

# Lady Gowrie Community Kindergartens

## **CHILD SAFEGUARDING**

## **PREVENTION AND CONSIDERATIONS POLICY**

(Formerly Child Protection Prevention and Considerations Policy)

### CONSIDERATIONS:

NATIONAL QUALITY STANDARDS	2.1, 2.2, 4.1, 4.2, 5.1,5.2, 6.1, 7.1, 7.2
NATIONAL LAW ACT & NATIONAL REGULATIONS	<p>Law Sections: 162(A), 165, 166, 167 and 174</p> <p>Regulations: 84 – 87, 151, 155, 156, 165, 166, 167, 168 and 170</p>
OTHER	<p>Child Protection Act 1999</p> <p>Child Protection Regulation 2023</p> <p>Child Safe Organisations Act 2024</p> <p>ECA Code of Ethics</p> <p>United Nations Convention on the Rights of the Child</p> <p>Working with Children (Risk Management and Screening) Act 2000</p> <p>Working with Children (Risk Management and Screening) Regulation 2020</p>

### POLICY STATEMENT:

Lady Gowrie Qld and the Kindergarten service seek to take a proactive role in safeguarding all children from harm, abuse and/or neglect by all those with a duty of care – educators, family members, staff and others.

Our approach to child safeguarding seeks to protect children from harm through:

- Child safe practices – ensuring staff are trained and supported to exercise their duty of care for children attending Kindergarten services, facilities and practices are safe, children are properly supervised to protect their safety and engagement in activities and staff respond appropriately to any concerns about a child's safety and wellbeing.
- Child protection obligations – supporting families to care for and protect their children outside of the Kindergarten service and ensuring staff are trained to identify and respond to child protection concerns detected while children are attending Kindergarten services.

Lady Gowrie Qld and the Kindergarten Service advocate for the fundamental right of all children to be protected and kept safe through supporting awareness of child safeguarding and the prevention of harm, abuse and neglect, through child friendly communities including strategies which support children's mental health and wellbeing.

### RELEVANT FORMS/MATERIAL:

- Lady Gowrie Community Kindergartens Behaviour Guidance Policy
- Lady Gowrie Community Kindergartens Child Protection Response and Reporting Process Policy
- Lady Gowrie Community Kindergartens Child Safe Environment Policy
- Lady Gowrie Community Kindergartens Interactions with Children Policy
- Lady Gowrie Qld Personal Electronic Device, Mobile Phone, Tablet and Smart Watch Usage Policy
- Lady Gowrie Community Kindergartens Privacy and Confidentiality Policy
- Lady Gowrie Community Kindergartens Safety and Supervision Policy
- Staff Code of Conduct

- Lady Gowrie Community Kindergartens Student and Volunteer Policy
- Visitor Register
- Kindergarten Service Child and Youth Risk Management Strategy
- Service Community Support Information
- Child Protection Posters and Brochures (NAPCAN, Bravehearts and local organisations as relevant)
- Family and Child Connect Posters and Brochures
- The Queensland Child Protection Guide (online Reporting Tool)
- Sexual Behaviours in Children and Young People – A guide to identify, understand and respond to sexual behaviours brochure
- “Little Big Chats” – Resource Kit, Jayneen Sanders
- Risk Assessment Supporting Placement and Supervision of Students, Volunteers, Staff Member Under the Age of 18 years of Age or School Based Trainees

## POLICY SPECIFIC SOURCES:

- Department of Families, Seniors, Disability Services and Child Safety ([www.dcassds.qld.gov.au](http://www.dcassds.qld.gov.au))
- Queensland Family and Child Commission ([www.qfcc.qld.gov.au](http://www.qfcc.qld.gov.au))
- The National Association for Prevention of Child Abuse and Neglect (NAPCAN) ([www.napcan.org.au](http://www.napcan.org.au))
- World Health Organisation, United Nations Children’s Fund, World Bank Group (2018) Nurturing care for early childhood development: a framework for helping children survive and thrive to transform health and human potential. Geneva: World Health Organisation
- Bravehearts ([www.bravehearts.org.au](http://www.bravehearts.org.au))
- ACECQA (2023) Review of Child Safety Arrangements under the National Quality Framework – Final Report and Executive Summary
- Early Childhood Australia (2022) Putting children first: Child safe organisations – An everyday learning series title
- National Office for Child Safety ([www.childsafety.gov.au](http://www.childsafety.gov.au))
- Australian Human Rights Commission [www.humanrights.gov.au](http://www.humanrights.gov.au)
- Australian Human Rights Commission (2018). National Principles for Child Safe Organisations

