue assessments etc.</p>
<p>9.4 Organisations that contract facilities and services from third parties have procurement policies that ensure the safety of children and young people.</p>	<p>TeamKids have procedures in place to ensure that any persons having contact with children and young people, meets the requirements of having a Working with Children Check or equivalent suitability check. TeamKids staff ensure that services from third parties meet safety and wellbeing obligations through constant supervision and clear guidelines as to their involvement with TeamKids and with services.</p>

Standard 10: Implementation of the Child Safe Standards is regularly reviewed and Improved.

ELEMENT	HOW TEAMKIDS MEET THIS ELEMENT
<p>10.1 The organisation regularly reviews, evaluates and improves child safe practices.</p>	<p>TeamKids policies and procedures are reviewed at least annually.</p> <p>TeamKids provide families/guardians and educators with surveys at the end of each school term and Vacation Care period. These survey's ask for feedback on multiple policies and practices, including families/guardians asking their children for their feedback also. This feedback is considered during evaluation of child safe practices.</p>
<p>10.2 Complaints, concerns and safety incidents are analysed to identify causes and systemic failures to inform continuous improvement.</p>	<p>Complaints may come to TeamKids, either verbally or in writing. They may come through the Customer Service team, or the service directly.</p> <p>TeamKids management, including the Operations team and the Quality & Compliance team is responsible for analysing any complaints, concerns and safety incidents to determine if there have been any systemic failures or ways in which TeamKids can improve practices in one particular service or over TeamKids as a whole. These can be recorded in individual service Quality Improvement Plans or in TeamKids head office documents.</p>
<p>10.3 The organisation reports on the findings of relevant reviews to staff and volunteers, community and families, and children and young people.</p>	<p>Families, educators and the school/venue in which the service is located (their community), are notified of changes to policies, via the TeamKids website.</p> <p>Change to processes at the service level, are communicated to all educators and children during meetings before sessions and if required, in writing, to be displayed at the service if required.</p>

Standard 11: Policies and procedures document how the organisation is safe for children and young people.

ELEMENT	HOW TEAMKIDS MEET THIS ELEMENT
<p>11.1 Policies and procedures address all Child Safe Standards.</p>	<p>All TeamKids policies begin with a policy rationale that includes a commitment to child safety. Procedures are devised with child safe standards in mind. For example, procedures outline documentation required to support children's cultural and physical safety.</p>

<p>11.2 Policies and procedures are documented and easy to understand.</p>	<p>Policies and procedures are documented and available at any time, on the TeamKids website. They are written in plain English, are referenced and clearly refer to relevant legislation where appropriate.</p>
<p>11.3 Best practice models and stakeholder consultation informs the development of policies and procedures.</p>	<p>Various persons within TeamKids management, liaise with and contribute to stakeholder consultation. This includes groups such as OSHCA, Departmental Regional Advisory Groups, Community representatives, Child Information Sharing Scheme Advisory group (TPAG) and regular meetings with ACECQA.</p> <p>Each service and the regional managers, meet with local stakeholders, such as the principals of the schools in which services are located and wellness officers at those schools. These meetings/discussions lead to reflection of current and the development of new, policies and procedures. These may be service specific or companywide.</p>
<p>11.4 Leader’s champion and model compliance with policies and procedures.</p>	<p>The leadership team and management of TeamKids, model compliance at all levels. This includes during training sessions delivered by the Quality & Compliance team, with follow up from regional managers, area managers and mentors, to support implementation at all levels. This training supports compliance and high-quality practices in TeamKids.</p> <p>Leaders undergo multiple elements of training, to ensure they are able to deliver current philosophical, regulatory and professional practices, which support the TeamKids policies and procedures.</p>
<p>11.5 Staff and volunteers understand and implement policies and procedures.</p>	<p>TeamKids utilise a variety of methods to ensure all staff and volunteers understand and implement policies and procedures. This includes quiz/questions within training modules on Litmos, compliance checks at the service level and a detailed 5-week training package, that steps senior service staff through the required elements of policy and procedure implementation. If a staff member or volunteer either expresses or shows lack of understanding or confidence in these practices/requirements, they can have training reassigned. Professional development can be provided either inhouse or through an outsourced provider.</p> <p>Performance management will be used to assess educators’ skills, knowledge and development</p>

