

CHCECEXXX Enhance child safety and wellbeing and prevent abuse and neglect

Unit code	CHCECEXXX
	Enhance child safety and wellbeing and prevent abuse and neglect
Unit mapping information	No equivalent unit.
Modification history	
Unit outcomes	This unit describes the knowledge and skills to apply core concepts of child safety and wellbeing within early childhood education and care. It focusses on the importance of creating safe, inclusive, and supportive environments, and explores the shared responsibility of all workforce groups in upholding children’s rights. It also introduces key legal frameworks, developmental considerations, and the ways in which personal values and beliefs can influence professional practice. It shifts learners’ focus from awareness to action and the proactive application of strategies to strengthen organisational culture.
Knowledge	Learners must demonstrate the following knowledge outcomes: <ul style="list-style-type: none"> • define child safety and wellbeing • recognise the Child Safe Organisations National Principles • articulate the rights of children and recognise the vulnerability of early childhood • identify the core elements of a child safe environment and recognise educators’ responsibility in creating and maintaining this

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	<ul style="list-style-type: none"> recognise the influence of personal values and beliefs on professional practice and the need for cultural humility and respect for diversity
Skills	<p>Learner must demonstrate the following skill outcomes:</p> <ul style="list-style-type: none"> apply Child Safe Organisations National Principles to create child safe environments recognise the components of positive relationships with children, families and colleagues and how they contribute to child safety recognise the importance of empowering children's voices and upholding children's rights apply knowledge of child safe practices to create physically, psychologically and culturally safe environments recognise unsafe and inappropriate practices and apply knowledge of safe and appropriate practice alternatives
Application of Knowledge & Skills	<p>The individual applies knowledge and skills to embed child-safe principles in their practice and promote respectful relationship that empower children' sense of agency. They identify service-based risks and use culturally responsive, inclusive and ethical practices to prevent service-based harm.</p>
Pre-requisite unit	Nil
Competency field	Early Childhood Education and Care
Unit sector	Children's Education and Care
Foundation skills	
Range of conditions	

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Assessment Requirements	
Performance evidence	<p>Learners must demonstrate the ability to:</p> <ul style="list-style-type: none"> • respond to child safety issues, in scenarios and case studies, involving children and staff in early childhood settings • responses will collectively include: <ul style="list-style-type: none"> ○ applying Child Safe Organisations National Principles to create child safe environments ○ describing strategies for positive relationships with children, families and colleagues and explaining how these contribute to a child safe culture ○ identifying opportunities to empower children's voices and uphold children's rights • describe strategies for applying child safe practices to create physically, psychologically and culturally safe environments • recognise unsafe and inappropriate practices and apply knowledge of safe and appropriate practice alternatives
Knowledge evidence	<p>Learners must demonstrate knowledge of:</p> <ul style="list-style-type: none"> • relevant frameworks, standards, laws and principles including: <ul style="list-style-type: none"> ○ National Quality Framework ○ National Quality Standards ○ Child Safe Organisations National Principles and their application ○ Child Safe Standards ○ mandatory reporting and reportable conduct • child safety and wellbeing including: <ul style="list-style-type: none"> ○ importance of stable relationships ○ child voice and sense of agency ○ preventative and protective approaches

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	<ul style="list-style-type: none">○ child FIRST intake services● child rights including:<ul style="list-style-type: none">○ United Nations Convention on the Rights of the Child○ upholding children's rights○ listening to children's voices○ the concept of 'best interest of the child'○ child safety as everyone's responsibility and role requirements● personal reflection on assumptions, culture, values and belief systems including:<ul style="list-style-type: none">○ challenging biases and stereotypes○ cultural humility● child development including:<ul style="list-style-type: none">○ how development supports safety○ knowing typical development across the domains○ the role of relationships○ developmental age and implications for safety● factors impacting vulnerability including:<ul style="list-style-type: none">○ child factors○ developmental factors○ intersectionality○ environmental factors○ relational factors○ societal/systemic factors○ cultural and inclusion considerations● features of environments that support child safety, safety wellbeing and belonging including:<ul style="list-style-type: none">○ active supervision○ child safe routines○ design of spaces
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	<ul style="list-style-type: none"> ○ culturally safe and inclusive practice ○ physical and psychological safety ● recruitment practices, policies and governance ● ethical practice, values-based decision making and boundary maintenance ● positive, respectful interactions with children and families ● recognising and supporting children with increased vulnerability or diverse needs ● safe inclusive work environments and culture ● empowering children to express concerns and make choices ● building the service’s digital literacy and safety ● teaching children consent, boundaries and body safety ● positive behaviour support and recognising inappropriate discipline
<p>Assessment conditions</p>	<p>Assessment of performance evidence may be in a workplace setting or an environment that accurately represents a real workplace. Assessment must ensure access to:</p> <ul style="list-style-type: none"> ● suitable ● workplace or simulated conditions that ● scenarios ... <p>Assessors must satisfy the Standards for Registered Training Organisations (RTOs) /AQTF mandatory competency requirements for assessors.</p>
<p>Unit mapping information</p>	<p>No equivalent unit.</p>
<p>Links</p>	<p>Companion volumes, including implementation guides, are found on the national training register -</p>