

Recruitment, Induction and Training Policy

1. PURPOSE AND BACKGROUND

- (1) To make sure that we hire and keep staff who are suitable and who put children's safety and wellbeing first
- (2) To set out clearly our requirements and procedures for child safe recruitment, induction and training
- (3) To provide clear processes for staff screening checks that are in line with the Working with Children Check requirements under the Worker Screening Act 2020 (Vic.) and Worker Screening Regulations 2021
- (4) This policy complies with the *Education and Care Services National Law and Regulations* and the National Quality Standards (NQS)
- (5) This policy complies with the requirements under the Victorian Child Safe Standards to have child safe recruitment, screening, induction and training policies and procedures in place. This policy also helps us to fulfil our obligation under the Reportable Conduct Scheme to have systems in place to prevent and respond to child abuse

2. SCOPE

- (6) This policy applies to:
 - a. The approved provider, paid workers, volunteers and work placement students, **referred to as 'staff' throughout this policy**
 - b. Third parties including contractors, subcontractors, self-employed persons, employees of a labour hire company, **referred to as 'staff' throughout this policy**

3. DEFINITIONS

- a. 'Staff' refers to paid workers, volunteers, students, and third parties who are covered in the scope of this policy. Note: 'staff', 'employees' and 'workers' etc may have their own, different definitions in legislation covered in this policy

4. POLICY STATEMENT

Child safe recruitment, induction, training and WWCC procedures

- (7) We have a robust, structured and best practice approach to hiring, inducting, training and screening staff
- (8) Staff follow our child safe Recruitment, Induction, Training and WWCC Procedures:
 - 1. Appendix A – Recruitment
 - 2. Appendix B – Inducting new staff
 - 3. Appendix C – Training
 - 4. Appendix D – WWCCs

Recruitment

- (9) We practice child safe recruitment and only hire people who we assess as being suitable for the job

- (10) Anyone whose job involves contact with children must be caring, loyal and capable. They must have the skills, qualifications and experience to implement our vision and program
- (11) We promote our commitment to child safety and wellbeing as a way to attract staff who have the same commitment.
- (12) Our job advertising includes our *Statement of Commitment to Child safety and Wellbeing*, a requirement under the Victorian Child Safe Standards
- (13) We spend time considering who we are looking for. Our job description and job advertisement describe who we are looking for and what they need to bring to the role
- (14) We use face-to-face interviews to explore shortlisted candidates' background, work history, skills and values, and to evaluate their suitability to work with children (if applicable)
- (15) Our interviews are structured, and questions are prepared in advance
- (16) Successful candidates are given a probationary period of 3 months, which gives us the opportunity to check the new staff member is committed to children's safety and wellbeing
- (17) Before employing any new staff (including volunteers and students), we check their suitability for the job
- (18) All shortlisted candidates must provide us with two referees. We ask the referees about the candidate's work history, attitude to child safety and their suitability for working with children (if applicable)
- (19) Staff must follow our WWCC Procedure
- (20) We conduct any other registration or background checking needed for the job
- (21) The approved provider must notify the regulatory authority in writing within 7 days of becoming aware that a nominated supervisor's WWCC or teacher registration is suspended or cancelled

Inductions

- (22) All new staff (including volunteers and students) are inducted
- (23) At induction, staff are given our staff handbook and told how to access our policies and procedures
- (24) Our induction program includes information on:
 - a. Our service
 - b. The staff member's team/s and role
 - c. Our commitment to child safety and well-being. Staff must sign our Child Safe Code of Conduct and acknowledge in writing that they understand, and will follow, all of our child safe policies and procedures
 - d. Emergency and evacuation procedures
 - e. The structure to support new staff members, which includes arranging regular meetings with their supervisor/s and two scheduled probationary meetings
- (25) Staff must acknowledge that they understand and can follow our policies and procedures

Training

- (26) We develop and reinforce the knowledge and skills of our staff through a structured program of professional development
- (27) Each program is tailored to the staff member's individual needs and aspirations
- (28) We have a collaborative approach: the program is developed by the staff member and their supervisor
- (29) The program covers any mandatory and desirable training, including for:
 - a. Child safety and child protection laws and our obligations under them (including reporting)
 - b. Identifying, assessing and managing risks
 - c. Compulsory training required by industry standards or legislation

- d. Work health and safety, including emergency and evacuation plans and procedures
 - e. All the other policies and procedures that the staff member needs to understand for their job
 - f. Pedagogy, the approved learning framework, the NQS, National Law and Regulations (when applicable to the job)
- (30) Staff's progress on their professional development program is reviewed during their yearly performance appraisal meetings