NEW SOUTH WALES

The New South Wales Child Safe Standards are:

- Standard 1:** Child safety is embedded in organisational leadership, governance and culture.
- Standard 2:** Children participate in decisions affecting them and are taken seriously.
- Standard 3:** Families and communities are informed and involved.
- Standard 4:** Equity is upheld and diverse needs are taken into account.
- Standard 5:** People working with children are suitable and supported.
- Standard 6:** Processes to respond to complaints and concerns are child focused.
- Standard 7:** Staff are equipped with the knowledge, skills and awareness to keep children safe through continual education and training.
- Standard 8:** Physical and online environments minimising the opportunity for abuse or other kinds of harm to occur.
- Standard 9:** Implementation of the national Child Safe Standards is continuously reviewed and improved.
- Standard 10:** Policies and procedures document how the organisation is child safe.

Standard 1: Child safety is embedded in organisational leadership, governance and culture.

All levels of the organisation are made aware of the company’s commitment to a child safe culture, through the reflection of the Child Safe Standards Policy and the Code of Conduct. This is also contained in the recruitment procedure and the professional performance review for all staff in the organisation.

This is also contained in the recruitment procedure and the professional performance review for all staff in the organisation.

Should a concern be raised in relation to child safety and wellbeing, TeamKids will act in a timely manner to address the concern, and this may include re-issuing of policies and procedures for all staff to reflect on and implement.

Standard 2: Children participate in decisions affecting them and are taken seriously.

A poster describing who children and young people can talk about their feelings is available at all services. This is discussed during planned group times.

Children are informed about ways in which they can contribute to or participate in the service planned program or service operations (such as setting of safety/respect boundaries) through the use of the reflection journal, in group discussions and in individual discussions with educators.

Standard 3: Families and communities are informed and involved.

Families provide information in relation to their child and family, on enrolment, in enrolment records.

Educators encourage family participation in the planned program, through the QIP display/suggestion board, at each service that provides Before and After School Care.

Surveys are sent to families at the end of each term and Vacation Care period, to request feedback on their child’s participation in the program and the service operations as a whole. This includes reflection on the TeamKids values and philosophy.

Standard 4: Equity is upheld and diverse needs are taken into account.

TeamKids ask families/guardians to reflect on and list children’s cultural background, interests and any additional needs, on enrolment.

The Regional Manager is available to support educators in appropriate responses to family/guardian needs and vulnerabilities, with training to further extend educators skills and professional capacity.

Educators are able to provide children and young people with support and information, and these educators are encouraged to use their Regional Managers, as well as any of the TeamKids management team, to source further information for children and young people if required. This information can be provided in ways to suit each child/young person’s age or stage of development. The Child Wellbeing and Inclusion Support team, as well as Inclusion Support professionals can also support this process if required.

Standard 5: People working with children are suitable and supported.

TeamKids maintain an extensive recruitment process that includes elements that highlight the company commitment to child safety and wellbeing. This includes questions about child safety in interview questions, in referee questions and a child safe declaration for all staff when they are engaged with TeamKids. This declaration asks if staff have been involved with investigations relating to child safety in the past (employment or personal past), allowing TeamKids to consider each staff member before commencing employment.

Policies and procedures highlight the company expectations in relation child safety and wellbeing. When these policies are updated/amended, all staff are provided with this and asked to sign to acknowledge they have read and understood them.

All staff working for TeamKids, have a current Working with Children Check, or equivalent, before they can commence working for TeamKids. As required in New South Wales, a formal verification of the staff members Working with Children Check will be completed and a clearance required before the person can commence working at TeamKids.

Standard 6: Processes to respond to complaints and concerns are child focused.

The grievances and complaints process is separated for those originated from families/guardians and children and for TeamKids staff.

These policies and procedures detail the TeamKids response to such grievances or complaints, responsibilities of particular persons and how the process may apply to the staff code of conduct.

