

CODE OF CONDUCT

QUALITY AREA 4 | ELAA version 1.3



PURPOSE

This policy provides a clear set of guidelines and procedures for Denzil Don Kindergarten to:

- establish and embed expected standards of behaviour for all service staff, contractors, volunteers, students on placement, parents/carers, and visitors.
- embed policies, procedures, and expectations that promote a service environment with zero tolerance for racism and ensure staff understand the steps they can take to report incidents of racism, either personally experienced or witnessed.
- create and maintain a child-safe environment that reflects the service's philosophy, beliefs, objectives, inclusion and values.
- promote respectful, honest, and considerate interactions both at the service and online.



POLICY STATEMENT

VALUES

Denzil Don Kindergarten:

- respects the rights of children and values diversity and inclusion.
- values the contribution of Aboriginal children, children from culturally and linguistically diverse backgrounds, and children with a disability.
- has zero tolerance for discrimination, exclusion and racism.
- maintains a duty of care (*refer to Definitions*) for all children attending the service.
- is committed to the safety and wellbeing of all staff and service community members.
- is committed to supporting staff to behave ethically and ensuring an environment conducive to children's learning and development.
- provides a safe and secure environment for all attending the service.
- provides an open, welcoming environment where all contributions are valued and respected.
- Is committed to communicating openly and honestly.
- is committed to continually learning how to be inclusive and respectful of cultural needs.
- is committed to actively supporting and facilitating the inclusion and participation of Aboriginal children and their families at the service.
- encourages relationships based on mutual respect, equity, and fairness principles.
- encourages adults and children to identify and raise all concerns through the appropriate channels to maintain a culture of reporting and proactively responding to concerns.
- encourages volunteers, students, parents/carers, and visitors to support and participate in the service's program and activities.

SCOPE

This policy applies to staff, students, volunteers, visitors, parents/carers, children, and others attending programs and activities at Denzil Don Kindergarten, including offsite excursions.

RESPONSIBILITIES	Approved provider and management	Nominated supervisor and persons in day-to-day charge	All staff, including teaching and non-teaching	Parents/carers	Contractors, volunteers, and students
R indicates legislation requirements and should not be deleted.					
Ensuring that copies of the <i>Code of Conduct Policy</i> is readily accessible and available to all staff, volunteers and families	R	√			
Providing a safe environment for everyone attending the programs and activities of Denzil Don Kindergarten	R	R	√		
Acting in accordance with Denzil Don Kindergarten child safety and wellbeing policies and procedures at all times.	R	R	R		R
Behaving respectfully, courteously and ethically towards children, their families, and other staff.	√	√	√		√
Promoting the human rights, safety and wellbeing of all children in Denzil Don Kindergarten	√	√	√		√
Demonstrating appropriate personal and professional boundaries <i>refer to Attachment 5</i>	√	√	√		√
Providing a workplace that is free from unlawful discrimination, harassment, victimisation, and bullying, where all persons attending are treated with dignity, courtesy, and respect	R	√	√		
Embedding a culture of zero tolerance for racism, where staff know how to identify, confront and report it.	R	√	√	√	√
Developing clear procedures to report instances of racism - witnessed or experienced (refer to <i>Complaints Policy</i>).	√	√	√		
Reporting incidences of racism to management (Centre Coordinator, Educational Leader or a Committee of Management member) immediately, either verbally or in writing and/or by following the <i>Process for Reporting Racism</i> (refer to <i>Child Safe Environment and Wellbeing Policy</i> and/or <i>Complaints Policy</i>).	√	√	√	√	√
Ensuring all educators and staff, volunteers, students, and parents/carers are aware of behaviours that are considered concerning, misconduct, or criminal conduct within the service (<i>refer to Attachment 5</i>)	R	R	√	√	√
Ensuring that the children educated and cared for at Denzil Don Kindergarten are protected from harm and from any hazard likely to cause injury (<i>National Law: Section 167</i>)	R	R	√		
Identifying and mitigating risks to children's safety and wellbeing as required by Denzil Don Kindergarten risk assessment and management processes	R	R	√		√
Responding to any concerns or complaints of child harm or abuse promptly and in line with the <i>Complaints policy</i> .	R	R	R		R