Ongoing monitoring

- (31) As well as checking WWCCs when new staff start, we continue to monitor their suitability throughout their involvement with our service
- (32) Staff follow our WWCC Procedure to ensure we are complying with the law. It requires us to:
- a. Maintain a WWCC Register to track when staff WWCCs are due to expire
 - b. Check all renewed WWCCs
 - c. Report changes that could affect a person's WWCC's status
 - d. Keep records of WWCCs

5. PRINCIPLES

- (33) We are committed to the safety and wellbeing of children, and to implementing the Victorian Child Safe Standards and the National Quality Framework across all levels of our service. The safety and wellbeing of children is our number one priority
- (34) We comply with all relevant legislation, regulations and standards at all times
- (35) We uphold our *Statement of Commitment to Child Safety and Wellbeing*
- (36) We only engage suitable people to work with children and do thorough screening of all staff (including volunteers and students)
- (37) Every reasonable precaution is taken to protect children from harm and hazards in our physical and online environments
- (38) Staff are given the training, resources and support to do their job to a high standard, and to act on child safety and wellbeing concerns
- (39) Our governance, operations policies, risk management plans, procedures, systems and practices are best-practice and kept up-to-date

6. POLICY COMMUNICATION, TRAINING AND MONITORING

- (40) The approved provider and nominated supervisor provide information, training and other resources and support regarding the Recruitment, Induction and Training Policy and related documents
- (41) All staff (including volunteers and students) are formally inducted. They are given copies of, review, understand and formally acknowledge this Recruitment, Induction and Training Policy and related documents
- (42) The Nominated supervisor runs a professional development program for each staff member, which covers this policy
- (43) Roles and responsibilities are clearly defined in this policy and in individual position descriptions. They are communicated during staff inductions and in ongoing training
- (44) The approved provider and nominated supervisor monitor and audit staff practices through performance reviews and close supervision and address non-compliance. Breaches to this policy are taken seriously and may result in disciplinary action against a staff member

- (45) At enrolment, families are told how they can access our Recruitment, Induction and Training Policy and related documents
- (46) Families are notified in line with our obligations under the *National Regulations* when changes are made to our policies and procedures

7. ROLES AND RESPONSIBILITIES

Approved provider responsibilities (not limited to)

Ensure our service meets its obligations under the *Education and Care Services National Law and Regulations*

Ensure that our service's recruitment, induction and training systems, policies, practices and procedures are appropriate in practice, best practice, align with the Victorian Child Safe Standards and comply with all relevant legislation

Promote our service's *Statement of Commitment to Child Safety and Wellbeing* in all job descriptions and advertisements

Ensure this Child Safe Recruitment, Induction and Training Policy and related procedures are in place and available for inspection

Take reasonable steps to ensure this policy and procedures are followed (e.g. through clear and accessible communication, and systemised inductions, training and monitoring of all staff – including volunteers, students)

Successfully complete own training and professional development activities (e.g., child protection, first aid, cultural safety). Renew WWCC when required

Ensure our service is complying with WWCC legislation, including not employing anyone (inc. volunteers and students) who is not permitted to work with children, verifying WWCCs at the start of employment and when they are renewed, recording and tracking WWCCs, reporting anything that could affect the status of someone's WWCC (such as charges, convictions, findings of guilt for offences set out in the legislation)

Notify the regulatory authority in writing within 7 days of becoming aware that a nominated supervisor's WWCC or teacher registration is suspended or cancelled

Ensure that all new staff are inducted properly, and understand and formally acknowledge our policies and procedures, including those that relate to child safety and wellbeing

Ensure all staff have completed the training and professional development they need to do their job and provide a child safe environment (e.g. child protection, first aid, cultural competency, safe food handling)

Keep evidence of mandatory training completed and evidence of current non-prohibited/valid WWCC on staff, volunteer and student records

Regularly review this Recruitment, Induction and Training Policy and Procedures in consultation with children, families, communities and staff.

