



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.

# SAFE ARRIVAL OF CHILDREN

## POLICY GUIDELINES

Under the *Education and Care Services National Regulations*, an approved provider must ensure that policies and procedures are in place for the safe arrival of children who travel to or from education and care service premises (regulation 168) and take reasonable steps to ensure those policies and procedures are followed (regulation 170).

The approved provider must ensure that where relevant, each service has a policy and procedures in place for the safe arrival of children who travel between the education and care service and an education or early childhood service. An education or early childhood service means a school, an education and care service, a children's service, or any other service which provides education or care to children. The supervision of children during travel to and from the service is important given the heightened risk to the safety and wellbeing of children during these times.

The policy and procedures must:

- be clear about who is responsible for the children during the period they are travelling between the service and an education or early childhood service
- include a risk assessment which addresses the safe arrival of children.

Your policy and procedures should address these requirements, as well as practices and procedures relating to the safety of children during periods of travel between the service and an education or early childhood service, 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

***Safe arrival of children policy***

### 2. Policy statement

The policy statement will reflect your service's philosophy and approach to the safe arrival of children who travel between the education and care service premises and an education or early childhood service. Your policy statement may include examples of when children travel between your service and an education or early childhood service.

For example:

We are committed to the safe arrival of children during travel between the school setting and outside school hours care. We have detailed processes, procedures and practices in this regard and ensure that all educators and staff implement them.

### 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 in relation to the safe arrival of children who travel between an education and service and any other education or early childhood service.

Children's safety and wellbeing is of primary importance, and approved providers and their services must ensure that appropriate measures are in place to protect children from any harm or hazard, including during the time children are travelling to or from the service.

The travel of children to, and away from, a service requires particular attention, particularly given how busy it can be at certain times and the number of people coming and going. Safeguarding children during travel between the service premises and other educational settings can be enabled by the creation of policies and procedures and an effective process for their implementation.

### 4. Legislative requirements

Your policy must be consistent with, and refer to, legislative requirements for the delivery of children to, and collection from, the service premises.

Examples include, but are not limited to:

Section/regulation	Description
<b>Section 165</b>	Offence to inadequately supervise children
<b>Section 167</b>	Offence relating to protection of children from harm and hazards
<b>Section 175</b>	Offence relating to requirement to keep enrolment and other documents
<b>Section 167</b>	Offence relating to protection of children from harm and hazards
<b>Regulation 99</b>	Children leaving the education and care service premises
<b>WA only</b>	Delivery to and collection of children from the education and care service (Regulation 99 and 168(2)(f)). Approved providers in WA must ensure the service has a policy about the delivery and collection of children that is consistent with the procedures for ensuring children's safety set out at section 165A of the National Law (WA).
<b>Regulation 100</b>	Risk assessment must be conducted before excursion
<b>Regulation 101</b>	Conduct of risk assessment for excursion
<b>Regulation 102</b>	Authorisation for excursions
<b>Regulation 102AAB</b>	Safe arrival of children policies and procedures
<b>Regulation 102AAC</b>	Risk assessment for the purposes of safe arrival of children policies and procedures
<b>Regulation 102C</b>	Conduct of risk assessment for transporting children by the education and care service
<b>Regulation 102D</b>	Authorisation for service to transport children
<b>Regulation 122</b>	Educators must be working directly with children to be included in ratios

Section/regulation	Description
<b>Regulation 123</b>	Educator to child ratios
<b>Regulation 161</b>	Authorisations to be kept in enrolment record
<b>Regulation 168</b>	Education and care service 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

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.

## 5. Principles to inform your policy

All decision-making should be carried out in accordance with the principles of your service's **Safe arrival of children policy**.

Examples of principles could include, but are not limited to:

- The safety, health and wellbeing of the children at our service is paramount. Our policies and procedures ensure that children are safeguarded during the time between the points of delivery to, and collection from, the service.
- We acknowledge the important role played by our service leaders, educators and staff. They are provided with the necessary training and support to implement the policies and procedures for the travel to, and collection from, the service premises.
- Our service leaders, educators and staff have a clear understanding of who holds the duty of care when children travel between schools and education and care settings.
- We have clearly defined roles and use effective communication to ensure that management, educators and staff are aware of their responsibilities in relation to the travel of children to and from the service.
- Being prepared and knowing the risks involved when children travel to or from the service is vital. We develop risk assessments to assist us in identifying the risks involved during this time moving to or from the service.