Guiding with strong leadership by being a positive role model, putting children first, prioritising training and education, and having a culture of continuous improvement	R	√			
Developing, updating, and reviewing the Code of Conduct in collaboration with all service stakeholders (<i>refer to Attachments 1 and 3</i>)	R	√	√		
Ensuring that all service staff, volunteers, students, and parents/carers are provided with a copy of this policy on employment, engagement, or enrolment at the service and that it is publicly displayed and promoted.	R	√			
Ensuring the codes of conduct are regularly discussed at staff meetings to reinforce expectations	R	√			
Developing a culture of accountability within the service for complying with the code of conduct and responding when behavioural expectations are not adhered to	R	√	√	√	√
Ensuring that all children being educated and cared for at the service are protected from harm and any hazard likely to cause injury (<i>National Law: Section 167</i>)	R	R	√		√
Providing an environment that encourages positive interactions and constructive feedback and holds one another to the codes of conduct.	√	√	√	√	√
Ensuring that parents/carers of attending children can enter the service at any time their child is in attendance (<i>Regulation 157</i>) unless it poses a risk to the safety of children or staff or is in conflict with any duty of care of the service and/or staff under the <i>National Law: Section 167 & 171</i>	R	R			
Ensuring that contractors, volunteers, parents/carers, students, or visitors at the service are never left alone with a child(ren)	R	R	√		
Ensuring all staff and volunteers receive relevant cultural training so they appreciate Aboriginal culture and understand cultural issues	R	R			
Respecting individual abilities, needs, cultural practices, and beliefs, paying particular attention to the needs of Aboriginal and Torres Strait Islander children, children with disability, and children from CALD backgrounds.	√	√	√	√	√
Embedding strategies and processes that equip all staff to acknowledge and appreciate Aboriginal culture and its importance to the wellbeing and safety of Aboriginal children.	√	√	√		
Ensuring service policies, procedures, and systems create a culturally safe and inclusive environment and meet the needs of Aboriginal children and their families.	√	√	√		
Ensure that children are supported in expressing their culture and enjoying their cultural rights.	R	R	R		R
Listening and responding to the views and concerns of children, particularly if they communicate (verbally or non-verbally) that they do not feel safe or well.	√	√	√		√
Engaging in open, two-way communication with families and communities about the service's child safety approach and providing relevant and accessible information	√	√	√		
Ensuring all service staff, contractors, volunteers, and students don't consume or are not under the influence of alcohol or drugs (<i>refer to Tobacco, Alcohol and Other Drugs Policy</i>)	R	R			