Notify families at least 14 days before changing this policy if the changes will: affect the fees the charged or the way they are collected; or significantly impact the service's education and care of children; or significantly impact the family's ability to utilise the service

Nominated supervisor / persons in day-to-day charge responsibilities (not limited to)

Ensure our service meets its obligations under the *Education and Care Services National Law and Regulations*

Support the approved provider to ensure that our service's recruitment, induction and training systems, policies, practices and procedures are appropriate in practice, best practice, align with the Victorian Child Safe Standards and comply with all relevant legislation

Promote our service's *Statement of Commitment to Child Safety and Wellbeing* in all job descriptions and advertisements

Implement our Recruitment, Induction and Training Policy and Procedures

Take reasonable steps to ensure this policy and procedures are followed (e.g. through clear and accessible communication, and systemised inductions, training and monitoring of all staff – including volunteers, students)

Successfully complete own training and professional development activities (e.g. mandatory child protection, first aid, cultural safety). Renew WWCC when required

Support the approved provider to comply with WWCC legislation and implement our WWCC Procedure. Do not allow anyone who is prohibited from working with children to be employed. Verify WWCCs at the start of employment and when they are renewed, and record and track WWCCs, report anything that could affect the status of someone's WWCC (such as charges, convictions, findings of guilt for offences set out in the legislation)

Support the approved provider to ensure that all new staff are inducted properly, and understand and formally acknowledge our policies and procedures, including those that relate to child safety and wellbeing

Support the approved provider to ensure all staff have completed the mandatory and desirable training and professional development they need to do their job and provide a child safe environment

Keep evidence of mandatory training completed and evidence of current non-prohibited/valid WWCC on staff, volunteer and student records

Contribute to policies and procedure reviews and risk assessments and plans in consultation with children, families, communities and staff. Support the approved provider to notify families of changes according to legislation and our policies and procedures

Educators / ECTs / other staff responsibilities (not limited to)

Follow the relevant areas in this [Recruitment, Induction and Training Policy and Procedures](#)

Ensure you understand and can follow our policies and procedures. Identify any gaps in your skills and knowledge that your professional development program could address

Undertake all necessary training and professional development activities, including those that enhance your knowledge and skills related to child safety and wellbeing

Provide WWCC (if required by law) to the nominated supervisor and renew when required. Follow your obligations as set out in the [WWCC Procedure](#), including to renew WWCC when required, and to report to the nominated supervisor/approved provider anything that could affect the status of your WWCC (such as new charges, convictions, findings of guilt for offences set out in the legislation)

Contribute to policy and procedure reviews. Report any issues with our policies and procedures to the appropriate person (e.g. approved provider, nominated supervisor, lead educator)

8. LEGISLATION OVERVIEW

Education and Care Services National Law and Regulations

Law	Description
s 162A	Child protection training
s 167	Offence relating to protection of children from harm and hazards
s 170	Offence relating to unauthorised persons on premises
s 173	Offence to fail to notify certain circumstances to Regulatory Authority
Regulations	
s 84	Awareness of child protection law
ss 145 – 152B	Staff and educator records – centre-based services
s 174	Time to notify certain circumstances to Regulatory Authority
s 168	Education and care services must have policies and procedures
s 170	Policies and procedures to be followed
s 171	Policies and procedures to be kept available
s 172	Notification of change to policies or procedures
ss 181,183 - 184	Confidentiality and storage of records

Other applicable laws and regulations

Act/Regulation	Description
<i>Charter of Human Rights and Responsibilities Act 2006 (Vic.)</i> <i>Charter of Human Rights and Responsibilities (General) Regulations 2017</i> <i>Equal Opportunity Act 2010 (Vic.)</i> <i>Australian Human Rights Commission Act 1986 (Cth) (AHRC Act)</i>	Human rights laws
<i>Worker Screening Act 2020 (Vic.)</i> <i>Worker Screening Regulations 2021</i>	Working with children checks
<i>Children, Youth and Families Act 2005 (Vic.)</i> <i>Children, Youth and Families Regulations 2017</i>	Principal relevant Act to child protection
<i>Crimes Act 1958 (Vic.)</i>	Includes provisions for child-related criminal offences
<i>Sex Offenders Registration Act 2004 (Vic.)</i> <i>Sex Offenders Registration Regulations 2014</i>	Registration and reporting of child sexual abuse offenders
<i>Worker Screening Act 2020 (Vic.)</i>	Working with children checks

<i>Worker Screening Regulations 2021</i>	
<i>Child Wellbeing and Safety Act 2005 (Child Wellbeing and Safety Act)</i>	Child Safe Organisations
<i>Privacy Act 1988</i>	Principal act protecting the handling of personal information

National Quality Standard

Standard	Concept	Description
2.2	Safety	Each child is protected
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazards
2.2.3	Child Protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect
4.1	Staffing arrangements	Staffing arrangements enhance children's learning and development
4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical
4.2.2	Professional standards	Professional standards guide practice, interactions and relationships
7.1	Governance	Governance supports the operation of a quality service
7.1.2	Management systems	Systems are in place to manage risk and enable the effective management and operation of a quality service
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community
7.7.3	Development of professionals	Educators, co-ordinators and staff members' performance is regularly evaluated, and individual plans are in place to support learning and development

