Providing a Safe Environment Policy & Procedure

Policy Relevant to: All Staff in LDC centres and OCHC services
Last Reviewed: July 2019
Next Review: July 2022
NQF Reference: National Law section 3, 167, 171
National Regulations 77, 78, 81 - 88, 97, 99, 100, 103, 168
NQS 2.1.1; 2.2; 2.2.1;, 3.1; 3.1.1; 3.1.2; 3.2; 3.2.1; 3.2., 4.1.2

Goal

Adventure Patch will at all times ensure, as far as practicable, a safe environment is provided for children being educated and cared for by the service.
Providing a safe environment for children requires a holistic approach – encompassing a child's physical, social and emotional wellbeing.

Responsibilities

Every child has the right to be safe. A secure and predictable environment supports a child's sense of safety, security and wellbeing. The maintenance and cleanliness of the physical environment, including buildings, furniture and equipment impacts directly on the safety of children and others attending the service.

Adventure Patch will implement appropriate safety precautions to ensure that as many unintentional injuries as possible are prevented (*THREE – Guide to the National Quality Standard,* page 92). In implementing the five outcomes of the National Quality Framework, educators will provide children with a holistic, safe and secure environment.

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of well being
- Children are confident and involved learners
- Children are effective communicators

In providing a safe environment the service will:
- Maintain and adapt the physical environment of the service, including facilities, to support safe and equitable access and participation by all children who attend the service.
- The environment and experiences offered will be arranged to avoid overcrowding and support all children to engage positively with their environment. The environment will be a welcoming space that reflects and enriches the lives and identities of the children and families participating in the setting, in response to their interests and needs (*Framework for School Age Care,* page 15).
- Implement hazard checklists and risk assessments to monitor the environment and the maintenance of buildings and equipment.
- Support staff to develop an awareness of, and be able to identify the difference between, a hazard and a risk within the education and care environment. (A **hazard** is something a child does not see; whereas a **risk** is a challenge a child can see and chooses to undertake or not. Eliminating risks may lead to a child's inability to assess danger).

Providing a Safe Environment Policy & Procedure

- Where required by law, ensure those who come into contact with children hold a valid safety screening clearance or current Working with Children Check. In addition to this, the service will exclude, to the best of its ability, any *inappropriate persons (*as defined in the *Education and Care Services National Law* section *171)* from the education and care service premises.
- Provide a tobacco, drug and alcohol free environment.

- Only permit a child to leave the service:
  - Where they are given into the care of:
  - A parent; or
  - An authorised nominee named in the child's enrolment record; or
  - A person authorised by a parent or authorised nominee named in the child's enrolment record to collect the child from the service; or
  - With written permission of the child's parent or authorised nominee named in the child's enrolment record; or
  - On an excursion with written permission of the child's parent or authorised nominee named in the child's enrolment record; or
  - As they require medical, hospital or ambulance care or treatment or another emergency.
- Provide a safe, age appropriate environment that caters to the individual needs of each child, including their need for sleep or rest. Where applicable, ensure equipment provided meets relevant Australian Standards (i.e. cots; highchairs).
- Implement hygienic practices in-line with the service's relevant policies and procedures.
- Manage and practice incidents and emergencies in line with relevant policies and procedures.
- Implement appropriate supervision practices, including the maintenance of ratios, in line with the service's Supervision Policy.
- Each service will have their own outdoor supervision plan which reflects their individual environment and organisation philosophy.
- Ensure staffing arrangements support a safe and predictable environment for children; to support children to be and feel physically and emotionally safe within the environment (also refer to the service's Staffing Policy and Procedure).

Refer to Policy

Administration of First Aid Policy and Procedure
Child Protection Policy and Procedure;
Delivery and Collection of Children Policy and Procedure;
Emergency and Evacuation Policy and Procedure;
Incident, Injury, Trauma and Illness Policy and Procedure;
Infectious Disease Policy and Procedure;
Medical Conditions Policy and Procedure
Nutrition Policy and Procedure
Sleep and Rest, Staffing Policy and Procedure
Sun Protection Policy and Procedure
Supervision Policy and Procedure
Water Safety Policy and Procedure