(Accessed 2025)

## POLICY GENERAL SOURCES:

- Education and Care Services National Law Act
- Education and Care Services National Regulations
- Early Childhood Australia (2016) Code of Ethics
- Australian Human Rights Commission [www.humanrights.gov.au](http://www.humanrights.gov.au)
- Australian Human Rights Commission (2018). National Principles for Child Safe Organisations
- Queensland Statement of Shared Commitment. Every interaction counts. 2025

**REVIEWED: March 2025**

(Child safeguarding review undertaken November 2025)

**DATE TO BE REVIEWED: March 2026**

INFORMATION FOR FAMILIES	
BACKGROUND	<p>It is an offence under the National Law to subject a child being educated and cared for by an Approved Service to any form of corporal punishment or any discipline that is unreasonable in the circumstances. (Section 166-167)</p> <p>Early Childhood Education and Care Services have a critical role to play in building resilience, support, linking families to support services and promoting the safety and wellbeing of children.</p> <p>Reflective of the serious nature of child safeguarding, the Service holds two separate policies, this one which focuses on prevention and considerations and another, which focuses on response and reporting processes (see Child Safeguarding Response and Reporting Process Policy).</p> <p>All forms of abuse are harmful, whether it is visible or not.</p> <p>Child abuse may be physical, sexual, emotional, neglect, family violence (including domestic violence as a subset). Abuse may occur in person, online or both. Further details on the definitions of abuse are at Appendix A.</p> <p><b>Child Safe Practices</b></p> <p>The Service will ensure staff employ child safe practices while exercising their duty of care to children attending the Service. Further detail on the prevention and awareness strategies that the Service requires are set out below.</p> <p>All staff are covered by a Code of Conduct that sets out the behaviour expected of staff when interacting with children. Staff are required to provide safe environments for children including by exercising appropriate supervision at all times.</p> <p>Staff are expected to remain vigilant in detecting any concerns about children's safety and wellbeing, including by actively listening to children's concerns. Staff are trained and supported to engage in professional conversations about child safe practices with their colleagues and to report any concerns about non-professional or inappropriate behaviour to their supervisor.</p> <p>Families who hold any concerns for the safety, including cultural safety, or wellbeing of their children at the Service are encouraged to raise these matters with staff and Service leaders.</p> <p><b>Child Protection</b></p> <p>The Service will protect children and support families by:</p> <ul style="list-style-type: none"> <li>• Building relationships with parents/carers and providing information and general support.</li> <li>• Supplying information about specialist resources and referral support services which could assist with issues related to children and the family situation.</li> <li>• Building resilience and strengthening critical early childhood protective factors such as language and communication, critical thinking and problem solving skills with children at the Service.</li> <li>• Ongoing staff training and development to enable staff to fulfil their key responsibilities. It is a requirement of the National Quality Framework that the Nominated Supervisor and any staff member who undertakes the role of Person in Day-to-Day Charge (Responsible Person) holds training in child protection. Under the NQF, the Executive Committee as the Approved Provider must ensure that all staff at the Service who work with children are advised of the existence and application of the current Child Protection Law in the relevant jurisdiction and understand their obligations under that law. Therefore, Lady Gowrie Qld requires that child protection training is undertaken by all staff annually.</li> </ul>

