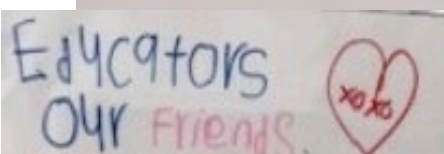




IMAGINE EDUCATION GROUP – UNIVERSAL PRINCIPLE & CHILD SAFE STANDARDS: ORGANISATIONAL OVERVIEW AND PRACTICE

This document provides a comprehensive overview of the actions, governance, policies, training and cultural practices that demonstrate Imagine Education Group's organisation-wide commitment to the Child Safe Standards and children's safety



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IMAGINE EDUCATION GROUP – UNIVERSAL PRINCIPLE & CHILD SAFE STANDARDS: ORGANISATIONAL OVERVIEW AND CURRENT PRACTICE

Imagine Education Group is committed to providing a universal principle and child-safe standards, child-centred, and culturally safe environment where the rights, safety and wellbeing of every child are upheld at all times. Child safety is embedded across leadership, culture, policies, staffing, daily practices, curriculum, family partnerships and governance systems.

The organisation has zero tolerance for child abuse, harm, neglect, or unsafe practice, and holds every employee accountable for upholding the highest standards of professional conduct, protective practice and ethical behaviour.

This commitment applies to all children, including Aboriginal and Torres Strait Islander children, children with disability, children from culturally and linguistically diverse backgrounds, LGBTQIA+ children, and those with additional vulnerabilities. We honour children's rights to safety, voice, identity, inclusion and participation.

1. ORGANISATIONAL COMMITMENT TO CHILD SAFETY AND WELLBEING

Imagine Education Group demonstrates a strong, proactive and consistent approach to building and maintaining a child-safe culture across all centres. The recently revised 2.01 Child Safety and Wellbeing Policy reflects this commitment, including strengthened language, alignment to Child Safe Standards and the addition of the Universal Principle to ensure cultural safety for Aboriginal and Torres Strait Islander children. The policy review completed on 3 November 2025 reinforced clarity, alignment and expectations across the organisation.

Child safety is recognised as a shared responsibility. All employees are expected to understand, uphold and act in accordance with Child Safe Standards, reporting obligations and professional conduct guidelines at all times.

2. CHILD SAFETY & WELLBEING COMMITTEE – GOVERNANCE, LEADERSHIP AND OVERSIGHT

The Child Safety & Wellbeing Committee provides organisational leadership, oversight and accountability for all child safety matters across Imagine Education Group. This committee ensures a cohesive, consistent and evidence-informed approach to Child Safe Standards across all services.

The Committee's responsibilities include:

- Leading the strategic direction and implementation of the Child Safe Standards across all centres

- Ensuring policies, training, resources and practices align with safety and wellbeing expectations
- Monitoring organisational readiness, centre compliance and cultural alignment
- Reviewing centre feedback, incident trends, concerns and data to identify risks and improvement needs
- Overseeing the design, delivery and review of child safety programs for children, staff and families
- Ensuring child safety remains a standing organisational priority
- Reporting key updates, progress and risks to the CEO and Executive Team

Committee Membership & Roles

The Committee includes specialist representation to ensure broad expertise and cultural accountability:

- Chief Executive Officer – organisational oversight, authorisation and accountability
- Child Safety Development Lead – leads implementation planning, communication, resource development and centre support
- Training Manager – ensures training programs reflect Child Safe Standards and oversees capability building
- Cultural Guidance Representative – ensures cultural safety for Aboriginal and Torres Strait Islander children through the Universal Principle
- Circle of Safety and Wellbeing Representation – supports trauma-informed, relationship-based and emotionally safe practice

Additional expertise is invited into meetings as needed, such as Compliance, Centre Directors, Operations or pilot site representatives, to ensure informed decision-making and practical operational application.