## 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>Authorised nominee</b>	A person who has been given permission by a parent or family member to collect the child from the service or the family day care educator.	National Law (Section 170)

Term	Meaning	Source
<b>Authorised person</b>	<p>Means:</p> <p>(a) a person who holds a current WWCC [working with children check, or equivalent]; or</p> <p>(b) a parent or family member of a child who is being educated and cared for by the service or the FDC educator; or</p> <p>(c) an authorised nominee of a parent or family member of a child who is being educated and cared for by the service or the FDC educator; or</p> <p>(d) in the case of an emergency, medical personnel or emergency service personnel; or</p> <p>(e) a person who is permitted under the jurisdictional working with children law to remain at the service without holding a WWCC [working with children check, or equivalent].</p>	National Law (Section 170)
<b>Education or early childhood service</b>	<p>Means:</p> <p>(a) a school,</p> <p>(b) an education and care service,</p> <p>(c) a children’s service, or</p> <p>(d) any other service which provides education or care to children.</p>	National Regulations (Regulation 102AA)
<b>Enrolment record</b>	The approved provider must ensure an enrolment record is kept for each child enrolled at the service, and the FDC educator must keep an enrolment record for each child they educate and care for. Information about what is required in the enrolment form can be found in the Guide to the NQF.	National Regulations (Regulations 102, 102D, 160–162) Guide to the NQF (Management of records – Children’s enrolment record)
<b>Parent</b>	<p>In relation to a child, includes:</p> <p>A guardian of the child; and</p> <p>A person who has parental responsibility for the child under a decision or order of a court.</p> <p>For regulation 99, ‘parent’ does not include a parent who is prohibited from having contact with the child.</p>	National Law (Definitions)
<b>Regular outing</b>	<p>In relation to an education and care service, means a walk, drive or trip to and from a destination—</p> <p>(a) that the service visits regularly as part of its educational program; and</p> <p>(b) where the circumstances relevant to the risk assessment are substantially the same on each outing.</p>	National Regulations (Definitions)
<b>Regular transportation</b>	In relation to an education and care service, means the transportation by the service or arranged by the service (other than as part of an excursion) of a child being educated and cared for by the service, where the circumstances relevant to a risk assessment are substantially the same for each occasion on which the child is transported.	National Regulations (Definitions)
<b>Risk assessment</b>	Assessing the risk means working out how likely it is that a hazard will harm someone and how serious the harm could be.	ACECQA – <a href="#">Risk assessment template: Excursions</a>

Term	Meaning	Source
<b>Transportation (that is part of the education and care service)</b>	<p>Transportation forms part of an education and care service if the service remains responsible for children during the period of transportation. The responsibility for, and duty of care owed to, children applies in scenarios where services are transporting children, or have arranged for the transportation of children, including between an education and care service premises and another location, for example their home, school, or a place of excursion.</p> <p>Examples of transport not forming part of a service include:</p> <ul style="list-style-type: none"> <li>• private transport provided by families and carers (i.e. carers not engaged by/registered with a service)</li> <li>• transport provided and/or arranged by an entity other than the approved provider, e.g. a school bus, and the children are not under the care of the approved provider</li> <li>• transport where the approved provider is providing the transport service in a capacity other than as the approved provider, e.g. a government department that provides an education and care service, provides school education, and provides a school bus to school students, on which the children who attend the service also travel for practical reasons (such as in a remote or rural location), when a disability service picks up children and transports them to school or an activity.</li> </ul>	Guide to the NQF (Transportation)

## 7. Links to other policies

Refer to related policies and procedures, for example:

- Acceptance and refusal of authorisations
- Delivery of children to, and collection from, education and care service premises
- Excursions
- Providing a child safe environment
- Safe transportation of children

## 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, including casual and relief 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. All policies need to be monitored and reviewed regularly to ensure that they are up to date and compliant with the National Law and National Regulations. Your policy should record the dates it has been reviewed or when changes were made, as well as the next review date. In the event of a revision or change of policy, you will need to ensure educators and families are made aware of the changes and the revised policy.

In the event of a revision or change of policy, you will need to ensure educators and families are made aware of the changes and the revised policy, removing access to electronic or hardcopies of the older versions. Follow appropriate record-keeping processes for each updated version of the policy.

## 11. Checklist

- Have you referenced the relevant regulations and are these reflected in the policy?
- Have your policies been written in plain English and can they be easily implemented by an educator or staff new to your service?
- Has your policy been communicated to families?
- 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's philosophy?
- Is it clear why this policy exists?

# PROCEDURES GUIDELINES

Under the *Education and Care Services National Regulations*, an approved provider must ensure policies and procedures are in place in relation to the safe arrival of children .

These guidelines are part of a series and are intended to assist in the development of your policies and procedures required under regulations 168 and 169. They are to guide you to 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.