The Quality & Compliance team are responsible to report any concerns, according to relevant Law and Regulations and as such, work with all other staff of TeamKids to ensure they are aware of their obligations. Complaints may come to TeamKids, either verbally or in writing. They may come through the Customer Service team, or the service directly.

TeamKids management, including the Operations team and the Quality & Compliance team is responsible for analysing any complaints, concerns and safety incidents to determine if there have been any systemic failures or ways in which TeamKids can improve practices in one particular service or over TeamKids as a whole. These can be recorded in individual service Quality Improvement Plans or in TeamKids head office documents.

Standard 7: Staff are equipped with the knowledge, skills and awareness to keep children safe through continual education and training.

The induction process for TeamKids educators and staff, includes ensuring they are aware of their roles and responsibilities, as well as the details of the Child Safe Standards (including Reportable Conduct scheme) policy. This is also included on the Litmos Training platform where these resources are available at any time, for all employees to access.

Should any person need advice on their roles and responsibilities, the Quality & Compliance Team, as well as the Human Resources Team, are available for support.

Standard 8: Physical and online environments minimising the opportunity for abuse or other kinds of harm to occur.

TeamKids encourages a 'screen free' environment where possible. Children are not permitted to bring electronic devices to the service, unless it is for agreed upon scenarios, such as homework. This would be directly supervised at all times, with children informed of this at the commencement of agreed upon practices to ensure shared understanding.

The physical environment is set to allow for appropriate supervision at all times, where educators can 'see, hear and intervene' at any time. Where children require privacy, a process is in place, to ensure supervision procedures can still be in place. Risks such as risk to physical health, are managed through a daily checklist of the physical environment and where equipment or resources requirement replacement or repair, this is managed in partnership with the school/venue in which the service is located. These elements are all assessed with a lens to the age/stage of development of the children attending the service and the aim of extending children's learning and development opportunities, in a risk managed manner, given that removing all risk is not necessarily possible or beneficial for children's development.

Physical environments are discussed in 'My Venue Rules' guidance documents.

Standard 9:

Implementation of the national Child Safe Standards is continuously reviewed and improved.

Implementation of the National Child Safe Standards are reviewed at least annually. This includes during the transition to the National Standards for Child Safe Organisations.

TeamKids provide families/guardians and educators with surveys at the end of each school term and Vacation Care period. These survey's ask for feedback on multiple policies and practices, including families/guardians asking their children for their feedback also. This feedback is considered during evaluation of child safe practices.

Standard 10: Policies and procedures

All TeamKids policies begin with a policy rationale that includes a commitment to child safety. Procedures outline required to support children's cultural and physical safety. Policies and procedures are documented and available at any time, on the TeamKids website. They are written in plain English, are referenced and clearly refer to relevant legislation where appropriate.

QUEENSLAND

The Queensland Child Safe Standards are:

Standard 1: Child safety is embedded in institutional leadership, governance and culture.

Standard 2: Children participate in decisions affecting them and are taken seriously.

Standard 3: Families and communities are informed and involved.

Standard 4: Equity is upheld and diverse needs are taken into account.

Standard 5: People working with children are suitable and supported.

Standard 6: Processes to respond to complaints of child sexual abuse are child focused.

Standard 7: Staff are equipped with the knowledge, skills and awareness to keep children safe through continual education and training.

Standard 8: Physical and online environments minimise the opportunity for abuse to occur.

Standard 9: Implementation of the Child Safe Standards is continuously reviewed and improved.

Standard 10: Policies and procedures document how the institution is child safe.

Standard 1: Child safety is embedded in organisational leadership, governance and culture.

All levels of the organisation are made aware of the company's commitment to a child safe culture, through the reflection of the Child Safe Standards Policy and the Code of Conduct. This is also contained in the recruitment procedure and the professional performance review for all staff in the organisation.

This is also contained in the recruitment procedure and the professional performance review for all staff in the organisation.

Should a concern be raised in relation to child safety and wellbeing, TeamKids will act in a timely manner to address the concern, and this may include re-issuing of policies and procedures for all staff to reflect on and implement.