My Time, Our Place (MTOP) V2.0 / Early Years Learning Framework (EYLF) V.20 / Victorian Early Years Learning and Development Framework (VEYLDF) V.20

- Not applicable

National Principles for Child Safe Organisations

Most relevant principles

5. People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice
7. Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training

9. RELATED DOCUMENTS

Key Policies	Child Protection Policy Child Safe Environment Policy Complaint Handling Policy Child Safe Risk Management Plan ECEC Code of Ethics Staffing Arrangements Policy Governance Policy Educator and Management Policy Privacy and Confidentiality Policy
Procedures / Plans	Recruitment, Induction, Training and WWCC Procedures (attached)
Templates / Resources	Mandatory Training Requirements resource (attached)

10. POLICY INFORMATION

Approval date	28/6/24
Effective date	28/6/24
Review date	28/6/25
Approved by	Dina Kahn, Moshe Kahn

Child Safe Recruitment, Induction, Training, and WWCC Procedures

1. INTRODUCTION

- These procedures apply to our Recruitment, Induction and Training Policy
- They cover how to recruit, induct and train staff to maintain a child safe environment
- They also cover how to check and monitor WWCCs, as required under the *Worker Screening Act 2020 (Vic.)* and *Worker Screening Regulations 2021*
- 'Staff' includes volunteers, students and third parties defined in the scope of the Recruitment, Induction and Training Policy
- The approved provider and nominated supervisor are responsible for implementing the procedures, but other staff must follow the steps that are applicable to them

2. PROCEDURES

Procedures:

- Appendix A – Recruitment Procedure
- Appendix B – Inducting staff Procedure
- Appendix C – Training Procedure
- Appendix D –WWCC Procedure

Resources:

- Mandatory training requirements resource

3. PROCEDURES INFORMATION

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PROCEDURE - Recruitment

When to use this procedure

- When a new position is being created
- When an existing position is being updated
- When recruiting for a new position or an existing vacant position

Preparing a job description

1. Nominated Supervisor prepares the job description, in consultation with other staff where appropriate
2. The job description must:
 - Summarise the job
 - State formalities (e.g., location; full-time, part-time, casual; hours per week, any requirements to work after hours or on weekends; salary and benefits; who position reports to/supervises)
 - Describe our organisation, culture and approach to keeping children safe
 - Describe the job's day to day duties and responsibilities, including to providing a child safe environment is a critical part of the role
 - Describe the skills, qualifications, values and experience required to perform the job and whether these are mandatory or desirable criteria (e.g., first aid, child protection training)
 - Identifies whether a WWCC is required (will almost always be required)
 - List at least 3 (no more than 10) objectives of the role (intended results or outcomes the staff member is expected to meet)

Advertising a job

1. If advertising internally
 - The Nominated Supervisor may advertise jobs internally via email 'Expression of Interest' application process
 - This process gives current staff members the chance to be considered for the role
2. If advertising externally
 - <The approved provider/nominated supervisor> may advertise jobs externally through, for example:
 - Professional networks
 - An employment agency
 - Social media (e.g., LinkedIn, Facebook)
 - Online job advertising services (e.g., Seek, Indeed)
 - Education and care service job boards (e.g., The Sector, Kinder Careers)
3. Write the job advertisement
 - The Nominated Supervisor writes the job advertisement in clear, concise and non-discriminatory language
4. The job advertisement must contain:
 - The title of the position
 - A short description of our organisation, culture and approach to keeping children safe

- A statement that we are an Equal Opportunity Employer
- Our *Statement of Commitment to Child Safety and Wellbeing*
- A summary of the role and conditions of employment
- The essential and desirable criteria, including experience, qualifications and skills
- Advice that the successful applicant will need to undergo a successful WWCC
- Information about what information applicants should provide in their applications, including:
 - Cover letter
 - Suitability for the job
 - CV/resume
 - The names and contact details of at least 2 referees
- Advice that candidates will be asked to disclose any information relevant to their eligibility to engage in activities involving children
- The name, phone number and/or email address of the job's contact person
- How to apply and the closing date