Not consuming/being under the influence of alcohol or affected by drugs (<i>refer to Tobacco, Alcohol and Other Drugs Policy</i>)	R	R	R	√	R
Notifying DET within 24 hours of a serious incident (<i>refer to Definitions</i>) or of a notifiable complaint being made (<i>refer to Definitions</i>) at the service (<i>National Law: Sections 174(2)(b) and 174(4), National Regulations: Regulations 175(2)(c) and 176(2)(b)</i>) via the NQAITS	R	√			
Referring to notifiable complaints (<i>refer to Definitions</i>), grievances, or complaints that are unable to be resolved appropriately and promptly to the Grievances Subcommittee or investigator (<i>refer to Complaints Policy</i>)	R	√			
Notifying Worksafe of any reportable incidences (<i>refer to Definitions</i>) that have occurred in the workplace	R	√			
Activating the <i>Complaints Policy</i> on notification of a breach of the <i>Code of Conduct Policy</i>	R	√			
Taking appropriate disciplinary or legal action or reviewing the terms of employment in the event of misconduct or a serious breach of the <i>Code of Conduct Policy</i>	R				
Contacting police in an emergency where it is believed that there is an immediate risk, such as when violence has been threatened or perpetrated or where sexual abuse or grooming is suspected, as outlined in the <i>Child Safe Environment Policy</i> .	R	R	R	√	R
Reading the <i>Code of Conduct Policy</i> (<i>refer to Attachment 1</i>) and signing the Code of Conduct Acknowledgement for staff (<i>refer to Attachment 2</i>) and that these are filed with individual staff records upon engagement in the service.		√	√		
Always adhering to the <i>Code of Conduct</i>	R	R	R	R	R
Informing the approved provider in the event of a serious incident (<i>refer to Definitions</i>), of a notifiable complaint (<i>refer to Definitions</i>), or a breach of the <i>Code of Conduct Policy</i> .		R	√		
Providing an environment that encourages positive interactions, supports constructive feedback, and holds one another to the codes of conduct.	√	√	√		
Ensuring that parents/guardians, students and volunteers sign the Code of Conduct Acknowledgement (<i>refer to Attachment 4</i>)	√	√		√	√
Ensuring children can access abuse prevention programs and information	R	√	√		
Understanding and accepting that serious breaches of this code will be deemed misconduct and may lead to disciplinary or legal action or a review of employment		√	√	√	√
Being attentive to signs of harm and facilitating child-friendly ways for children to communicate and raise their concerns	R	R	R		R
Reporting and acting on any concerns or observed breaches of this <i>Code of Conduct Policy</i>		R	R	R	R
Ensuring duties are performed professionally, safely, and satisfactorily consistently.	√	√	√		√
Reviewing and updating the <i>Code of Conduct</i> following any incidents, complaints, concerns or near misses	R	√			



BACKGROUND AND LEGISLATION

BACKGROUND

Codes of conduct establish standards of behaviour to be followed and define how individuals are expected to behave towards each other, the children in their care, other organisations, and individuals in the community.

The approved provider and all service staff have a duty of care to the children attending the service. They must ensure 'that every reasonable precaution is taken to protect children being educated and cared for by the service from harm and any hazard likely to cause injury' (*National Law: Section 167*).

The *National Quality Standard* requires that all staff be respectful and ethical and that 'professional standards guide practice, interactions, and relationships' (*National Quality Standard: 4.2 and 4.2.2*). Employers are also legally responsible for providing a safe workplace free from discrimination, bullying, and harassment.

Child Safe Standards require services to ensure the Code of Conduct provides guidelines for staff and volunteers on expected behaviour standards and responsibilities, and breaches to the Code of Conduct are acted upon and reported.

A Code of Conduct should be informed by the service's philosophy, beliefs, and values and based on ethical principles of mutual respect, equity, and fairness. In developing the code of conduct, consideration should be given to the Victorian Teaching Profession Code of Conduct, the Code of Ethics, and Early Childhood Australia's Code of Ethics.

The approved provider must ensure that all service staff, contractors, volunteers, students on placement, parents/carers, children, and others attending the programs and activities of Denzil Don Kindergarten adhere to the expectations outlined in the Code of Conduct when communicating to and interacting with children at the service and their parents/carers and family members, each other, and the broader community.

LEGISLATION AND STANDARDS

Relevant legislation and standards include but are not limited to:

- Charter of Human Rights and Responsibilities Act 2006 (Vic)
- Child Safe Standards (Vic)
- Children, Youth and Families Act 2005 (Vic)
- Child Wellbeing and Safety Act 2005 (Vic)
- Disability Discrimination Act 1992 (Cth)
- Early Childhood Australia's Code of Ethics (2016)
- Education and Care Services National Law Act 2010: Sections 166, 167, 173, 174
- Education and Care Services National Regulations 2011: Regulations 83, 155, 156, 157, 168, 170, 171, 174, 175, 176
- Equal Opportunity Act 2010 (Vic)
- Fair Work Act 2009 (Cth)
- Fair Work Regulations 2009 (Cth)
- National Quality Standard, Quality Area 4: Staffing Arrangements
- Occupational Health and Safety Act 2004
- Occupational Health and Safety Regulations 2007
- Racial Discrimination Act 1975
- Racial and Religious Tolerance Act 2001 (Vic)
- Sex Discrimination Act 1984 (Cth)
- Victorian Institute of Teaching the Victorian Teaching Profession Code of Conduct
- Victorian Institute of Teaching the Victorian Teaching Profession Code of Ethics