Standard 2: Children participate in decisions affecting them and are taken seriously.

A poster describing who children and young people can talk about their feelings is available at all services. This is discussed during planned group times.

Children are informed about ways in which they can contribute to or participate in the service planned program or service operations (such as setting of safety/respect boundaries) through the use of the reflection journal, in group discussions and in individual discussions with educators.

Standard 3: Families and communities are informed and involved.

Families provide information in relation to their child and family, on enrolment, in enrolment records. Educators encourage family participation in the planned program, through the QIP display/suggestion board, at each service that provides Before and After School Care.

Surveys are sent to families at the end of each term and Vacation Care period, to request feedback on their child's participation in the program and the service operations as a whole. This includes reflection on the TeamKids values and philosophy.

Standard 6: Processes to respond to complaints and concerns are child focused.

The grievances and complaints process is separated for those originated from families/guardians and children and for TeamKids staff.

These policies and procedures detail the TeamKids response to such grievances or complaints, responsibilities of particular persons and how the process may apply to the staff code of conduct. The Quality & Compliance team are responsible to report any concerns, according to relevant Law and Regulations and as such, work with all other staff of TeamKids to ensure they are aware of their obligations. Complaints may come to TeamKids, either verbally or in writing. They may come through the Customer Service team, or the service directly.

TeamKids management, including the Operations team and the Quality & Compliance team is responsible for analysing any complaints, concerns and safety incidents to determine if there have been any systemic failures or ways in which TeamKids can improve practices in one particular service or over TeamKids as a whole. These can be recorded in individual service Quality Improvement Plans or in TeamKids head office documents.

Standard 7: Staff are equipped with the knowledge, skills and awareness to keep children safe through continual education and training.

The induction process for TeamKids educators and staff, includes ensuring they are aware of their roles and responsibilities, as well as the details of the Child Safe Standards (including Reportable Conduct scheme) policy. This is also included on the Litmos Training platform where these resources are available at any time, for all employees to access.

	<p>Should any person need advice on their roles and responsibilities, the Quality & Compliance Team, as well as the Human Resources Team, are available for support.</p>
<p>Standard 8: Physical and online environments minimising the opportunity for abuse or other kinds of harm to occur.</p>	<p>TeamKids encourages a ‘screen free’ environment where possible. Children are not permitted to bring electronic devices to the service, unless it is for agreed upon scenarios, such as homework. This would be directly supervised at all times, with children informed of this at the commencement of agreed upon practices to ensure shared understanding.</p> <p>The physical environment is set to allow for appropriate supervision at all times, where educators can ‘see, hear and intervene’ at any time. Where children require privacy, a process is in place, to ensure supervision procedures can still be in place. Risks such as risk to physical health, are managed through a daily checklist of the physical environment and where equipment or resources requirement replacement or repair, this is managed in partnership with the school/venue in which the service is located. These elements are all assessed with a lens to the age/stage of development of the children attending the service and the aim of extending children’s learning and development opportunities, in a risk managed manner, given that removing all risk is not necessarily possible or beneficial for children’s development.</p> <p>Physical environments are discussed in ‘My Venue Rules’ guidance documents.</p>
<p>Standard 9: Implementation of the national Child Safe Standards is continuously reviewed and improved.</p>	<p>Implementation of the National Child Safe Standards are reviewed at least annually. This includes during the transition to the National Standards for Child Safe Organisations.</p> <p>TeamKids provide families/guardians and educators with surveys at the end of each school term and Vacation Care period. These survey’s ask for feedback on multiple policies and practices, including families/guardians asking their children for their feedback also. This feedback is considered during evaluation of child safe practices.</p>
<p>Standard 10: Policies and procedures</p>	<p>All TeamKids policies begin with a policy rationale that includes a commitment to child safety. Procedures outline required to support children’s cultural and physical safety. Policies and procedures are documented and available at any time, on the TeamKids website. They are written in plain English, are referenced and clearly refer to relevant legislation where appropriate.</p>

AUSTRALIAN CAPITAL TERRITORY

The Australian Capital Territory (ACT) Child Safe Standards are:

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 are 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 Child Safe Standards is regularly reviewed and improved.
10. Policies and procedures document how the organisation is safe for children and young people.