	<ul style="list-style-type: none"> <li>Monitoring and review process of the Lady Gowrie Qld child protection and abuse prevention strategies.</li> </ul>
<b>EMPLOYMENT SCREENING</b>	
<b>SUITABILITY OF STAFF</b>	<p>Individuals working in education and care service premises where children are present must have a blue card prior to starting work. This includes permanent staff providing education and care, and also other employees and volunteers at the service, tradespeople, supervisors of student placements, students on placements (even when under 18 years of age), and adult residents of family day care services.</p> <p>Blue Card Services issues negative notices to individuals who, in the best interests of children, should not hold a blue card. Approved providers must not start or continue a negative notice holder in employment.</p> <p>Approved providers must ensure that employees are linked to them as the employer in the blue card system.</p> <p>In addition, individuals working in education and care services must not be a prohibited person.</p>
<b>TRAINING</b>	
<b>CHILD PROTECTION TRAINING</b>  <b>WHAT YOU SHOULD KNOW</b>	<p><b>Child protection training requirements—Queensland Government protocol</b></p> <p>The Approved Provider of an education and care service must ensure that Nominated Supervisors and Responsible Persons complete a child protection course, if required by government protocol, under section 162A of the Education and Care Services National Law. This training is in addition to the regular training staff have undertaken previously.</p> <p>The Service must hold evidence that the Nominated Supervisor and all staff that undertake the role of Responsible Person are enrolled to undertake the training.</p> <p>Evidence of completion of 1 of the following courses will satisfy compliance with s162A:</p> <ul style="list-style-type: none"> <li>CHCPRT025—Identify and report children and young people at risk</li> <li>CHCPRT001—Identify and respond to children and young people at risk*</li> <li>CHCPRT026—Support the rights and safety of children and young people</li> <li>CHCPRT002—Support the rights and safety of children and young people*</li> <li>CHCECE057—Use collaborative practices to uphold child protection principles</li> </ul> <p>* These courses have been superseded on the national register of vocational education and training (VET).</p> <p>The approved courses are nationally recognised units of competency and must be delivered by a registered training organisation (RTO). Completion may be either stand-alone or as part of a qualification. In-house training is not sufficient.</p>

<p>APPROVED PROVIDER</p>	<p>The Approved Provider of the Service is the Executive Committee, and all confidentiality is retained by these members.</p> <p>Where suspected harm is observed in regard to an Executive Committee Member's child, this will be raised with two other Executive Committee Members and confidentiality retained.</p> <p>To support the Executive Committee in being aware of obligations as Approved Provider and in regard to child protection and to support staff in their roles, Lady Gowrie Qld offers free online child protection training course, for one Executive Committee Member each year and it is highly recommended that this is undertaken.</p>
<p style="text-align: center;"><b>PREVENTION AND AWARENESS</b></p>	
<p>WHAT STAFF SHOULD DO</p>	<p>All educators and staff at the Service who work with children are aware of child protection laws in their jurisdiction and understand their obligation under that law.</p> <p>All educators and staff at the Service who work with children will employ child safe practices when exercising their duty of care to children attending the Kindergarten Service.</p> <p><b>Staff will acknowledge that:</b></p> <ul style="list-style-type: none"> <li>• The safety of children is the paramount consideration.</li> <li>• Children need to know and believe that they have the right to be safe at all times.</li> <li>• Children are entitled to basic human rights regardless of additional needs, cultural or socio-economic factors.</li> <li>• Children are people in their own right deserving of respect, care and protection.</li> <li>• Children are entitled to the support of an adult to act as an advocate on their behalf.</li> </ul> <p><b>Staff will act in a positive way to develop a safe environment for children in their care and will take action to fulfil their duty of care by:</b></p> <ul style="list-style-type: none"> <li>• Paying due attention to information in the staff induction process when they begin work at the Service and ask questions relating to the policy and implementation to ensure understanding.</li> <li>• Exercising a duty of care to protect children and keep them safe.</li> <li>• Being aware of the Education and Care Services National Law Act and Education and Care Services National Regulations.</li> <li>• Having a Positive Notice Suitability Card prior to commencement of employment at the Service and ensuring that this remains current throughout their employment (where a Blue Card is not renewed before the expiry date and a copy of this renewal held at the Service, the staff member must cease employment until a new card is applied for and issued).</li> <li>• Being aware of and able to implement the kindergarten Staff Code of Conduct, Early Childhood Australia Code of Ethics, Child Safe Standards and Universal Principle, United Nations Convention on the Rights of the Child and Statement of Shared Commitment in their work.</li> <li>• Supporting families and advocating for quality services for families and children, in response to known protective behaviours which will decrease child's risk of harm.</li> <li>• Actively implement culturally safe and appropriate services with Aboriginal and Torres Strait Islander children, their families and other stakeholders.</li> <li>• Providing an environment in which children are free from harm, or risk of harm.</li> <li>• Providing children with child safeguarding and protective care programs (this includes discussions such as identifying people they may talk with if feeling</li> </ul>

