



Australian Children's  
Education & Care  
Quality Authority

These guidelines are part of a series intended to assist in the development of your service's policies and procedures required under regulations 168 and 169. They set out the main components to be included in your policies and procedures, and considerations for each component.

They should guide how you develop your policies and procedures, and are not an exact format to be followed.

# PROVIDING A CHILD SAFE ENVIRONMENT

## POLICY GUIDELINES

Under the *Education and Care Services National Regulations*, an approved provider must ensure that policies and procedures are in place for providing a child safe environment (regulation 168) and take reasonable steps to ensure those policies and procedures are followed (regulation 170).

All children have the right to experience quality education and care in a safe and healthy environment, be it physical, emotional or social.

Your policy should provide a clear set of guidelines to ensure:

- children at the service are provided with a safe environment at all times
- approved providers, nominated supervisors, educators and other staff at a service meet their legislative obligations to prevent harm and hazard towards children
- there is timely and effective identification of, and response to, children who may be at risk of or who are experiencing abuse or neglect.

When developing your policies and procedures for providing a child safe environment, you will need to consider the physical environment, and staffing, supervision and child protection requirements.

In addition to meeting your obligations under the *Education and Care Services National Law* and *Education and Care Services National Regulations*, you may need to consider other applicable state and territory requirements. For example, child protection laws and child safe standard requirements may apply in your jurisdiction.

Your policies and procedures should address these requirements, as well as quality practices relating to providing a child safe environment that align with the National Quality Standard.

Every service is different so it is not sufficient to apply generic policies and procedures to multiple services. You will need to contextualise your policies and procedures to your service's operations and its unique context.

### 1. Title

***Providing a child safe environment policy***

### 2. Policy statement

The policy statement will reflect your service's philosophy about providing a child safe environment.

*For example:*

Children's safety and wellbeing are paramount at our service and will be fostered through responsive relationships, engaging experiences and a safe and healthy environment.

### 3. Background

Your policy needs to include a statement of why this policy is in place.

For example:

The *Education and Care Services National Regulations* require approved providers to ensure their services have policies and procedures in place for providing a child safe environment to minimise risk of harm and hazard to children attending education and care services.

### 4. Legislative requirements

Your policy must be consistent with, and refer to, legislative requirements for providing a child safe environment.

Examples include, but are not limited to:

Section/regulation	Description
<b>Section 165</b>	Offence to inadequately supervise children
<b>Section 166</b>	Offence to use inappropriate discipline
<b>Section 167</b>	Offence relating to protection of children from harm and hazards
<b>Regulation 82</b>	Tobacco, drug and alcohol-free environment
<b>Regulation 83</b>	Staff members and family day care educators not to be affected by alcohol or drugs
<b>Regulation 84</b>	Awareness of child protection law
<b>Regulation 103</b>	Premises, furniture and equipment to be safe, clean and in good repair
<b>Regulation 115</b>	Premises designed to facilitate supervision
<b>Regulation 122</b>	Educators must be working directly with children to be included in ratios
<b>Regulation 123</b>	Educator to child ratios – centre-based services
<b>Regulation 123A</b>	Family day care co-ordinator to educator ratios – family day care service
<b>Regulation 124</b>	Number of children who can be educated and cared for – family day care educator
<b>Regulation 165</b>	Record of visitors
<b>Regulation 166</b>	Children not to be alone with visitors
<b>Regulation 167</b>	Record of service's compliance
<b>Regulation 168</b>	Education and care services must have policies and procedures
<b>Regulation 169</b>	Additional policies and procedures – family day care service
<b>Regulation 170</b>	Policies and procedures to be followed
<b>Regulation 171</b>	Policies and procedures to be kept available
<b>Regulation 172</b>	Notification of change to policies or procedures
<b>Regulation 175 (d)(e)</b>	Prescribed information to be notified to Regulatory Authority

When writing your policy you will need to break down what is required under each regulation and how your service will meet these requirements. How these work in practice will be contained in your procedures.

As you reflect on the ***Providing a child safe environment policy***, it might highlight the need to split its various areas into different policies and procedures that can be readily accessed by all staff members to follow. For example, you may wish to have separate policies for *Recruitment and induction of educators and staff*, *Staff performance* and *Child protection*.