The most current amendments to listed legislation can be found at:

Victorian Legislation – Victorian Law Today: www.legislation.vic.gov.au

Commonwealth Legislation – Federal Register of Legislation: www.legislation.gov.au



DEFINITIONS

The terms defined in this section relate specifically to this policy. Refer to the definitions file on the kindergarten website for regularly used terms.

Behaviour: how one acts or conducts oneself, especially towards others.

Bullying: repeated verbal, physical, social, or psychological behaviour that is harmful and involves the misuse of power by an individual(s) toward a person(s). Bullying occurs when one or more people deliberately and repeatedly upset or hurt another person and damage their property, reputation, or social acceptance.

Ethical conduct: behaviour that reflects values or a code of conduct.

Harassment: demeaning, derogatory, or intimidating behaviour towards another person. Harassment includes racial taunts, taunts about sexual orientation or gender identity, sexual harassment (unwelcome physical, verbal, or written behaviour of a sexual nature), and repeated insulting remarks.

Investigator: person assigned or engaged by an organisation responsible for investigating suspected breaches of the Code of Conduct by the Approved provider.

Physical attack: the direct or indirect application of force by a person to the body or clothing or equipment worn by another person, where that application risks health and safety.

Sexual harassment includes offensive gestures, leering, staring, or suggestive comments about a person's physical appearance, inappropriate physical contact, unwanted invitations in a sexual manner, sexually-orientated jokes, and sending of obscene material (digitally or otherwise).

Threat: words or actions that cause a person to believe they are in danger of being physically attacked.

Unreasonable behaviour: includes actions of individuals or a group and may involve using a system of work as a means of victimising, humiliating, undermining, or threatening.

Verbal harassment includes name-calling, offensive language, and putting people down.



SOURCES AND RELATED POLICIES

SOURCES

- Early Childhood Australia, *Code of Ethics*: www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/
- United Nations, *The Universal Declaration of Human Rights*: www.un.org/en/universal-declaration-human-rights/
- United Nations, *Convention on The Rights of the Child*: www.unicef.org/crc/
- Victoria Legal Aid: www.legalaid.vic.gov.au
- Victorian Institute of Teaching – *The Victorian Teaching Profession Code of Conduct and Code of Ethics*: www.vit.vic.edu.au
- Commission for Children and Young People: www.cyp.vic.gov.au

RELATED POLICIES

- Child Safe Environment and Wellbeing
- Complaints
- Delivery and Collection of Children
- Inclusion and Equity
- Information Communication Technology
- Interactions with Children
- Occupational Health and Safety
- Privacy and Confidentiality
- Relaxation and Sleep
- Staffing
- Tobacco, Alcohol and other Drugs

EVALUATION



To assess whether the values and purposes of the policy have been achieved, the approved provider will:

- seek feedback from everyone affected by the policy regarding its effectiveness.
- monitor the implementation, compliance, complaints, and incidents in relation to this policy.
- assess whether a satisfactory resolution is achieved in relation to issues arising from this policy.
- keep the policy current with current legislation, research, policy, and best practice.
- revise the policy and procedures as part of the policy review cycle or as required.
- notify stakeholders affected by this policy at least 14 days before making any significant changes to it or its procedures unless a lesser period is necessary due to risk ([Regulation 172 \(2\)](#)).