	<p>unsafe, right to feel safe, right to basic needs, understanding of emotions, recognising fair and unfair situations, know and use the correct names for body parts, know the difference between safe and unsafe secrets or surprises, problem solving skills and use of assertive language etc).</p> <ul style="list-style-type: none"> <li>• Providing and supporting families through the provision of information that raises awareness of issues impacting on child safety with families and the community, within the context of child protection.</li> <li>• Staff are advised to be mindful of their duty of care and responsibility of children in their care that other staff members are in visual sight when children are in their care.</li> <li>• When in the environment, supervision is paramount and staff communication is important to maintain safety and supervision at all times. When leaving an area, staff are to communicate with each other and advise where they are moving to and outline that they are supporting a child in regard to toileting, supporting them with dressing or other support need. This will prompt the remaining staff member/s to reposition themselves in order to adequately supervise the children in the group and, where possible, create a 'line of sight' to the staff member assisting the child and check in with the staff member and child, as needed, whilst they are being supported in the bathroom.</li> <li>• In supporting the safety and wellbeing of children and staff, where staff are moving to another learning environment with children as a small group or individually, such as supporting a child with toileting, another staff member must be informed of where the staff member and children are moving to. Children should remain in learning environments with staff and only staff should move to auxiliary areas such as storerooms / offices etc which are away from the classroom, if documents or resources are needing to be accessed at a suitable time, during the delivery of the program.</li> <li>• Staff will reflect on documents such as risk assessments and supervision guidelines to ensure that adequate supervision is provided throughout the program day and in particular when children are engaging in learning through play and may access or create areas such as cubby houses where view may be limited, when children are using the bathroom area or dressing, during transitions and when children are resting or sleeping.</li> <li>• When reflecting on and reviewing practice at the Service, staff will consider the programming and planning of learning experiences where children may need to change their clothing following the experience (e.g. water play, messy visual art or sensory play) and how a variety of staff members are then available to support children with changing their clothes.</li> <li>• Staff will be supported to be aware of developmentally appropriate sexual behaviours children may demonstrate when in care and understand ways to respond to these behaviours or interactions that upholds the dignity for the child or children involved.</li> <li>• Staff will be supported to understand their own behaviour when working with children to ensure professional boundaries are maintained. If staff are unsure the following reflective questions may be useful: <ul style="list-style-type: none"> <li>○ Is it possible that my behaviour will impact the child in a negative way?</li> <li>○ Would I think it was inappropriate if I saw someone else acting this way?</li> <li>○ Could I be treating this child differently than I would treat another child in the same situation?</li> <li>○ Would I change the way I am acting with a child, if another adult was present?</li> <li>○ What would happen if I ignored a colleague who was crossing a professional boundary?</li> </ul> </li> <li>• Staff will be supported to create a culture of openness and trust between colleagues to ensure all staff are confident to engage in professional conversation if they feel a professional boundary has been breached.</li> <li>• Staff are able to access support from their line manager, Nominated Supervisor or Executive Committee as the Approved Provider, if they have observed professional boundaries possibly not being maintained or have raised this with a colleague and the behaviour has continued.</li> <li>• When considering professional boundaries outside of the workplace, staff need</li> </ul>
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	<p>to consider how they engage professionally with Lady Gowrie Qld clientele, outside of the workplace. Staff are strongly discouraged from private babysitting/care of currently enrolled children. Any request or existing arrangement must be declared to the Approved Provider so conflicts of interest and child safety risks can be managed.</p> <ul style="list-style-type: none"> <li>• The service ensures that Nominated Supervisors, Responsible Persons and Service Managers are trained in child safeguarding courses that ensure effective leadership and communication with staff teams about child safe practices and child protection obligations.</li> <li>• Where applicable staff will be trained or informed about simple and complex trauma based practices and support systems.</li> </ul>
<p>NATIONAL QUALITY STANDARD (NQS)</p> <p>WAYS OF IMPLEMENTING WITHIN THE SERVICE</p>	<p>Under National Quality Standard 2.2 Safety, Exceeding Guidance includes:</p> <p><i>“All Educators are aware of and act on their responsibilities for ensuring children’s safety at all times, including in relation to child protection, and are able to articulate these responsibilities.”</i></p> <p><i>“Educators, the Educational Leader and Coordinators show awareness of and discuss the influences on their practice to support and promote children’s safety, including recognised guidelines, information sources, and other legislation that underpin their practice approach, and how they align with the approved learning framework/s and the services policies and procedures.”</i></p> <p><i>“Educators actively raise awareness of issues impacting on child safety with families and the community, including the context of child protection.”</i></p> <p>Each Service should discuss how they will undertake raising family and community awareness of child protection issues and child safe practices as relevant to the context of their community. This may include:</p> <ul style="list-style-type: none"> <li>• Involvement and promotion of Child Protection Week.</li> <li>• Discussing child protection at information evenings and providing relevant information brochures from organisations such as NAPCAN, Bravehearts, Daniel Morcombe Foundation and Family Planning Queensland.</li> <li>• Placing articles in local newspapers or school newsletters advocating for child protection and Child Friendly Communities.</li> <li>• Sharing relevant professional readings or documents with families.</li> <li>• Promoting cyber safety.</li> <li>• Hosting a guest speaker information session regarding child protection, cyber safety or topic such as supporting resilience and self-esteem.</li> <li>• In relation to meeting children’s basic needs, information regarding nutrition and opportunities for physical development may also be supported by sharing documents from the Get up and Grow collection.</li> </ul> <p>Services in all communities should also provide information regarding Parentline 1300 301 300 and other support agencies in their community for families to access this information independently from the Service. The Service may also include some of the support services available through email or electronic newsletters.</p>
<p>SUPPORT FOR PARENTS AND FAMILIES</p>	<p>Raising a child is not always easy but there is support available for parents and carers, some of the available services include:</p> <p><b>Ask Izzy</b> Ask Izzy is an online community service directory for Queensland parents, carers, families and professionals looking to find support. Ask Izzy lists everything you need, from parenting groups to domestic and family violence support services. <a href="http://www.askizzy.org.au">www.askizzy.org.au</a></p> <p><b>Talking Families</b> Talking Families aims to:</p> <ul style="list-style-type: none"> <li>○ help reduce the pressure on families,</li> </ul>