Assessing candidates for a job

1. The nominated supervisor assess candidates for the role.
2. Review written applications
 - Check that the candidate has the essential criteria
 - Assess whether the candidate has demonstrated they are suitable for the job.
Consider:
 - Work history and experience (volunteering, paid work or in personal/family life)
 - Qualifications and professional development completed
 - Personal attributes
 - Values and attitudes to children, including to children's safety
3. Shortlist candidates
4. Conduct interviews
 - Tell the candidates about the job and our service
 - Ask the candidate about:
 - What motivates them to work with children
 - Their work history
 - The skills and experience they will bring to the service
 - Their approach to educating and caring for children
 - How they manage difficult situations
 - How they respond to direction and supervision, including when related to child safety (the answer should be that child safety is the number one priority)
 - Their work style, personal values and beliefs, and how they function in a team
 - Their understanding of child safety and child protection
 - Do not ask any discriminatory or illegal questions that would require the candidate to reveal specific personal or health information (e.g., about gender, sexuality, marital status, age, pregnancy, family responsibilities)
 - Answer any questions from the candidate
 - Tell the applicant about the next steps in the selection process

- Get permission to contact the candidate's referees
5. Select most suitable candidate
 - Check their qualifications, work history and referees
 - It is preferable if the referees are people who have directly supervised the candidate in child-related work. However, if the candidate is new to childcare or has just left school, character references are acceptable (if not from family members)
 - Ask the referees:
 - How they know the candidate
 - Whether they have directly supervised the applicant and directly observed their work with children
 - Whether or not the candidate has been the subject of a disciplinary action or engaged in any concerning or unacceptable behaviour
 - What skills and characteristics the candidate can bring
 - About the candidate's strengths and weaknesses
 - The candidate's response to supervision and direction
 - Whether they would employ the candidate again
 - Whether they have any concerns about the candidate working with children
 - To give an example of a time when they observed the candidate managing a child with challenging behaviours
 6. Conduct screening checks - verify the WWCC in line with our WWCC Procedure at **Appendix D** before making any offers of employment

Making an offer of employment

1. Decisions about employment
 - <The selection panel/approved provider/nominated supervisor> make a recommendation to appoint their preferred candidate
 - <The approved provider/nominated supervisor/board/committee> make the final decision about the appointment, including the terms and conditions of the employment
2. If approved, the Nominated Supervisor makes a written offer employment to the candidate
3. The Nominated Supervisor gives the candidate:
 - A contract of employment with the specific terms and conditions of their employment, including a set probationary period of 3 months during which the new staff member may be dismissed or resign without repercussion
 - The job description
 - Payroll/HR forms
4. The candidate must provide the Nominated Supervisor with:
 - Proof of ID
 - A signed contract of employment
 - Completed payroll/HR forms
 - Their WWCC registration number or card

PROCEDURE - Inducting new staff

When to use this procedure

- When recruiting for a new position or an existing vacant position
- After a person has accepted a position
- When a new staff member starts or if a current staff member returns to our service after an extended period of absence

1. Do a tour of the service with the new staff member (including volunteers, students and third-party contractors) and introduce them to other staff members, children and families
2. Give educators specific information about the room/age group they will be caring for, children's individual needs (e.g. medical, behavioural) and our supervision practices
3. Give information about emergencies, evacuations and first aid:
 - Where we keep the first aid kits, emergency asthma kits, Epi-pens and children's medication
 - Which educators hold first aid qualifications and who has undertaken asthma and anaphylaxis training
 - Emergency and evacuation procedures, including the location of emergency equipment, emergency plans and diagrams, exits and assembly points
4. Tell the new staff member how to access our policy and procedure manual, and give them the staff handbook, which includes:
 - Organisational chart
 - Child Safe Code of Conduct
 - Child Safe Environment Policy
 - Child Protection Policy and Procedures
 - Child Safe Risk Management Plan
 - Complaint Policy and Procedure
 - Family Violence Safety Policy (VIC)
 - Tobacco and Alcohol-Free Environment Policy
 - Work Health and Safety Policy
 - ECEC Code of Conduct
 - All other policies and procedures that are relevant to the new staff member's role
5. Get written acknowledgement that the staff member has reviewed and understands our child safe policies and procedures
6. Discuss the new staff member's role:
 - Give all necessary logins
 - Industrial award/agreement, hours, overtime, leave and payroll processes (taxation, superannuation and salary). Check all paperwork is completed
 - Job description in details – e.g., specific tasks and responsibilities, performance expectations, acceptable and not acceptable behaviour, child safety/protection requirements

- Organise training on the policies and procedures the new staff member needs to know (including all the child safe environment policies and procedures)
 - If necessary, organise work shadowing (have the new staff member watch an experienced staff member do the job while they are learning)
7. Organise support for the new staff member:
- Tell the new staff member who they can ask for help
 - Organise weekly meetings with their manager/supervisor in the short-term
 - Book two probationary reviews at <6 weeks and 3 months> to discuss the new staff member's performance and give feedback