## 5. Principles to inform your policy

All decision-making should be carried out in accordance with the principles of your service's **Providing a child safe environment policy**. Examples of principles could include, but are not limited to:

- All children attending our service are provided with a safe environment.
- Children's wellbeing is paramount and children will be actively involved in decision-making to provide an environment that encourages them to reach their potential.
- Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.
- At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
- Procedures to effectively manage incidents and emergencies are in place and regularly rehearsed.
- Nominated supervisors, educators and staff members at the service who work with children are advised of the existence and application of the current child protection law (or child safe standards, where applicable) and any obligations that they may have under that law.
- Where the program involves simultaneous use of indoor and outdoor environments, educators will effectively supervise children in both environments.

### Considerations for supervision

Children of different ages and abilities will require different levels of supervision, privacy and autonomy. Generally, the younger the children are, the greater the need for an adult to be close by to support and assist them.

For young children, adequate supervision may involve children remaining in close proximity to the adult who is supervising them. Supervision of infants and toddlers who are sleeping is ensured when educators can see and hear them.

For older children, it is important to balance the need for close supervision with respect for their age and developing independence. Services for school age children may also need to consider:

- the location of children's toilets and how children will be supervised when visiting and returning from the toilets
- supervision during the transition between school and the outside school hours care (OSHC) service
- supervision of children's transportation to and from the OSHC service.

Note that supervision is facilitated by the physical design and maintenance of the premises (regulation 115), the supervision practices of educators (section 165), and educator ratios (regulations 122–124).

Also be mindful that the **Providing a child safe environment policy** and **procedures** are closely aligned with most of your policies, especially your *Excursions policy* and *procedures*, as children's health and safety are paramount.

## 6. Key terms

To make it easier for your audience, provide definitions of key terms that may not be used every day. For example:

Term	Meaning	Source
<b>ACECQA – Australian Children's Education and Care Quality Authority</b>	The independent national authority that works with all regulatory authorities to administer the National Quality Framework, including the provision of guidance, resources and services to support the sector to improve outcomes for children.	<a href="http://acecqa.gov.au">acecqa.gov.au</a>
<b>Mandatory reporting</b>	The legislative requirement for selected classes of people to report suspected child abuse and neglect to government authorities.	State/territory based child protection legislation
<b>Reasonably believes</b>	Believes on grounds that are reasonable in the circumstances.	Schedule 3, <i>Child Protection Act 1999</i> (Queensland)
<b>Reasonable grounds</b>	Suspect that a child may be at risk of significant harm based on your observations of the child or what has been reported to you about a child.	Schedule 3, <i>Child Protection Act 1999</i> (Queensland)
<b>Reasonably suspects</b>	Suspects on grounds that are reasonable in the circumstances.	Schedule 3, <i>Child Protection Act 1999</i> (Queensland)

<b>Responsible person</b>	In relation to an education and care service, means a person referred to in section 162(1)(a) to (c) of the <i>Education and Care Services National Law</i> .	National Law
<b>Reportable conduct</b>	Certain organisations or entities have legal obligations under Reportable Conduct Schemes.  Under these Schemes, certain organisations or entities are required to notify and investigate certain allegations (reportable allegations) of abuse involving a child, when the allegation is against someone they employ, engage or contract in circumstances outlined by the legislation.	State/territory based child protection legislation
<b>Rights of the child</b>	Human rights belonging to all children, as specified in the United Nations Convention on the Rights of the Child.	Guide to the NQF
<b>Wellbeing</b>	Sound wellbeing results from the satisfaction of basic needs – the need for tenderness and affection; security and clarity; social recognition; to feel competent; physical needs and for meaning in life. It includes happiness and satisfaction, effective social functioning and the dispositions of optimism, openness, curiosity and resilience.	Guide to the NQF
<b>Working directly with children</b>	A person is working directly with children at a given time if at that time the person: <ul style="list-style-type: none"> <li>• is physically present with the children, and</li> <li>• is directly engaged in providing education and care to the children.</li> </ul>	National Regulations
<b>Working with children / working with vulnerable people check (WWCC/WWVP)</b>	A notice, certificate or other document granted to, or with respect to, a person under a working with children law to the effect that: <ul style="list-style-type: none"> <li>• the person has been assessed as suitable to work with children; or</li> <li>• there has been no information that if the person worked with children the person would pose a risk to the children; or</li> <li>• the person is not prohibited from attempting to obtain, undertake or remain in child-related employment.</li> </ul>	National Law