Standard 1: Child safety is embedded in organisational leadership, governance and culture.

All levels of the organisation are made aware of the company’s commitment to a child safe culture, through the reflection of the Child Safe Standards Policy and the Code of Conduct. This is also contained in the recruitment procedure and the professional performance review for all staff in the organisation.

This is also contained in the recruitment procedure and the professional performance review for all staff in the organisation.

Should a concern be raised in relation to child safety and wellbeing, TeamKids will act in a timely manner to address the concern, and this may include re-issuing of policies and procedures for all staff to reflect on and implement.

Standard 2: Children and young people are informed about their rights, participate in decisions affecting them, and are taken seriously.

A poster describing who children and young people can talk about their feelings is available at all services. This is discussed during planned group times.

Children are informed about ways in which they can contribute to or participate in the service planned program or service operations (such as setting of safety/respect boundaries) through the use of the reflection journal, in group discussions and in individual discussions with educators.

Standard 3: Families and communities are informed and involved in promoting child safety and wellbeing.

Families provide information in relation to their child and family, on enrolment, in enrolment records. Educators encourage family participation in the planned program, through the QIP display/suggestion board, at each service that provides Before and After School Care.

Surveys are sent to families at the end of each term and Vacation Care period, to request feedback on their child’s participation in the program and the service operations as a whole. This includes reflection on the TeamKids values and philosophy.

Standard 4: Equity is upheld and diverse needs are respected in policy and practice.

TeamKids ask families/guardians to reflect on and list children’s cultural background, interests and any additional needs, on enrolment.

The Regional Manager is available to support educators in appropriate responses to family/guardian needs and vulnerabilities, with training to further extend educators skills and professional capacity.

Educators are able to provide children and young people with support and information, and these educators are encouraged to use their Regional Managers, as well as any of the TeamKids management team, to source further information for children and young people if required. This information can be provided in ways to suit each child/young person’s age or stage of development. The Child Wellbeing and Inclusion Support team, as well as Inclusion Support professionals can also support this process if required.

Standard 5: People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.

TeamKids maintain an extensive recruitment process that includes elements that highlight the company commitment to child safety and wellbeing. This includes questions about child safety in interview questions, in referee questions and a child safe declaration for all staff when they are engaged with TeamKids. This declaration asks if staff have been involved with investigations relating to child safety in the past (employment or personal past), allowing TeamKids to consider each staff member before commencing employment.

Policies and procedures highlight the company expectations in relation child safety and wellbeing. When these policies are updated/amended, all staff are provided with this and asked to sign to acknowledge they have read and understood them.

All staff working for TeamKids, have a current Working with Children Check, or equivalent, before they can commence working for TeamKids. As required in New South Wales, a formal verification of the staff members Working with Children Check will be completed and a clearance required before the person can commence working at TeamKids.

Standard 6: Processes to respond to complaints and concerns are child focused.

The grievances and complaints process is separated for those originated from families/guardians and children and for TeamKids staff.

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These policies and procedures detail the TeamKids response to such grievances or complaints, responsibilities of particular persons and how the process may apply to the staff code of conduct. The Quality & Compliance team are responsible to report any concerns, according to relevant Law and Regulations and as such, work with all other staff of TeamKids to ensure they are aware of their obligations.

Complaints may come to TeamKids, either verbally or in writing. They may come through the Customer Service team, or the service directly. TeamKids management, including the Operations team and the Quality & Compliance team is responsible for analysing any complaints, concerns and safety incidents to determine if there have been any systemic failures or ways in which TeamKids can improve practices in one particular service or over TeamKids as a whole. These can be recorded in individual service Quality Improvement Plans or in TeamKids head office documents.

Standard 7: Staff are equipped with the knowledge, skills and awareness to keep children safe through continual education and training.

The induction process for TeamKids educators and staff, includes ensuring they are aware of their roles and responsibilities, as well as the details of the Child Safe Standards (including Reportable Conduct scheme) policy. This is also included on the Litmos Training platform where these resources are available at any time, for all employees to access.