PROCEDURE - Training

When to use this procedure

- When a new staff member starts or if a current staff member returns to our service after an extended period of absence
- To manage the training and professional development activities of existing staff

1. Establish a professional development program that:
 - Is tailored to the staff member's individual needs and aspirations
 - Is developed collaboratively with the new staff member and their supervisor
 - Covers any mandatory and desirable training (e.g. child protection, first aid, cultural safety/competence)
 - Covers training on risk management, our policies and procedures (including child safety/protection)
 - Covers pedagogy, the approved learning framework, the NQS, National Law and Regulations
2. Select the most appropriate form of training, for example:
 - Mentoring by other more experienced staff
 - Job shadowing
 - In-house workshops run by an external trainer
 - External workshops, seminars, conferences etc
 - Online courses
 - Accredited training, college, or university courses (online and in person)
 - On-the-job training (e.g., through changes in role or through exchange of information between staff)
 - Exchanges between services (e.g. secondments)
 - Resources (guides, websites, books, movies, documentaries etc)
 - Team meetings and discussions (note: child safety is a standing agenda item for team meetings)
3. Book in yearly performance appraisals with staff members and their supervisor
 - Give staff at least 2 weeks' notice
 - Use the appraisal process to:
 - Check staff are aware of their duties and responsibilities
 - Discuss the expected level of performance in the role and, if necessary, clarify the job's role and responsibilities
 - If poor performance is an issue, show evidence and set out a plan to improve future performance and/or give formal warnings
 - Review progress on their professional development program, add new goals or new training/development needs
 - Link the appraisal with the job description, i.e, assess the performance against the job description
 - Allow for the staff member to assess their own performance

- Allow for the staff member to provide feedback (e.g. on their role and responsibilities, supervision and staffing arrangements, risk management, systems, policies and procedures, culture at the organisation, professional development opportunities, organisational management and governance, the performance appraisal process)
 - Document the meeting and any actions arising
 - Keep records relating to appraisals confidential and stored according to our record keeping policies
4. Organise ongoing mentoring, support and advice:
- Make child safety a standing agenda item for team meetings
 - Encourage the new staff member to speak up if they see something that concerns them or thinks things could be done differently
 - Assign a mentor to less experienced staff members
5. Ensure staff have completed all mandatory training

PROCEDURE – Working with Children Checks

When to use this procedure

- When a new staff member starts
- When existing staff members renew their WWCC
- When you become aware of something that may affect a person's WWCC
- For the monitoring and administration of WWCCs

Note: this procedure can be carried out by the approved provider, nominated supervisor, or whoever has been appointed to be responsible for WWCCs

1. Verify WWCCs

- All staff, volunteers and students must have a valid WWCC unless they:
 - Are under 18 years old
 - Are parents volunteering in the same activity as their child is participating, or normally participates in
 - Are a teacher with the Victorian Institute of Teaching (VIT) with a current VIT registration (note: registered teachers need to complete the Teacher notification form at Service Victoria)
 - Are Victoria Police and Australian Federal Police officers (who are not suspended or dismissed)
 - Are visitors who normally live outside Victoria and hold an equivalent check from their home state/territory working with children for less than 30 days in a calendar year (can comprise one or several events or occasions)
 - Are visitors who normally live outside Victoria and don't hold an equivalent check from their home state/territory working with children for one occasion or event per calendar year (which may last for a maximum of 30 days)
 - Will not have direct contact with children (means face-to-face, physical, written, oral or electronic contact)
 - Their contact with children is incidental and not part of their duties (e.g., a plumber working at the service)
- Check [here](#) for a full list of exemptions
- Verify WWCCs through the [Working with Children Check Status checker](#)
- Check that the staff member, volunteer or student's WWCC has the correct class of clearance for their role (Employee or Volunteer)
- Check the person's WWCC Card against their driver licence (or other form of photo ID)
- People whose WWCC application is pending can begin work (subject to the point below and a check using the [Working with Children Check Status checker](#)). However, we must verify their WWCC once it has been granted
- Do not allow a person to work or volunteer at our service if their WWCC status is not verified and valid (unless it is pending), or:
 - If they would otherwise be exempt from holding a valid Check if they have received a WWC Exclusion and not subsequently received a Check
 - They are subject to obligations or orders specified in clause 1 of Schedule 5 of the *Worker Screening Act 2020*

- They are charged with, convicted or found guilty of sexual, violent or drug offences (specified in clause 2 of Schedule 5 of the Act) to work with or care for children while their application is processed or their Check reassessed