## 7. Links to other policies

Refer to related policies and procedures, for example:

- Delivery of children to, and collection from, education and care service premises
- Emergency and evacuation
- Incident, injury, trauma and illness
- Interactions with children
- Dealing with medical conditions in children
- Nutrition, food and beverages, dietary requirements
- Sun protection
- Water safety
- Visitors to FDC residences and venues while education and care is being provided to children
- Sleep and rest for children
- Safe transportation of children
- Excursions

## 8. Induction and ongoing training

State information about induction training and frequency of ongoing training and information sharing to assist managers, co-ordinators, educators and other staff to fulfil their roles effectively.

## 9. Policy created/reviewed

Include the date the policy was created, reviewed or changes were made.

## 10. Monitoring, evaluation and review

State when the policy will be reviewed and who will be responsible for this.

## 11. Checklist

- Have you referenced the relevant regulations and are these reflected in the policy?
- Does the title provide a clear and concise statement identifying the intent of the policy?
- Have you checked the policy requirements and referenced related legislation that applies to your service type?
- Does your policy statement provide a framework for decision-making and ensure consistent practice?
- Does your policy statement reflect your service philosophy?
- Is it clear why this policy exists?

# PROCEDURES GUIDELINES

Under the *Education and Care Services National Regulations*, an approved provider must ensure that policies and procedures are in place for providing a child safe environment. These guidelines are part of a series to assist in the development of your policies and procedures required under regulations 168 and 169. They are to guide how you develop your policies and procedures, and are not an exact format to be followed.

Your procedures should be written in clear and concise language, making them easy to read and understand. This makes it easy for anyone within your service to implement.

The steps and guidelines you document will not only guide your practice, but also inform regulatory authorities of roles and responsibilities at the service.

When thinking about your procedures for providing a child safe environment for your service, they need to be practical and achievable. For example, if your procedures state that you develop a culture in which children feel valued, respected and cared for, you will need to make sure steps are in place for this to occur.

## 1. Title

***Providing a child safe environment procedures***

## 2. Reference to policy and philosophy

Here you refer to your ***Providing a child safe environment policy*** as seen in your policy documents. You can reference where you will find the policy to help those looking for it.

Your procedure will also reflect your service's overall philosophy and any supervision and action plans for specific children.

## 3. Procedures

This is where you detail the way you will implement the ***Providing a child safe environment policy***.

It is the 'How to' in your service and includes specific step-by-step procedures for providing a child safe environment.

Some areas that will be outlined here will include:

- where the procedures will be kept
- when they were last reviewed
- templates or documents that might be required and/or used as a part of the procedure (e.g. Safety Check template, working with children forms, notification decision trees)
- systems to monitor the implementation of procedures.

When developing your procedures you will need to consider current legislation in your state or territory in relation to child protection, and ensure that all educators and staff understand how to report their concerns about child protection issues.

You may also need to consider other procedures and how they may need to be adjusted in relation to the ***Providing a child safe environment procedure***. For example, consider how you will ensure children are provided a child safe environment on excursions in relation to supervision, the physical environment and child protection.

As you reflect on the ***Providing a child safe environment policy***, it might highlight the need to split its various areas into different procedures, which will be displayed or accessed by educators and staff to follow in relation to their required actions. For example, you may wish to have separate procedures for *Recruitment and induction of staff*, *Staff performance* and *Child protection*.

## 4. Roles and responsibilities

This is where you will designate specific roles and responsibilities for the people who hold different positions within your service. This needs to align with the *Education and Care Services National Regulations* (see pp. 8–10 below).

It is important to note that it is the legal responsibility of approved providers to ensure systems are in place to minimise risk, and that health and safety procedures are implemented by the responsible people in services, including family day care (FDC) environments (if applicable). Ultimate responsibility lies with the approved provider to ensure their service/s are meeting the requirements under the *Education and Care Services National Law*.

