

# Child Safe Environment (Child Safety) Policy

- Newland Park Kindergarten -

## Rationale

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Protecting the safety of children is a fundamental responsibility of this kindergarten and can not be compromised by any other considerations. All children have the right to feel and be safe in all their interactions with others, understand what it means to be safe, and be in the care and education of adults who respect and advocate their safety and wellbeing.

Staff have a legal obligation to Respond to Abuse and Neglect by preventing and intervening as trained. Maintaining children's attendance and engagement at kindergarten is crucial to the safety and wellbeing. This policy is implemented in conjunction with the DECD Child Safe Environments Policy, ACECQA (National Quality Standards), and ELYF Principles and Outcome 1 "Children have a strong sense of identity – children feel safe, secure and supported"

## This Kindergarten

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Implements a Child Protection Program, which aims to empower children with strategies to help themselves feel safe. If they are uncomfortable about a situation they are able to help themselves feel safe.

We believe that through this program your children will;

- Become more aware of their feelings and be able to express them more clearly
- Improve their own sense of worth
- Recognise acceptable and unacceptable behaviours and attitudes
- Continue to develop good relationships with other children and adults by increasing their own communication skills
- Increase their problem-solving ability

**Two primary themes:**

- We all have the right to feel safe
- We can help ourselves to be safe by talking to the people we trust

**Program Strategies:** Your children will have these themes reinforced through the program in every day situations: scared of being too high on the climbing/someone smashes down your blocks-what can you do?

**Networking:** your child will learn that there are a variety of people they can talk to for help when needed. This is something that they usually know but may need reinforced e.g. family member, neighbour, teacher.

**Persistence Expectation:** this teaches children that if someone doesn't listen or act on the information they have given them, they can go to another person on their network until the child feels safe again.

**One step Removal:** this involves what if situations to increase the children's problem-solving skills.