2. Record and monitor WWCCs

- Keep a record of the WWCC in each staff member, volunteer and student's record including: the identifying number of their current WWCC, the expiry date of WWCC, the dates that the WWCC were verified; the class of all WWCC clearances (employee or volunteer)
- Set reminders to make sure that staff, volunteers and students are not working beyond registration expiry dates
- Track registrations using our WWCC Register
- Verify WWCC number every time they are renewed
- Anyone whose WWCC is revoked, suspended, surrendered or expired must be removed our service. We may suspend staff immediately, with or without pay or notice
- Keep information about a person's WWCC confidential

3. All staff must:

- Provide their WWCC
- Renew their WWCC when they get their reminder before it expires
- Immediately inform the nominated supervisor or approved provider if their WWCC is suspended, revoked or expires, and do not continue to work with children
- Notify Service Victoria within 7 days of a relevant change in circumstances:
 - The person is charged, convicted or found guilty of category A or category B offences (defined in Schedule 2 and 4, respectively, in the Act)
 - The person becoming subject to reporting obligations under the Sex Offenders Registration Act 2004
 - The person becoming subject to a supervision order, a detention order or an emergency detention order
 - A relevant disciplinary or regulatory finding being made in relation to the person
 - The person being given a NDIS exclusion
 - The person being excluded from child-related work under a corresponding working with children law
- Notify Service Victoria within 21 days if they change employers

4. Contact Service Victoria if there are concerns about our service or an individual's compliance

RESOURCE – Mandatory training requirements

Diploma level qualification	<p>Legislation s 126 (and Chapter 7 for jurisdiction specific provisions) Education and Care Services National Regulations</p> <p>Training/qualification A person is considered a diploma qualified educator if they:</p> <ul style="list-style-type: none"> • hold an approved diploma level qualification, OR • hold a former approved diploma level qualification completed before 1 January 2012, OR • hold a qualification that ACECQA has assessed as equivalent to an approved diploma level educator qualification. <p>Who needs it 50% of educators required to meet the relevant educator to child ratios in centre-based services with children preschool age and under must have, or be actively working towards, an approved diploma level education and care qualification (or higher).</p> <p>Additional information If an individual is 'actively working towards' an approved diploma level qualification, they may be counted as a diploma level educator, if they meet the requirements under the 'actively working towards' provisions. For more information visit ACECQA's actively working towards web page.</p>
Certificate III level qualification	<p>Legislation s 126 (and Chapter 7 for jurisdiction specific provisions) Education and Care Services National Regulations</p> <p>Training/qualification A person is considered a certificate III level educator if they:</p> <ul style="list-style-type: none"> • hold an approved certificate III qualification, OR • hold a former approved certificate III level qualification completed before 1 January 2012, OR • hold a qualification that ACECQA has assessed as equivalent to an approved certificate III level educator qualification. <p>Who needs it All other educators required to meet the relevant educator to child ratios at the service must hold, or be actively working towards at least an approved certificate III level education and care qualification.</p> <p>Additional information If an individual is 'actively working towards' an approved certificate III level qualification, they may be counted as a certificate III level educator, if they meet the requirements under the 'actively working towards' provisions. For more information visit ACECQA's 'actively working towards' web page.</p>
Early childhood teacher qualification	<p>Legislation ss 126, 130, 131, 132, 133, 134 (and Chapter 7 for jurisdiction specific provisions) Education and Care Services National Regulations</p> <p>Training/qualification An individual can be counted as an early childhood teacher (ECT) if they:</p> <ul style="list-style-type: none"> • hold an approved early childhood teaching qualification, OR • hold a former approved early childhood teaching qualification that commenced before 1 January 2012, OR • hold a qualification that ACECQA has determined to be an equivalent early childhood teacher qualification, OR • hold a qualification that ACECQA has assessed as equivalent to an approved early childhood teaching qualification <p>Who needs it Services must engage or have access to an ECT based on the number of children in attendance at the service. Refer to the Summary of the ECT requirements for centre-based services on ACECQA's ACE table.</p> <p>Additional information</p>