When developing this section consider:

- What are the roles and responsibilities of the approved provider, nominated supervisor, educators, other staff, volunteers, students and families in your service in relation to providing a child safe environment?
- How will you clearly define these roles and expectations and where will it be documented?
- Why are clear and robust procedures for providing a child safe environment important for children’s safety, health and wellbeing?
- How will you learn from the administration of these procedures to improve your practices?
- How will you ensure that the necessary tools are available so the approved provider, nominated supervisor, educators and other staff members can follow the procedures? How will they be made aware of the procedures?
- Do the roles and responsibilities reflect your service type?

An example of roles and responsibilities could include, but is not limited to:

Roles	Responsibilities
<b>Approved provider</b>	<ul style="list-style-type: none"> <li>• ensure that obligations under the <i>Education and Care Services National Law</i> and <i>National Regulations</i> are met</li> <li>• ensure that the <b>Providing a child safe environment policy</b> and <b>procedures</b> are implemented, the appropriate risk assessments and action plans are completed, and all identified actions are taken to minimise the risks to children’s health and safety (also known as a risk minimisation plan)</li> <li>• ensure all educators and staff have undertaken current child protection legislation training, including on mandatory reporting requirements and obligations in their state/territory. If not, develop a plan to ensure training is undertaken in a suitable timeframe</li> <li>• provide an environment that is free from the use of tobacco, illicit drugs and alcohol and ensure no educators or staff are affected by alcohol or drugs (including prescription medication) so as to impair their capacity to supervise or provide education and care to children in the service</li> <li>• take reasonable steps to ensure that nominated supervisors, educators and staff follow the <b>Providing a child safe environment policy</b> and <b>procedures</b></li> <li>• ensure that copies of the policy and procedures are readily accessible to nominated supervisors, co-ordinators, educators and staff, and available for inspection</li> <li>• notify families at least 14 days before changing the policy or procedures if the changes will:               <ul style="list-style-type: none"> <li>• affect the fees charged or the way they are collected or</li> <li>• significantly impact the service’s education and care of children or</li> <li>• significantly impact the family’s ability to utilise the service.</li> </ul> </li> </ul>
<b>Nominated supervisor</b>	<ul style="list-style-type: none"> <li>• implement the <b>Providing a child safe environment policy</b> and <b>procedures</b> and ensure that any plans developed from risk assessments are in place for individual children and are carried out</li> <li>• ensure all educators and staff are aware of current child protection legislation, including the mandatory reporting requirement and obligations in their state/territory</li> <li>• meeting staff to child ratios to ensure adequate supervision</li> <li>• ensure all educators and staff know where to access the <b>Providing a child safe environment policy</b> and <b>procedures</b></li> <li>• ongoing communication with educators and staff about their responsibilities and any changes to policies, procedures and legislation</li> <li>• regularly monitor child protection training schedules and ensure all educators and staff are up-to-date with their training</li> <li>• when required, work collaboratively with appropriate services and/or professionals to support children’s access, inclusion and participation in the program</li> <li>• ensure the safety and wellbeing of children attending the service by keeping a visitors’ record, including signatures and arrival/departure times (a mandatory requirement for FDC services).</li> </ul>

Roles	Responsibilities
<b>Educators</b>	<ul style="list-style-type: none"> <li>• be aware of current child protection legislation, including the mandatory reporting requirements and obligations</li> <li>• implement the <b><i>Providing a child safe environment policy</i></b> and <b><i>procedures</i></b> and ensure that any action plans for individual children are carried out</li> <li>• know the individual needs and action plans for the children in your care</li> <li>• maintain current accredited child protection, first aid and approved CPR, asthma and anaphylaxis training</li> <li>• monitor and maintain staff to child ratios to ensure adequate supervision of children</li> <li>• provide an environment that is free from the use of tobacco, illicit drugs and alcohol (FDC educators)</li> <li>• keep a visitors' record, including signatures and arrival and departure times (mandatory requirement for FDC services).</li> </ul>

The following table will assist you in developing procedures specific to your service’s needs and context. Referring to the *Education and Care Services National Regulations* when you are writing your procedures will assist you to ensure that you are meeting your obligations.