Meeting Frequency & Reporting Flow

- Committee meets regularly, with increased frequency during key rollout or high-need periods
- Progress and actions are documented and monitored
- Key updates and decisions are communicated to Centre Directors and leadership teams through formal communication channels

Implementation to Centres

Committee decisions flow to centres through:

- Policy and guideline updates
- Training and capability-building resources
- Centre Director and Educational Leader briefings
- Implementation guides and staged rollout plans
- Centre Child Safety Review and Action Plans

This governance structure ensures Child Safe Standards are not only documented, but consistently understood, embedded and enacted from executive leadership through to daily educator practice.

3. LEADERSHIP, GOVERNANCE AND ORGANISATIONAL SYSTEMS SUPPORTING CHILD SAFETY

Child safety is embedded within Imagine Education Group's leadership and operational systems, ensuring oversight, accountability and consistent support across all services. Current structures include:

- **Centre Leadership Structure** – Centre Directors, Assistant Directors and Educational Leaders receive non-contact time to support staff, maintain oversight of practice, uphold standards and respond to concerns immediately.
- **Operational Support Managers** – Provide regular service support, monitoring and leadership coaching to strengthen child-safe culture and practice.

- **Training Team** – Delivers targeted in-centre and virtual training, capability building and staff development aligned to identified needs.
- **Curriculum & Pedagogy Team** – Provides modelling and guidance to embed safe, respectful, relationship-driven and child-centred practice.
- **Compliance and Record-Keeping Systems** – LMS tracks training completion and renewal; intelliHR holds signed policies, compliance records and performance monitoring information.
- **CCTV in Centres** – Ensures transparency and safety for children, families and educators and provides objective evidence if concerns arise.

4. POLICY FRAMEWORK SUPPORTING CHILD SAFETY

The 2.01 Child Safety and Wellbeing Policy outlines expectations for safe conduct, reporting, induction and unacceptable behaviour. It reinforces that:

- Child safety is the highest priority at all times
- Children have the right to feel safe, be safe and be heard
- Staff must identify, respond and report any concerns about child safety
- Cultural safety for Aboriginal and Torres Strait Islander children must be upheld
- Thorough staff and volunteer screening is required
- Code of Conduct and performance management apply for breaches
- Complaint and incident response requirements are clear and mandatory

This policy is supported by related organisational policies including: 1.04 - Code of Conduct, 3.06 - Interactions with Children, 8.06 - Recruitment and Screening, 2.02 - Reporting Disclosures of Significant Harm or Suspected Risk of Significant Harm, 7.11 – Providing a Child Safe Environment, and 3.01 – Positive Behaviour Support & Positive Participation Plan procedure.

5. CHILDREN’S SAFETY, RIGHTS, VOICE AND PARTICIPATION

Children are supported to understand their rights, express their voice and participate in decision-making about their safety and wellbeing. Children are taught that they have the right to feel safe, be respected, belong, say no and seek help.

A structured Child Safety and Wellbeing Children’s Program is being introduced across the organisation, commencing with a NSW pilot to refine before national rollout. This includes:

- **Children’s Voices Project** gives children the opportunity to express “How We Feel Safe in Our Community”, with “community” meaning their centre, home, and local neighbourhood. Under the standard organisational title Children’s Voices, each centre will capture and document children’s ideas, thoughts, and expressions of safety.
- **Protective Behaviours Program (Safe Series)** – Uses books, posters, animations and learning experiences to explore body safety, consent, safe and unsafe feelings, safe adults and help-seeking.

6. FAMILY AND COMMUNITY PARTNERSHIPS

Families and community play a vital role in child safety. Imagine Education Group actively partners with families by:

- Communicating proactively about protective behaviours programs and safety initiatives
- Providing families with clear information about expectations, programs and reporting pathways
- Promoting shared protective language between home and centre
- Encouraging family input and feedback on safety and wellbeing initiatives

This approach builds confidence, alignment and shared responsibility for children's safety.