	<ul style="list-style-type: none"> • If an individual is 'actively working towards' an approved ECT level qualification, they may be counted as an ECT if they meet the requirements under the 'taken to be an early childhood teacher' provisions in regulation 242. However, regulation 242 does not apply in all states and territories. For more information visit our actively working towards web page. • For NSW state specific provisions in relation to ECT requirements see regulation 272. • Teacher registration is not a requirement for ECTs under the NQF, but is a requirement under some state and territory legislation. For more info visit ACECQA's teacher registration and accreditation web page.
Suitably qualified person	<p>Legislation ss 126, 130, 131, 132, 133, 134 (and Chapter 7 for jurisdiction specific provisions) Education and Care Services National Regulations</p> <p>Training/qualification A 'suitably qualified person' can be:</p> <ul style="list-style-type: none"> • An individual who is 'actively working towards' an approved early childhood teaching qualification AND has completed at least 50% of the qualification or holds an approved diploma level qualification, OR • An individual who is registered (accredited in New South Wales) as a primary or secondary school teacher in Australia AND holds an ACECQA approved diploma level qualification (or higher). <p>Who needs it Approved providers of long day care services and preschools/kindergartens must have a second ECT or, alternatively, a 'suitably qualified person' when 60 or more children preschool age or under are being educated and cared for</p> <p>Additional information Services located in NSW are unaffected by these changes, as additional ECT staffing requirements have been in place for several years under regulation 272. For further information, please refer to the ACECQA web page on recognition as a 'suitably qualified person'.</p>
First aid	<p>Legislation s 136 (and Chapter 7 for jurisdiction specific provisions) Education and Care Services National Regulations</p> <p>Training/qualification The following qualifications are taken to be current if the qualification was attained or the training was undertaken within the previous three years:</p> <ul style="list-style-type: none"> • Approved first aid qualifications (except in the case of emergency life support training and cardio-pulmonary resuscitation training, which must be completed within the previous year to be taken as current) • Approved anaphylaxis management training • Approved emergency asthma management training <p>Who needs it</p> <ul style="list-style-type: none"> • At least one staff member or one nominated supervisor of the service who holds a current approved first aid qualification • At least one staff member or one nominated supervisor of the service who has undertaken current approved anaphylaxis management training • At least one staff member or one nominated supervisor of the service who has undertaken current approved emergency asthma management training. • Services must have staff with current approved qualifications on duty at all times and immediately available in an emergency. One staff member may hold one or more of the qualifications. <p>Additional information The certificate should state the date when the person completed the course and may also include information on recommendations for refresher training. The certificate may include multiple units of competency; however, currency periods apply to each individual unit of competency. Contact regulatory authority to check which training is approved.</p>
Child protection	<p>Legislation s 162A Education and Care Services National Law</p>

training	<p>Training/qualification Child protection training (if any) required by or under the law of this jurisdiction, a Government protocol applying in this jurisdiction or otherwise required by this jurisdiction</p> <p>Who needs it The nominated supervisor and each person in day-to-day charge of the service</p> <p>Additional information Contact regulatory authority to check which training is approved. Specific courses offered by jurisdictions</p>
Awareness of child protection law	<p>Legislation s 84 Education and Care Services National Regulations</p> <p>Training/qualification (a) the existence and application of the current child protection law; and (b) any obligations that the person may have under that law.</p> <p>Who needs it The nominated supervisor and other staff members, including volunteers and students, who work with children</p> <p>Additional information Contact regulatory authority to check which training is currently approved. Specific courses offered by jurisdictions</p>
Food handling training	<p>Legislation Standard 3.2.2A <u>Australia New Zealand Food Standards Code</u></p> <p>Training/qualification Food safety training course or must have adequate skills and knowledge in food safety and hygiene to do that activity correctly and keep food safe (e.g. they have extensive relevant experience in the food industry, have completed in-house education or a food safety induction course with another employer etc).</p> <p>Food safety training courses must cover, at a minimum, each of the following topics: a) safe handling of food; and b) food contamination; and c) cleaning and sanitising of food premises and equipment; and d) personal hygiene</p> <p>Who needs it Anyone who handles unpackaged potentially hazardous food that is used in the preparation of ready-to-eat food to be served to children or adults at our service</p> <p>Additional information Contact food regulatory authority to check which training is currently approved</p>
Food safety supervisor certificate	<p>Legislation Standard 3.2.2A <u>Australia New Zealand Food Standards Code</u></p> <p>Training/qualification An approved food safety supervisor certificate from a registered training organisation that is recognised by food regulatory authority.</p> <p>Who needs it The service's appointed food safety supervisor/s who oversees the food handling and manages the day-to-day food handling operations</p> <p>Additional information The certificate must show that the food safety supervisor has completed the required competency units for the course, and it must have been obtained within the past five years. The certificate is to be kept on the food safety supervisor's record - along with their written acceptance of their appointment to the role - and provided to authorised officers, if requested. Contact food regulatory authority to check which training is currently approved</p>