ATTACHMENTS



- Attachment 1: Code of Conduct: Interactions with Children
- Attachment 2: Statement of behaviour and interaction expectations for Agency staff, Additional Assistants, students on placement and Allied Health when working with children in any program
- Attachment 3: Code of Conduct: Parent/Carer volunteers
- Attachment 4: Code of Conduct: Committee of Management
- Attachment 5: Denzil Don Kindergarten Commitment to Child Safety

AUTHORISATION



This policy was adopted by the approved provider of Denzil Don Kindergarten on 20/09/2024.

REVIEW DATE: 20 / SEPTEMBER / 2026

ATTACHMENT 1. CODE OF CONDUCT: INTERACTIONS WITH CHILDREN

CODE OF CONDUCT AND EXPECTATIONS WHEN INTERACTING WITH CHILDREN

All staff, students, volunteers, visitors, parents/carers, and people interacting with children at Denzil Don Kindergarten are responsible for their safety and wellbeing.

They are expected to act according to the Code of Conduct during in-person and online interactions, including when offsite (such as excursions or the *Discovery Program*).

I WILL:

- Behave kindly, courteously and ethically towards children.
- Listen to and value the ideas and opinions of children.
- Treat all children fairly and with equity and dignity.
- Consider and respect the diverse backgrounds and needs of children.
- Create a welcoming, culturally safe, and inclusive environment that promotes children's participation.
- Involve children in making decisions about the program and service matters that impact them, where possible.
- Respect children's cultural values and support their expression of their culture.
- Respect children's individuality and cater to the abilities and interests of every child attending the service.
- Speak to children encouragingly and positively.
- Encourage children to undertake experiences that develop independence and self-esteem.
- Provide opportunities for children to interact and develop respectful and positive relationships with each other and with staff and volunteers at the service
- Be a positive role model at all times.
- Educate children about their rights and, more broadly, promote their human rights, safety and wellbeing.
- Model consent and appropriate personal boundaries with children:
 - Inform children if physical contact is needed for a required purpose (such as nappy changing).
 - Before touching children (ie: for comfort), seek consent (ie: would you like a hug?).
 - Provide opportunities for group discussion and learning about child safety. This will help children understand and believe that they can tell an educator or trusted adult if someone is doing or saying things that make them scared or uncomfortable and that it is okay to say no to an adult.
- Communicate openly and transparently with service staff about work being carried out with children (ie: if taking them to the bathroom).
- Listen to and respond to children's views and concerns, particularly if they communicate that they do not feel safe.
- Report all suspected or disclosed child harm or abuse under the guidance of service policy and law.
- Contribute and maintain a culture of child safety and take all reasonable steps to protect children from abuse.
- Identify and mitigate risks to children's safety and wellbeing as required.
- Respect children's privacy by only disclosing information to people who need to know (refer to the *Privacy and Confidentiality Policy*).
- Adhere to the *Child Safe Environment Policy*, *Interactions with Children Policy* and all other policies.

I WILL NOT:

- Raise my voice or speak harshly to children.
- Discipline a child in any way – berate, threaten, embarrass, belittle or chastise.
- Physically grab a child unless their safety is at risk.
- Use a personal device to take photographs of children.
- Share photos taken of children's faces in an online environment.
- Engage in any unlawful activity with or in relation to a child.
- Engage in any activity that is likely to physically, sexually or emotionally harm a child.
- Unlawfully discriminate against any child.
- Be alone with a child unnecessarily.
- Disclose personal or sensitive information about a child, including images, unless given consent by their parent/carer or required to do so by law or service policy/procedures.
- Use inappropriate language in the presence of children.
- Work with children while under the influence of alcohol or prohibited drugs.
- Ignore or disregard any suspected or disclosed child harm or abuse.
- Ignore a child that needs adult support or comfort.

IF I THINK THIS CODE OF CONDUCT HAS BEEN BREACHED BY ANOTHER PERSON I WILL:

- Act to prioritise the best interest of the child(ren).
- Act promptly to ensure the safety of the child(ren).
- Report any concerns promptly to the Coordinator and/or Educational Leader (or other staff member).
- Follow service policies and procedures for receiving and responding to complaints and concerns.