Areas to include in your procedures	Things to consider and outline in each area (this will be specific to the context of your service)	Strategies for monitoring and implementing procedures	Related policy and/or procedures
<p><b>Physical environment</b></p> <p><b>Regs:</b> 82, 83, 165, 166, 168, 170, 171, 172</p> <p><b>QA2:</b> 2.1.2, 2.2.1, 2.2.2, 2.2.3</p> <p><b>QA3:</b> 3.1.1, 3.1.2, 3.2.1</p> <p><b>QA4:</b> 4.1.1</p> <p><b>QA7:</b> 7.1.1, 7.1.2, 7.1.3, 7.2.1, 7.2.3</p>	<ul style="list-style-type: none"> <li>• How you will ensure you are providing a child safe environment, e.g. free from hazards, tobacco, drugs and alcohol.</li> <li>• How regularly you will undertake safety checks of equipment, environment and practices.</li> <li>• How you will set up learning environments to support the safety and wellbeing of children, including in physical and online learning environments.</li> <li>• How you will undertake risk assessments and action plans that will identify potential risks and hazards within the environment and minimise any risks.</li> <li>• Ensuring regular monitoring of the environment and the needs of the children are met, e.g. daily shade patterns, water hazards, UV index, natural disaster impacts (if applicable).</li> <li>• What adjustments may need to be made to your environment to ensure it is safe for children, e.g. supervision, additional or rearrangement of equipment, consideration of group size or ages and abilities of all children accessing the environment.</li> <li>• What precautions may be necessary to protect the safety, health and wellbeing of the children, e.g. excursions in relation to supervision, physical environment and child protection.</li> <li>• How you will keep children safe from hazardous materials, e.g. where and how you store your chemicals for cleaning, repairs, maintenance, replacements.</li> </ul>	<ul style="list-style-type: none"> <li>• Make sure your policy and procedures are available for all to access.</li> <li>• Complete safety checklists and equipment maintenance schedules.</li> <li>• Ensure risk assessments are carried out, reviewed and updated as required (refer to your procedure for developing a risk assessment).</li> <li>• Develop and implement plans as a result of risk assessment.</li> <li>• Consider creating a How to identify hazards checklist.</li> <li>• Provide educator and staff induction training on risk management, standalone risk management training, and regular updates and reviews at team meetings. Topics should include: <ul style="list-style-type: none"> <li>• identify hazards</li> <li>• evaluate and manage the risk</li> <li>• implement risk minimisation plans to control identified risk.</li> </ul> </li> <li>• Regularly discuss monitoring and scanning of the environment, strategies and actions to minimise risks.</li> <li>• Regularly check that outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.</li> <li>• Regularly check that the premises, furniture and equipment are safe, clean and well maintained.</li> <li>• Ensure all items meet Australian Standards if applicable.</li> <li>• Ensure manufacturer’s instructions for equipment that is regularly disassembled and reassembled and stored are made available to educators and staff.</li> </ul>	<p>Emergency and evacuation</p> <p>Incident, injury , trauma and illness</p> <p>Interactions with children</p> <p>Nutrition, food and beverages, dietary requirements</p> <p>Sun protection</p> <p>Water safety</p> <p>Safe transportation of children</p> <p>Dealing with infectious diseases</p> <p>Dealing with medical conditions in children</p> <p>Excursions</p>