7. CULTURAL SAFETY & AWARENESS, EQUITY AND INCLUSION

Imagine Education Group is committed to culturally safe environments that uphold the identity, strengths and rights of every child. The Universal Principle is embedded into the organisation's approach to ensure cultural safety for Aboriginal and Torres Strait Islander children.

This commitment includes:

- Respecting and valuing Aboriginal and Torres Strait Islander histories, cultures and perspectives
- Seeking cultural guidance to inform programs and practice
- Ensuring diversity is authentically represented across environments, resources and learning experiences
- Upholding equity and inclusion for all children, including those with disability, diverse family structures, cultures, languages, identities and needs

8. STAFF TRAINING, CAPABILITY, INDUCTION AND PROFESSIONAL RESPONSIBILITY

Child safety is strengthened when staff are well-trained, confident and supported with ongoing capability development. Imagine Education Group has a structured professional learning system designed to build and maintain a high standard of safe practice across all centres.

Learning Management System (LMS)

The Imagine Education Group LMS is the central platform for all training related to child safety, compliance, pedagogy, wellbeing and professional development. It provides:

- Access to required training modules
- Individual staff accounts and course enrolments
- Automated tracking of completion, expiries and renewal dates
- Reporting for Centre Directors and Operational Support Managers

All staff must maintain an active LMS login and complete required training within set timeframes. Course completion is recorded and forms part of ongoing employment and performance expectations.

Training Categories and Completion Requirements

Training is separated into three categories, each with clear expectations:

1. Regulatory Training (Legislative Requirement)

Compulsory for all staff to meet regulatory and legal obligations. These modules provide essential knowledge to ensure the safety, protection and wellbeing of children.

- Child Protection
- Child Safe Standards
- Safe Sleeping

Expectation:

Completed upon commencement and refreshed as required.

2. Mandatory Training (Organisation-Required for Safe Practice)

Required for all staff to uphold Imagine's safety, wellbeing and quality standards. These modules strengthen daily practice ensuring children are safe, supported and supervised.

Mandatory courses include:

- Responsible Person (role-specific)
- Administration of Medication
- Medical Conditions
- Overview of 3a
- The Prepared Environment
- Active Supervision
- Child Safe Environments
- Appropriate Behaviour Guidance and the Educator

Expectation:

Completed within required timeframes, with recertification when updates occur. Completion is monitored through the LMS.

3. Elective Professional Development (Capability & Practice Enhancement)

Electives extend professional knowledge and strengthen educators' ability to support children's safety, behaviour, wellbeing and inclusion.

Electives include topics such as:

- Professional Boundaries and Ethical Conduct
- Trauma, Violence and Abuse
- Creating a Caring Community
- Observing Behaviours
- Children and Stress
- Strength-Based Approaches
- Emotional Regulation and Social-Emotional Learning
- Inclusive Practice, Neurodiversity and Sensory Processing

Expectation:

Selected based on educator development needs, reflection outcomes, centre priorities and leadership recommendations.

New Build Induction Training for All New Employees

All new employees are required to complete a "New Build Induction Training" package before working directly with children. This ensures new staff are prepared, safe, informed and aligned with Imagine's expectations from day one.

This includes:

- Introduction to Imagine Education Group values, conduct and child-safe culture
- Completion of key regulatory and mandatory modules required for safe practice
- Code of Conduct and expected professional behaviour
- Reporting obligations and escalation pathways for concerns
- Supervision expectations and safe practice standards

Expectation:

Essential induction modules must be completed prior to commencing unsupervised work with children. Centre Leadership must verify completion.