Should any person need advice on their roles and responsibilities, the Quality & Compliance Team, as well as the Human Resources Team, are available for support.

Standard 8: Physical and online environments minimising the opportunity for abuse or other kinds of harm to occur.

TeamKids encourages a 'screen free' environment where possible. Children are not permitted to bring electronic devices to the service, unless it is for agreed upon scenarios, such as homework. This would be directly supervised at all times, with children informed of this at the commencement of agreed upon practices to ensure shared understanding.

The physical environment is set to allow for appropriate supervision at all times, where educators can 'see, hear and intervene' at any time. Where children require privacy, a process is in place, to ensure supervision procedures can still be in place. Risks such as risk to physical health, are managed through a daily checklist of the physical environment and where equipment or resources requirement replacement or repair, this is managed in partnership with the school/venue in which the service is located.

	<p>These elements are all assessed with a lens to the age/stage of development of the children attending the service and the aim of extending children’s learning and development opportunities, in a risk managed manner, given that removing all risk is not necessarily possible or beneficial for children’s development.</p> <p>Physical environments are discussed in ‘My Venue Rules’ guidance documents.</p>
<p>Standard 9: Implementation of the national Child Safe Standards is continuously reviewed and improved.</p>	<p>Implementation of the National Child Safe Standards are reviewed at least annually. This includes during the transition to the National Standards for Child Safe Organisations.</p> <p>TeamKids provide families/guardians and educators with surveys at the end of each school term and Vacation Care period. These survey’s ask for feedback on multiple policies and practices, including families/guardians asking their children for their feedback also. This feedback is considered during evaluation of child safe practices.</p>
<p>Standard 10: Policies and procedures</p>	<p>All TeamKids policies begin with a policy rationale that includes a commitment to child safety. Procedures outline required to support children’s cultural and physical safety. Policies and procedures are documented and available at any time, on the TeamKids website. They are written in plain English, are referenced and clearly refer to relevant legislation where appropriate.</p>

ALLEGATIONS, CONCERNS AND COMPLAINTS- REPORTABLE CONDUCT SCHEMES

TeamKids treats all allegations against educators or staff members, seriously and commits to thorough investigation procedures. TeamKids staff and volunteers are trained to deal appropriately with allegations.

We work to ensure all children, families, staff and volunteers are familiar with the procedures of action including reporting of all identified abuse or inappropriate behaviours.

TeamKids adheres to the Reportable Conduct Scheme for each state, where allegations made against educators in relation to child abuse or neglect of any kind. This guides how we monitor and report alleged incidents, working with these authorities to investigate and form conclusions.

Reportable conduct includes:

- Sexual offences
- Sexual misconduct
- Ill-treatment
- Neglect
- Assault
- Behaviour causing psychological harm.
- Significant boundary breaches

Each state holds different definitions and additional subcategories for each type of reportable conduct. Educators can find more information in the Reportable conduct guides for each state.

These schemes were created following Betrayal of Trust and similar parliamentary investigations.

Reportable Conduct Schemes independently oversee the TeamKids response to alleged abuse or child-related misconduct. They also facilitate information sharing between organisations and regulators such as Police and the state authority that manages screening checks for working with children and VIT. These schemes do not replace or interfere with police investigations.

These duties and powers can include:

- Oversee and monitor the handling of allegations of child abuse by relevant government departments, religious and non-government organisations.
- Undertake independent investigations.
- Scrutinise and audit systems and processes for handling allegations.
- Monitor and report on trends.
- Build skills and knowledge within government departments, religious and non-government organisations to ensure they can competently handle allegations of suspected child abuse.
- Reporting the overall performance of the schemes and trends to the relevant Parliaments.

These schemes do not replace or interfere with police investigations.

The Child Safeguarding Manager and/or the Quality & Compliance Team is responsible for contact with the Reportable Conduct Schemes, to notify any reportable allegations. The team will liaise with the Scheme agency to provide any information requested in relation to both the internal investigation and any investigations undertaken by other Regulatory Authorities or Police.