ATTACHMENT 2. STATEMENT OF BEHAVIOUR AND INTERACTION EXPECTATIONS FOR AGENCY STAFF, ADDITIONAL ASSISTANTS, STUDENTS ON PLACEMENT AND VOLUNTEERS WORKING WITH CHILDREN IN A PROGRAM

- Behave kindly, courteously and ethically towards children.
- Listen to and value the ideas and opinions of children.
- Treat all children fairly and with equity and dignity.
- Consider and respect the diverse backgrounds and needs of children.
- Create a welcoming, culturally safe, and inclusive environment that promotes children’s participation.
- Speak to children encouragingly and positively.
- Be a positive role model at all times.
- Model consent and appropriate personal boundaries with children:
 - Inform children if physical contact is needed for a required purpose (such as nappy changing).
 - Before touching children (ie: for comfort), seek consent (ie: would you like a hug?).
 - Provide opportunities for group discussion and learning about child safety. This will help children understand and believe that they can tell an educator or trusted adult if someone is doing or saying things that make them scared or uncomfortable and that it is okay to say no to an adult.

I WILL NOT:

- Raise my voice or speak harshly to children.
- Discipline a child in any way – berate, threaten, embarrass, belittle or chastise.
- Physically grab a child unless their safety is at risk.
- Use a personal device to take photographs of children.
- Share photos taken of children's faces in an online environment.
- Engage in any unlawful activity with or in relation to a child.
- Engage in any activity that is likely to physically, sexually or emotionally harm a child.
- Unlawfully discriminate against any child.
- Be alone with a child unnecessarily.
- Disclose personal or sensitive information about a child, including images, unless given consent by their parent/carer or required to do so by law or service policy/procedures.
- Use inappropriate language in the presence of children.
- Work with children while under the influence of alcohol or prohibited drugs.
- Ignore or disregard any suspected or disclosed child harm or abuse.
- Ignore a child that needs adult support or comfort.

ATTACHMENT 3. CODE OF CONDUCT: PARENT/CARER VOLUNTEERS

CODE OF CONDUCT AND EXPECTATIONS FOR PARENTS/CARERS VOLUNTEERING AT THE SERVICE

I WILL:

- Provide a valid *Working with Children Check (WWC)* before volunteering or spending longer periods of time in the presence of children at the service (including on excursions and *Discovery*).
- Be warm and kind to all children in the program I am volunteering in.
- Use inclusive and respectful language at all times, including avoiding gendered language where possible.
- Follow the teacher's and educator's directions and seek guidance on supporting the group and how they would like me to assist in the room.

I WILL NOT:

- Reprimand or speak harshly to a child, including if they are in conflict or negotiation with my child.
- Critique or question the educators regarding their program or the experiences they are providing unless I have genuine concerns.
- Take photos of children.
- Assist children in the bathroom or getting changed (helping with shoes, coats, and hats is fine).
- Bring younger children with me, particularly when helping on excursions, including *Discovery*.
- Ask about or comment on a child or group of children.
- Ask staff personal or inappropriate questions.
- Enter the children's bathroom.

ATTACHMENT 4. CODE OF CONDUCT: COMMITTEE OF MANAGEMENT

CODE OF CONDUCT AND EXPECTATIONS FOR COMMITTEE MEMBERS

I WILL:

- Provide a valid *Working with Children Check (WWCC)*.
- Support the Centre Coordinator and Educational Leader (management team) and service more broadly with decisions that require Committee and/or family input (eg: setting the timetable).
- Offer measured, considered and community-minded advice in the best interest of all, as required.
- Assist with fundraising and events as required and within my scope and availability.
- Respond to community conversation, misunderstandings, and concerns, including encouraging direct communication with the management team or staff (depending on the circumstances). I will refer to the President if/when staff are not the appropriate people to address the matter.
- Respect the sensitive nature of agenda items at Committee meetings and ensure non-disclosure of all items discussed during Committee meetings.
- Respect the management and staff as the leaders of the service environment, curriculum, processes, decisions and best practice.
- Advise of conflict of interests.
- Adhere to all service policies.