Support for New Employees and Ongoing Learning

- Centre Directors and leadership teams provide onboarding support and dedicated time for training
- New educators are paired with an experienced “buddy” for mentoring and modelling safe practice
- Leaders conduct regular check-ins during the first 90 days to support understanding and application of training
- Ongoing professional development and coaching reinforce key child safety practices

Accountability, Tracking and Renewal

- Staff must complete required training within allocated timeframes
- Centre Directors and OSMs monitor LMS reports and follow up with staff
- Staff may not work with children if induction or core regulatory training is incomplete
- Training completion forms part of performance expectations

9. SAFE PRACTICE EXPECTATIONS FOR ALL STAFF

Child safety is upheld through daily interactions, conduct and vigilance. Clear organisational expectations for all staff include:

- Zero tolerance for physical, emotional or psychological harm
- No manhandling, intimidation, shaming or distressing behaviour
- Immediate intervention when unsafe practice is seen or heard
- “See it, Hear it, Stop it, Report it” – every educator must act
- Staff who protect a child will be supported

CCTV supports safe, transparent and ethical practice across all centres.

10. CONTINUOUS IMPROVEMENT AND ACCOUNTABILITY

Continuous improvement ensures practices remain current, effective and aligned to best practice. This includes:

- Scheduled policy reviews and updates as needed
- Embedding child safety reflective questions into leadership and team discussions
- Staged and evaluated rollout of programs across states
- Centre-level Child Safety Review and Action Plans

11. CHILDREN'S VOICE, AGENCY AND PARTICIPATION IN SAFETY

Children's voices are central to Imagine Education Group's approach to child safety. We recognise children as active contributors with the right to share their thoughts, feelings, ideas and experiences about what safety means to them. Children's voice is embedded across programs, environments, relationships and decision-making so that children feel seen, heard, valued and respected.

Child voice is not a single initiative — it is a daily practice. Educators intentionally listen to children, document their perspectives and respond through meaningful action, ensuring children understand that their voice leads to change.

Our commitment to children's voice includes:

Actively seeking children's permission to use visuals or personal documentation (e.g. photos & artwork/drawings)

- Actively seeking children's perspectives on safety, belonging, relationships, wellbeing and their environment through meaningful conversations, play-based learning, visual tools, small group discussions and reflective experiences.
- Honouring different forms of communication, recognising that children express themselves through language, behaviour, play, drawing, gesture, emotion and storytelling.
- Documenting children's thinking through displays, books, projects and shared reflections that elevate their contributions and show that children's voices influence practice.
- Embedding children's ideas into centre decisions, such as co-creating safety expectations, adapting routines, shaping room environments and informing wellbeing approaches.
- Ensuring feedback loops, where educators show children how their ideas have been heard and applied, building trust and confidence to speak up.

Abecedarian Approach Australia (3a) & Enriched Caregiving

The Abecedarian Approach Australia (3a), including **Enriched Caregiving**, strengthens children's voice by embedding rich, responsive, relationship-based and language-focused interactions into everyday practice. Educators:

- Tune into children's cues, emotions and interests to understand the messages behind their behaviour and communication.
- Use intentional language and conversation to help children express thoughts, feelings and ideas confidently, including about safety and wellbeing.
- Support children's emotional literacy and vocabulary so they can communicate needs, set boundaries and seek help.
- Build secure, trusting relationships that create the psychological safety children need to share their voice.

Enriched Caregiving ensures that routine moments, mealtimes, transitions, and care routines are used **intentionally to build connection, trust, belonging, and emotional safety** for every child. This approach strengthens relationships and supports children to feel safe, seen, and valued throughout their day. Educational posters and information sheets continue to reinforce this practice, and support educators in confidently communicating what Enriched Caregiving looks like in action.

Circle of Security – Strengthening Emotional Safety

Educators draw on **Circle of Security** principles to create secure attachment relationships, respond to children's emotional needs, and provide consistent comfort, reassurance and co-regulation. This foundation of emotional safety directly supports children to speak up, share worries, communicate needs and seek help.

Why children's voice matters for safety

Children who feel heard and respected are more likely to:

- Speak up when something doesn't feel right.
- Tell a trusted educator if they feel unsafe or uncomfortable.
- Assert personal boundaries and recognise unsafe behaviour.
- Engage confidently in learning, relationships and community.

By consistently seeking, valuing and acting on children's voices, Imagine Education Group fosters a culture where children are empowered, respected and confident to express their ideas and concerns — a core requirement of Child Safe Standards.