When notifying to the Reportable Conduct Scheme or equivalent agency, TeamKids will provide the initial notification online, as required and then add any updates according to the requirements, such as updates and then the final outcome / internal investigation outcomes.

The scheme will usually contact the organisation, to request further information, or discuss the proposed outcome. It is to be noted that the Approved Provider, Person with Management or Control is the Head of Organisation for the purpose of notification, however the contact person for this, is the National Quality & Compliance Team Manager.

Information sheets available on the websites below, will guide the findings outcomes.

Links to each state schemes:

VICTORIA

<https://ccyp.vic.gov.au/reportable-conduct-scheme/>

NEW SOUTH WALES

<https://ocg.nsw.gov.au/organisations/reportable-conduct-scheme>

QUEENSLAND

<https://www.qfcc.qld.gov.au/childsafes/reportable-conduct-scheme>

AUSTRALIAN CAPITAL TERRITORY

<https://www.ombudsman.act.gov.au/accountability-and-oversight/reportable-conduct>

The Child Safeguarding Manager and/or the Quality & Compliance team will also with screening agencies, which manage criminal history checks, Working with Children Checks, VIT, Blue Cards and the Working with Vulnerable Children Checks.

PROCEDURES

- Educators actively supervise all children attending TeamKids programs. Educators ensure appropriate positioning both indoors and outdoors to ensure maximum supervision for children in our care. (S 165)
- Educators ensure that all children are made aware of program boundaries and program supervision procedures.
- Educators guide program experiences and implement daily routines to ensure children are supervised, supported and safe.
- The Quality & Compliance Team, consider the suitability of the physical environment during the service approval/transfer procedures. Director of Services/Responsible Persons, reassess the environment daily for risk of harm or hazard to children.
- Educators complete a daily OH&S checklist during the program to ensure that hazards, risk and concerns are noted and appropriately addressed. Educators encourage children to be mindful of the program environment and the equipment. Educators assist in maintaining a space that is as safe as possible.
- Regional Manager's conduct regular and detailed child safe audit for each service.
- Educators ensure that any other person/s visiting or present at the service support the achievement of an environment that is physically and emotionally secure for all children. Any persons not supporting a child safe environment are asked to leave.
- Educators maintain appropriate educator to child ratios. Person/s visiting the program during operating times are encouraged to make appointments to ensure these ratios are kept.
- Educators discuss expectations with children and inform them of behavioural expectations including being responsible, respecting their environment and other children and reporting any concerns they may have. This will occur at morning meetings.
- Educators are especially vigilant when the environment includes water hazards. Rigorous risk assessments are completed before such activities. All Educators read and abide by said risk assessments.
- Educators provide current Working with Children Checks, Blue Card/Blue Card Exemption, Working with Vulnerable Persons Check, relevant teaching registration and any other relevant qualifications (Asthma, Anaphylaxis, First Aid, CPR) training to ascertain fitness and propriety of educators.
- TeamKids ensures that the nominated supervisor/ responsible person/person in day-to-day charge and all staff at the service who work with children are advised of any existing child protection orders.
- All staff are made aware of any court orders related to child protection through our software alert system; there will also be a hard copy of the court order readily available to all staff at relevant venues.
- TeamKids provides an environment that is free from the use of tobacco, vapes, illicit drugs and alcohol for all staff and children. All staff and volunteers at each service comply with and uphold the tobacco, vapes, illicit drugs and alcohol-free environment. Educators will observe for the presence of a member of the public smoking, vaping or drinking, when outside of the approved indoor spaces and if necessary, will return to a smoke/alcohol free area or the approved indoor space.

- TeamKids provides a “chill out” or “relaxation and mindfulness area” for children to access at any given time throughout the day. The TeamKids Sleep and Rest Policy will be used to guide sleep and rest for children under school age.

REFERENCES

ACECQA National Quality Framework Resource Kit (2012)

Quality Area 2 – Children’s health and safety

Quality Area 7 – Leadership and Service Management

VERSION CONTROL

Child Safe Standards – 6 & 9

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Reviewed: January 2026

To be reviewed: January 2027