Areas to include in your procedures	Things to consider and outline in each area (this will be specific to the context of your service)	Strategies for monitoring and implementing procedures	Related policy and/or procedures
<p><b>Staffing and supervision</b></p> <p><b>Act:</b> 165, 174</p> <p><b>Regs:</b> 168, 170, 172, 175</p> <p><b>QA2:</b> 2.1.1, 2.2.1, 2.2.3</p> <p><b>QA4:</b> 4.1.1, 4.2.1, 4.2.2</p> <p><b>QA5:</b> 5.1.1, 5.1.2, 5.2.1, 5.2.2</p> <p><b>QA7:</b> 7.1.1, 7.1.2, 7.1.3, 7.2.1, 7.2.3</p>	<ul style="list-style-type: none"> <li>• What recruitment practices you will implement to ensure suitability of educators and staff as outlined in legislation.</li> <li>• How you will monitor educator and staff performance and develop their individual learning plans, and what performance management plans may be required.</li> <li>• What processes are in place to ensure a thorough induction process for all staff, and to ensure awareness of their child safety responsibilities, including reporting obligations.</li> <li>• How you will meet staff to child ratio and qualification requirements.</li> <li>• How you will monitor staffing and supervision requirements and practices.</li> <li>• What practices you will put in place to promote teamwork and good communication among educators and staff to ensure adequate supervision. For FDC services, how you will support the educators to assess supervision needs in their learning environment.</li> <li>• How you are going to ensure educators and staff are not impaired by the consumption of alcohol or drugs (including prescription medicines).</li> <li>• How you will notify the regulatory authority if you are aware that an educator is under the influence of alcohol or drugs.</li> <li>• How you will implement your policy when on excursions or transitioning children to and from outside school hours care.</li> <li>• Implementation and monitoring of behaviour guidance to promote safe, positive play and children’s agency.</li> <li>• How do your policies consider strategies for embedding child safety across all staff roles and levels of the organisational structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Implement a recruitment policy and procedures.</li> <li>• Conduct regular one-on-one meetings with educators and staff to discuss performance and individual learning plans.</li> <li>• Regularly review behaviour management strategies at team meetings or FDC visits.</li> <li>• For centre-based services, regularly review staff rosters to ensure staff to child ratios and qualifications are being met.</li> <li>• Regularly reflect on supervision strategies to ensure they promote children’s best interests.</li> <li>• Implement systems to identify when qualifications need to be updated or renewed.</li> <li>• Undertake regular Code of Conduct and Code of Ethics training.</li> <li>• Provide educator and staff induction training, standalone training sessions, and regular updates and reviews at team meetings on: <ul style="list-style-type: none"> <li>• Code of Conduct, Code of Ethics and Australian Standard for Teachers (if applicable)</li> <li>• supervision strategies</li> <li>• building relationships with children.</li> </ul> </li> </ul>	<p>Emergency and evacuation</p> <p>Incident, injury, trauma and illness</p> <p>Interactions with children</p> <p>Dealing with medical conditions in children</p> <p>Nutrition, food and beverages, dietary requirements</p> <p>Sun protection</p> <p>Water safety</p> <p>Dealing with infectious diseases</p>

Areas to include in your procedures	Things to consider and outline in each area (this will be specific to the context of your service)	Strategies for monitoring and implementing procedures	Related policy and/or procedures
<p><b>Child protection</b></p> <p><b>Regs:</b> 84, 165, 166, 168, 170, 171, 172, 175</p> <p><b>QA2:</b> 2.2.3</p> <p><b>QA5:</b> 5.2.2</p> <p><b>QA7:</b> 7.1.1, 7.1.2, 7.1.3, 7.2.1, 7.2.3</p>	<ul style="list-style-type: none"> <li>• Do your procedures reflect current child protection legislation in your state or territory.</li> <li>• How you, your educators and staff keep up-to-date with current legislation in your state or territory in relation to child protection, and ensure that everyone understands how to report their concerns about child protection issues.</li> <li>• How educators and staff know about their obligations under mandatory reporting guidelines, e.g. who must report, what to report, when to report and how to report.</li> <li>• What your processes are for ensuring appropriate working with children clearance and ongoing monitoring is in place.</li> <li>• How you will ensure all educators and staff know how to identify if a child or young person is, or may be, at risk and how to respond appropriately.</li> <li>• Actions you will take if you reasonably believe or receive an allegation that physical abuse or sexual abuse of a child or children has occurred or is occurring while the child is or children are being educated and cared for by the service.</li> <li>• How do your policies ensure that children, staff and families can raise concerns and make complaints? Including consideration of strategies for families with different levels of English literacy and proficiency, and who speak languages other than English.</li> <li>• How does your policy outline how children, staff and families will be supported during and after making a complaint? For example, through communication, referrals or other support mechanisms.</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly review state and territory-based legislation and amend policies and procedures where necessary.</li> <li>• All educators and staff are given induction and ongoing training and information about mandatory reporting, child protection legislation and any obligations they have under that legislation.</li> <li>• Educators and staff have current working with children clearance or equivalent; implement a system to regularly review educator and staff working with children status.</li> <li>• Include child protection as a topic within team meetings and during FDC visits.</li> <li>• Ensure all educators and staff receive Code of Conduct training within your induction process and that this is reviewed and updated regularly in all meetings.</li> <li>• Record details of visitors in the service's visitor book.</li> <li>• Implement strategies to ensure no child is left alone with visitors.</li> </ul>	<p>Interactions with children</p> <p>Staffing</p> <p>Governance and management</p>

## 5. Procedures created/reviewed

Include the date the procedure was created or reviewed.