12. AEDC Data – Informing Community-Responsive Practice

Imagine Education Group uses Australian Early Development Census (AEDC) data to understand the strengths and vulnerabilities within the communities we serve. AEDC community-level trends guide decision-making, program planning and family support strategies, ensuring our practices respond to local needs rather than applying a one-size-fits-all approach. Centres consider AEDC data when shaping learning programs, wellbeing initiatives, protective behaviours education, staffing supports and family engagement strategies, particularly in communities identified as developmentally vulnerable. By aligning curriculum, professional learning and family partnerships with AEDC insights, we strengthen early intervention, promote equitable outcomes and ensure every child and family is supported in ways that are relevant, respectful and responsive to their community context. <https://www.aedc.gov.au/>

SUMMARY OF CURRENT ACTIONS

Imagine Education Group demonstrates a comprehensive, proactive and organisation-wide commitment to Child Safe Standards through a multi-layered approach that embeds safety into every level of practice, decision-making and culture.

Current actions that uphold child safety include:

- Strong organisational governance and accountability through an active Child Safety & Wellbeing Committee, Executive oversight and clear leadership responsibilities.
- A clear, current and culturally aligned policy framework that reflects Child Safe Standards, the Universal Principle and expectations for safe conduct, reporting and cultural safety.
- Rigorous staff screening, onboarding and induction processes, including Working with Children Checks, reference checks, policy acknowledgements and New Build Induction Training prior to working with children.

- A structured and monitored LMS training program that ensures all staff complete required Regulatory and Mandatory training, with capability building supported through targeted Elective development.
- Child-centred practices that promote safety, rights, voice, agency and empowerment, including the Abecedarian Approach, Enriched Caregiving, Circle of Security-informed practice and intentional strategies for capturing and acting on children's views.
- Strong family and community partnerships that support transparency, shared responsibility, open communication, and collaboration around child safety, wellbeing and protective behaviours.
- Cultural safety embedded across policy, practice and learning, ensuring inclusive, respectful, identity-affirming and culturally safe environments for all children, particularly Aboriginal and Torres Strait Islander children.
- Daily educator conduct expectations reinforced through professional standards, training, mentoring, supervision and CCTV to ensure safe, respectful and ethical interactions at all times.
- Continuous review, reflection and improvement, including ongoing policy reviews, internal monitoring, feedback cycles, emerging-needs response, and staged rollout of initiatives to strengthen practice over time.
- Alignment of leadership, curriculum, professional learning and pedagogy to strengthen safe, responsive, relationship-driven and emotionally secure learning environments.
- Clear reporting and escalation pathways, ensuring all staff know how to identify, respond to and report concerns involving child safety, with zero tolerance for unsafe practice.
- Use of AEDC community data to inform centre planning, early intervention strategies and family engagement, ensuring programs and supports respond to the specific developmental needs and vulnerabilities within each community.

Child safety is not a standalone initiative or policy. It is fully embedded into the culture, relationships, curriculum, leadership, professional expectations, daily practice and decision-making across Imagine Education Group. It is reflected in how we interact with children, support families, train and guide staff, design learning environments and uphold our commitment to every child's right to feel safe, be safe and have a voice.

Educational Linking by Section

Section 1: Organisational Commitment to Child Safety and Wellbeing

Links to Child Safe Standards 1, 5, 6 and 9 — embedding safety within governance, leadership and policy.
Aligned with NQS 7.1.2 and 7.2.1 through continuous improvement and accountability structures.
Supported by Regulations 168(2)(a) and 155–156, ensuring ethical conduct and child-safe environments.

Section 2: Child Safety & Wellbeing Committee – Governance, Leadership and Oversight

Links to Child Safe Standards 1, 5 and 10 — establishing leadership accountability, monitoring, and system-wide oversight.
Reflects NQS 7.1.2 and 7.2.1 through strong governance, communication and review processes.
Supported by Regulation 168(2)(a) requiring clear child safety policies and implementation plans.