	<ul style="list-style-type: none"> <li>o encourage parents and caregivers to ask for help,</li> <li>o encourage others (for example friends, neighbours, colleagues) to offer help if they see a parent struggling,</li> <li>o provide information about where to access support services,</li> <li>o demystify the child and family support sector, and</li> <li>o emphasise the shared responsibility we all have for protecting and caring for Queensland kids.</li> </ul> <p><a href="http://www.talkingfamilies.qld.gov.au">www.talkingfamilies.qld.gov.au</a></p> <p><b>Family and Child Connect</b> Family and Child Connect is a free service to help families with the challenges of parenthood. They can connect Families to local services that help with:</p> <ul style="list-style-type: none"> <li>o managing their child's behaviour,</li> <li>o building better family relationships,</li> <li>o stopping any violence at home,</li> <li>o budgeting and managing money,</li> <li>o alcohol, drug or gambling problems, and</li> <li>o housing, health care or other community or government services.</li> </ul> <p>Where a Staff member or Service is concerned about a child, but they do not believe that their concern meets the threshold for reporting to Child Safety, the Family can be referred to Family and Child Connect. The family must give their consent to be referred for help.</p> <p>Family and Child Connect 13FAMILY or 13 32 64</p> <p><b>Parentline</b> Parentline is a confidential telephone counselling service which supports parents and carers of children. Phone 1300 301 300 from 8am to 10pm, 7 days a week.</p> <p><b>Family Wellbeing Services</b> Walking with Family – a free and confidential one stop shop, for Aboriginal and Torres Strait Islander families to access support to improve your social, emotional, physical and spiritual wellbeing, and help you be able to safely care for and protect your children. Mums, dads and families can reach out to receive personalised support to help you and your family to achieve the goals you set. These services are located right across the state, ensuring there is a service available to you and your family. <a href="http://www.familywellbeingqld.org.au">www.familywellbeingqld.org.au</a> or 1300 117 095</p>
<p><b>FURTHER SUPPORT SERVICES</b></p> <p><b>MENTAL HEALTH AND WELLBEING FOR CHILDREN</b></p>	<p>In supporting families and children in the community, the following support services are available should staff or families identify that accessing further resources or providing support and the opportunity to connect with a service be needed for a family, child or young person in supporting mental health.</p> <p><b>Beyond Blue</b> Beyond Blue provides information and support to help everyone in Australia to achieve their best possible mental health, whatever their age and wherever they live. Phone 1300 22 4636 (24 hours, 7 days).</p> <p><b>Kids Helpline</b> Kids Helpline provides a free, private and confidential phone and online counselling service for young people aged 5 to 25. Phone 1800 551 800 (24 hours, 7 days).</p> <p><b>Eheadspace</b> Eheadspace provides free online and telephone support and counselling to young people aged 12 to 25 and their families and friends. Phone 1800 650 890. The</p>