## 6. Monitoring, evaluation and review

Your service, in consultation with educators and other key staff, families and other stakeholders, should review the effectiveness of this procedure within a set timeframe or earlier if there is a change in relevant legislation.

State when the procedure will be reviewed and who will be responsible for this.

## 7. Checklist

- Do the **Providing a child safe environment procedures** align with your **Providing a child safe environment policy**?
- Have your procedures been written in plain English and can they be easily implemented by an educator or staff member new to your service?
- Is it clear who is responsible for the implementation of the procedure?
- Are all educators and other staff aware of the procedures and can implement them if required?
- Do you need to develop any resources to monitor and record the procedure?

## USEFUL RESOURCES

Include links to useful resources that have helped inform the development of your policy. Be mindful of any state or territory specific content.

Some examples include but are not limited to:

- ACECQA – Active supervision: Ensuring safety and promoting learning  
[acecqa.gov.au/media/22946](http://acecqa.gov.au/media/22946)
- ACECQA – Guide to the National Quality Framework  
[acecqa.gov.au/nqf/about/guide](http://acecqa.gov.au/nqf/about/guide)
- ACECQA – Health and wellbeing  
[wehearyou.acecqa.gov.au/2015/02/17/health-and-wellbeing](http://wehearyou.acecqa.gov.au/2015/02/17/health-and-wellbeing)
- ACECQA – Opening a new service  
[acecqa.gov.au/resources/opening-a-new-service](http://acecqa.gov.au/resources/opening-a-new-service)
- ACECQA – Responsible person requirements for approved providers  
[acecqa.gov.au/media/23131](http://acecqa.gov.au/media/23131)
- ACECQA – Risk assessment and management  
[acecqa.gov.au/media/29421](http://acecqa.gov.au/media/29421)
- Australian Government – eSafety – Early Years program for educators (training and resources)  
[esafety.gov.au/educators/early-years-program](http://esafety.gov.au/educators/early-years-program)
- Australian Human Rights Commission  
[humanrights.gov.au](http://humanrights.gov.au)
- Child Safe Organisations  
[childsafes.humanrights.gov.au](http://childsafes.humanrights.gov.au)
- Cultural safety and the National Principles for Child Safe Organisations  
[childsafety.pmc.gov.au](http://childsafety.pmc.gov.au)

- Community Early Learning Australia – Providing a child safe environment sample policy (requires membership to access)  
[cela.org.au/publications/member-resources/sample-required-policies?page=2](http://cela.org.au/publications/member-resources/sample-required-policies?page=2)
- Kidsafe Australia  
[kidsafe.com.au](http://kidsafe.com.au)
- Kids Helpline (free phone counselling service for children over 5 years and parents and carers)  
[kidshelpline.com.au](http://kidshelpline.com.au)
- New South Wales Government – Child safe organisation: training and resources  
[kidsguardian.nsw.gov.au/child-safe-organisations/become-a-child-safe-organisation](http://kidsguardian.nsw.gov.au/child-safe-organisations/become-a-child-safe-organisation)
- Parentline NSW (free telephone counselling and support service for parents and carers)  
[parentline.org.au](http://parentline.org.au)
- Queensland Department of Education – Aware. Protective. Safe. Strategy  
[qed.qld.gov.au/programs-initiatives/department/aware-protective-safe-strategy](http://qed.qld.gov.au/programs-initiatives/department/aware-protective-safe-strategy)
- UNICEF – United Nations Convention on the Rights of the Child  
[unicef.org/child-rights-convention](http://unicef.org/child-rights-convention)
- Victorian Commission for Children and Young People – A Guide for Creating a Child Safe Organisation  
[ccyp.vic.gov.au/assets/resources/CSSGuideFinalV4-Web-New.pdf](http://ccyp.vic.gov.au/assets/resources/CSSGuideFinalV4-Web-New.pdf)
- Victorian Department of Health and Human Services – Creating child safe organisations providers  
[providers.dhhs.vic.gov.au/creating-child-safe-organisations](http://providers.dhhs.vic.gov.au/creating-child-safe-organisations)