Section 3: Leadership, Governance and Organisational Systems Supporting Child Safety

Links to Child Safe Standards 1 and 10 — embedding safety through organisational systems, roles and supervision structures.
Aligns with NQS 4.2.2 and 7.2.1, ensuring professional accountability and coordinated leadership.
Supported by Regulations 84A and 168(2)(a) relating to safe conduct and procedural oversight.

Section 4: Policy Framework Supporting Child Safety

Links to Child Safe Standards 5, 6 and 7 — ensuring all policies and procedures promote safety, reporting and ethical practice.
Reflects NQS 2.2.2 and 7.1.2 through robust documentation and conduct expectations.
Supported by Regulations 73–76 and 168(2)(a), requiring documented programs and child-safe policies.

Section 5: Children’s Safety, Rights, Voice and Participation

Links to Child Safe Standards 2 and 4 — empowering children’s participation and respecting diverse identities.
Aligns with NQS 5.1.1 and 5.1.2 through responsive, respectful relationships that uphold rights.
Supported by Regulation 155–156 ensuring positive, protective interactions with children.

Section 6: Family and Community Partnerships

Links to Child Safe Standards 3 and 6 — building trust, transparency and shared responsibility for child safety.
Reflects NQS 6.1.2 and 6.2.3 through active collaboration with families and communities.
Supported by Regulation 168(2)(a) requiring engagement through accessible information and policy sharing.

Section 7: Cultural Safety & Awareness, Equity and Inclusion

Links to Child Safe Standards 4 and 9 — embedding cultural safety, inclusion and continuous reflection.
Aligns with NQS 1.1.1, 3.1.1 and 5.1.2 to promote belonging, identity and respectful practice.
Supported by Regulation 155 ensuring equity, respect and cultural responsiveness.

Section 8: Staff Training, Capability, Induction and Professional Responsibility

Links to Child Safe Standards 5, 6 and 8 — ensuring staff are trained, supported and equipped to protect children.
Reflects NQS 4.2.2 and 7.2.1 through professional learning, accountability and leadership oversight.
Supported by Regulation 84A and 168(2)(a) outlining mandatory training and safe practice systems.

Section 9: Safe Practice Expectations for All Staff

Links to Child Safe Standards 5, 6 and 8 — defining clear behavioural expectations and reporting responsibilities.
Aligns with NQS 4.2.2 and 5.1.1 ensuring professionalism, trust and protective relationships.
Supported by Regulations 155–156 reinforcing respectful conduct and duty of care.

Section 10: Continuous Improvement and Accountability

Links to Child Safe Standards 9 and 10 — driving ongoing evaluation, monitoring and improvement.
Reflects NQS 7.1.2 and 7.2.1 through leadership review and organisational reflection.
Supported by Regulation 168(2)(a) ensuring documented, reviewed and implemented policy practices.

Section 11: Children’s Voice, Agency and Participation in Safety

Links to Child Safe Standards 2 and 4 — promoting inclusion, empowerment and the right to be heard.
Aligns with NQS 5.1.1 and 5.1.2 supporting responsive, respectful communication and advocacy.
Supported by Regulation 155–156 ensuring children’s dignity and participation are upheld.

Section 12: AEDC Data – Informing Community-Responsive Practice

Links to Child Safe Standards 3 and 9 — using data to strengthen responsiveness, inclusion and continuous improvement.

Aligns with NQS 6.1.2 and 7.2.1 supporting reflection, planning and evidence-based decision-making.

Supported by Regulation 73–76 ensuring programs are informed, contextual and child-focused.

Summary of Current Actions

Links to all ten Child Safe Standards — demonstrating a unified, organisation-wide approach to embedding safety in culture, systems and daily practice.

Aligns with NQS 7.1.2 and 7.2.1 through leadership, review and accountability.

Supported by Regulation 168(2)(a) ensuring implementation of child-safe governance across all services.