I WILL NOT:

- Instruct, review, or critique the work of management or the educational team unless I have cause for serious concern. In this case, I will follow the requirements of the *Complaints Policy* or speak to the President.
- Raise personal issues impacting my child at committee meetings. I understand these conversations should be had with my child's teaching team, the Centre Coordinator and/or the Educational Leader. I can also refer to the *Complaints Policy*.
- Discuss Committee matters with the broader Denzil Don Kindergarten community.

ATTACHMENT 5. DENZIL DON KINDERGARTEN'S COMMITMENT TO CHILD SAFETY (REVIEWED ANNUALLY)

Denzil Don Kindergarten's Commitment to Child Safety

Denzil Don Kindergarten recognises the active role we play in keeping children safe from harm and abuse. The protection of children is the responsibility of everyone connected to and working with Denzil Don Kindergarten including staff, families, volunteers, external support workers (such as allied health) and anyone invited into the kindergarten space. The safety and wellbeing of children is central to our practice, programming, processes, policies and decision making.

We have zero tolerance for child abuse.
We are committed to keeping children safe at all times.
We understand Child Safety is a shared responsibility and an action.

We show our commitment to Child Safe Standards by:

Promoting inclusion and diversity:

- We are committed to providing a child safe environment where children are safe and feel safe at all times, with particular focus on the cultural safety of Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with a disability and trans and gender-diverse children.
- We are committed to providing an environment that is welcoming to **all children and families**, with particular focus on ensuring Aboriginal and/or Torres Strait Islander families, diversely structured families—Rainbow families, single parent/carer families—culturally or linguistically diverse families, families living with disability, and neuro-divergent families, feel represented, seen, and supported.

Empowering children:

- Involving children in decision-making and encouraging and supporting children to share their views.
- Recognising relationships and connection are essential to children feeling safe at kinder.
- Facilitating discussions with the children that focus on the United Nations Rights of the Child, empowering them to understand that their voice is important and will shape decisions made in their classroom and at the kindergarten more broadly.
- Listening to children and taking their concerns, allegations and indications seriously by responding confidently and consistently whilst following the kindergarten's policies and processes.

Respecting and listening to families:

- Providing a welcoming and inclusive environment for all families.
- Working collaboratively with families regarding their child's development, needs, and education. We view families as the child's first and foremost teacher and respect their views and opinions.
- Seeking family feedback on our service, policies and procedures.
- Respecting the diversity of cultures and parenting practices whilst promoting child safety as paramount.

Meeting our responsibility to keep children safe:

- Providing a safe environment for all children where their safety, health and wellbeing is promoted along with their learning and development.
- Fostering a culture of openness that supports all staff and those working in partnership with Denzil Don Kindergarten to safely and confidently disclose risk of harm to children.
- All staff understand and comply with the kindergarten's *Code of Conduct*, which outline and guides appropriate conduct and behaviour toward children.
- All staff understand their obligation to respond to and report child abuse to the appropriate authorities. Staff are aware of signs of harm and are confident in facilitating conversations where children can safely voice their concerns. We have processes in place to report suspicions of child abuse and staff know how to access and follow these processes.
- Children are involved in child safety. Educators listen and incorporate their views about ensuring kindergarten is a safe environment for all by writing a *Class Charter* with them at the beginning of the year.
- Actively managing the risk of abuse or harm to children, including fulfilling our duty of care and legal obligations to protect children and prevent any reasonable, foreseeable risk of injury or harm.
- Effective and thorough recruitment processes ensure we engage the most suitable people to work with the children.
- Ensuring high quality, active supervision processes are in place at all times.
- Continuously reviewing and reflecting on the way we identify risk and respond to child abuse encourages the reporting of allegations or suspicions of abuse.