	<p>website for eheadspace includes Yarn Safe for Aboriginal and Torres Strait Islander young people – information and resources.</p> <p><b>Bravehearts</b> Bravehearts provides personal safety resources for families including the free Personal Safety Guide for Parents and Carers, Information Sheets on various topics related to child sexual abuse, and a selection of recommended resources. Phone <a href="tel:1800272831">1800 272 831</a> or visit <a href="http://www.bravehearts.org.au">www.bravehearts.org.au</a></p>
<p>PERSON UNDER 18 YEARS OF AGE</p> <p>WHAT STAFF SHOULD KNOW</p>	<p>The Child Protection Act 1999 (Qld) defines a child as an individual under 18 years of age.</p> <p>It is acknowledged, that the Service may host placement of students or volunteers or engage staff members, including school based trainees, who are under 18 years of age. In this context, the Service will hold and staff will be aware of the Risk Assessment Supporting Placement and Supervision of Students, Volunteers, Staff Member Under the Age of 18 years of Age or School Based Trainees. The Risk Assessment shares strategies in supporting all stakeholders in their engagement with the Service.</p>
<p>CHILD AND YOUTH RISK MANAGEMENT STRATEGY</p>	<p>The Kindergarten Child and Youth Risk Management Strategy assists the Kindergarten to meet their obligation under the Working with Children (Risk Management and Screening) Act, 2000 and the Working with Children (Risk Management and Screening) Regulations, 2020. This document supports Services to implement risk management strategies to identify and minimise the risk of harm to children and young people in the Service environment.</p> <p>All Nominated Supervisors /Service Managers / Responsible Persons and Staff should be aware of where this organisational document, is located and the implementation of the content.</p> <p>This document includes the Statement of Commitment of the Service to the safety and wellbeing of children and the protection of children from harm.</p>

Appendix A	
DEFINITIONS	
<b>Child in need of protection</b> ( <i>Child Protection Act 1999</i> )	Means a child who— <ul style="list-style-type: none"> <li>• has suffered significant harm, is suffering significant harm, or is at unacceptable risk of suffering significant harm; and</li> <li>• does not have a parent able and willing to protect the child from the harm.</li> </ul>
<b>Emotional abuse</b>	Means behaviour towards a child that is likely to damage a child's self-esteem or social competence. It is also referred to as psychological abuse. <p>It may involve name-calling, putdowns, inappropriate symbolic acts or continual coldness from the caregiver or parent to the extent that it significantly damages the child's physical, intellectual or emotional well-being and development.</p> <p>It is a pattern of abuse, not a single incident. It includes rejecting, ignoring, humiliating, terrorising, corrupting, verbal abuse and belittlement. Witnessing family violence is also a form of emotional/psychological abuse.</p>
<b>Grooming</b>	Means behaviour intended to manipulate and control a child, their family and other support networks (including organisations and the community), with the intent of gaining access to the child, and obtaining their compliance and silence in order to avoid abuse being discovered. It involves building trust and favouring some children over others in order to isolate and manipulate them. <p>Grooming tends to follow patterns that may include these behaviours:</p> <ul style="list-style-type: none"> <li>• targeting a specific child</li> <li>• building trust and rapport with the child and their family</li> <li>• giving the child special attention such as giving gifts for no special occasion</li> <li>• making physical contact with a child that is sexual in nature and inappropriate</li> <li>• spending time alone with a child rather than spending time with people of a similar age</li> <li>• referring to the child's body in an inappropriate manner</li> <li>• isolating the child</li> <li>• beginning to sexualise the relationship with the child</li> <li>• maintaining overall control of the child once sexual abuse has occurred, for example, using secrets, blame and threats.</li> </ul>
<b>Harm to a child</b> ( <i>Child Protection Act 1999</i> )	Means any detrimental effect of a significant nature on the child's physical, psychological or emotional wellbeing. It is immaterial how the harm is caused. <p>Harm can be caused by—</p> <ul style="list-style-type: none"> <li>• physical, psychological or emotional abuse or neglect; or</li> <li>• sexual abuse or exploitation.</li> </ul> <p>Harm can be caused by—</p> <ul style="list-style-type: none"> <li>• a single act, omission or circumstance; or</li> <li>• a series or combination of acts, omissions or circumstances.</li> </ul>
<b>Neglect</b>	Refers to a situation in which a child's parent or caregiver fails to provide the child with the basic necessities of life. It includes the failure to provide: <ul style="list-style-type: none"> <li>• food</li> <li>• clothing</li> <li>• shelter</li> <li>• medical attention or supervision to the extent that the child's health and development is, or is likely to be, significantly harmed.</li> </ul>
<b>Physical abuse</b>	Occurs when a child or young person is subjected to any non-accidental, physically aggressive act. The injury may be inflicted intentionally or may be the inadvertent result of physical punishment or aggressive treatment of a child. Physically abusive behaviours include shoving, hitting, slapping, shaking, throwing, punching, biting,

	burning and kicking.
<b>Reportable suspicion about a child (Child Protection Act 1999)</b>	<p>Means a reasonable suspicion that the child–</p> <ul style="list-style-type: none"> <li>• has suffered, is suffering, or is at unacceptable risk of suffering, significant harm caused by physical or sexual abuse; and</li> <li>• may not have a parent able and willing to protect the child from the harm.</li> </ul>
<b>Sexual abuse</b>	<p>Means any act which exposes a child to, or involves a child in, sexual processes beyond his or her understanding or contrary to accepted community standards. This can include both sexual offences (a child-related criminal offence of a sexual nature) as well as sexual misconduct (conduct with, towards or in the presence of a child that is sexual in nature but is not a sexual offence).</p> <p>Acts of sexual abuse may be perpetrated by an adult, an adolescent or an older child. Sexual abuse spans a range of contact and non-contact behaviours.</p> <p>Non-contact behaviours include:</p> <ul style="list-style-type: none"> <li>• making sexual comments directly in person, in letters, or by telephone, text messages or email</li> <li>• voyeurism</li> <li>• exposing a child to pornography</li> <li>• exposing parts of the perpetrator's body or the child's body</li> <li>• exploiting a child through prostitution or pornography.</li> </ul> <p>Contact behaviours include a wide range of sexual activities including:</p> <ul style="list-style-type: none"> <li>• fondling a child's genitals, or getting a child to fondle the perpetrator's genitals</li> <li>• masturbation</li> <li>• oral sex</li> <li>• vaginal and/or anal penetration by a penis, finger or other object rubbing the perpetrator's genitals against the child's body</li> <li>• intimate kissing</li> <li>• fondling of breasts.</li> </ul>