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

When thinking about your procedures for the safe arrival of children, they need to be practical and achievable. For example, if your procedures state that the Outside School Hours Care educator completes an attendance sheet before leaving the premises, you will need to make sure that steps are in place for this to occur.

## 1. Title

***Safe arrival of children procedures***

## 2. Reference to policy and philosophy

Here you refer to your ***Safe arrival of children 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 overall philosophy and evidence-based health and safety best practices.

## 3. Procedure

- This is where you detail the way you will implement the ***Safe arrival of children policy***.
- It is the 'How to' in your service and includes specific step-by-step procedures for managing incidents, injury, trauma and illness.

Some areas that will be outlined here will include:

- where the procedure will be kept
- when it was last reviewed
- templates and documents that might be required and/or used as a part of the procedures
- systems to monitor the implementation of the procedures.

You will need to consider:

- how educators or staff will undertake risk assessments to identify and assess any risks that a child's travel between an education and care service and any other education or early childhood service may pose to the safety, health or wellbeing of the child. Factors you must consider include:
  - o the age, developmental stage and individual needs of the child;
  - o the roles and responsibilities of:
    - » in the case of a child travelling from one service to another service, the nominated supervisor of each service;
    - » the child's parents;
    - » an authorised nominee named in the child's enrolment record;
    - » a person authorised by the child's parent or an authorised nominee named in the child's enrolment record;
    - » the role and responsibilities of the service of which the child is entering or leaving;

- o the communication arrangements between the service the child is leaving and the service the child is entering including any communication arrangements if the child is missing or cannot be accounted for during the child's travel;
- o the procedure to be followed if a child is missing or cannot be accounted for during the child's travel, e.g a child does not arrive to the after school care setting or collection point;
- given the risks posed by the child's travel, the number of educators or other responsible adults that is appropriate to the supervision you will provide. You should ensure all supervision requirements are met during the period of travel, considering factors such as: the number, ages and developmental level of children; visibility and accessibility of children by the educator; risks inherent in the mode of travel, environment, location or route; the experience, knowledge and skill of each educator; the requirements of the individual children; the capacity of an educator to immediately respond to a situation requiring urgent intervention. You should consider any additional supervision required for the period children will be moving between the service and any other education or early childhood service;
  - o the proposed route and destination, including any proximity to harm and hazards, as well as the method of transportation;
  - o the process for entering and exiting the service premises as well as the pick-up location (as required);
  - o the procedure to be followed to ensure the child leaves the premises in accordance with regulation 99(4)(b) (i.e. leaves the premises in accordance with the written authorisation of the child's parent or authorised nominee)
- what the process is to determine who is responsible for the child's safety during the period of travel to and from an education and care service
- for centre-based services that offer regular transportation: how a nominated supervisor or staff member (other than the driver) will account for children as they embark and disembark the vehicle at the service premises and how required records will be made and kept
- how the service will assess the children's abilities to move safely and confidently to and from vehicles and how they will provide additional support if required and any staffing implications
- how the service will consider the children's abilities to travel on foot between settings and how children will be supported at road crossings
- how the education and care service communicates with educators and school-based staff to ensure a common understanding of who holds the duty of care for children when they travel between the service and any other education or early childhood service
- how families are made aware of who is responsible for the duty of care for children when they travel between the service and any other education or early childhood service
- routines and travel periods as opportunities for learning
- how children will be supported to feel safe during their travel.

As you reflect on your **Safe arrival of children policy**, it might highlight the need to split its various areas into different procedures, which will be displayed or accessed by all staff to follow in relation to their required actions. For example, you may wish to have separate procedures for each type of travel the service supports. For example, **Safety of children during travel from Before School Care to School procedure** and **Safety of children during travel from school to After School Care procedure**.

If a risk assessment reveals a risk relating to a child's travel, then you must, as soon as practicable update the Safe arrival of children policy and procedures. The approved provider must also keep a copy of the risk assessment.

#### 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. 9–14 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 ensure health and safety procedures are implemented by the responsible people in services including 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, responsible person, nominated supervisor, educators, FDC coordinators, FDC educators assistants, other staff, volunteers, students and families in your service in relation to the safety of children during travel between the service and any other education or early childhood service?
- how will you clearly define these roles and expectations and where will it be documented?
- how will you identify and communicate the roles and responsibilities of the education or early childhood service from which the child will leave to travel to your service?
- why are clear and robust procedures for children’s travel between the education and care service and other settings important for children’s safety 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, other staff members and families 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 Education and Care Services National Law and National Regulations are met</li> <li>• ensure that an attendance record is kept with: each child’s name; the date and time they arrive and depart; and the signature of the person who delivers or collects the child, a nominated supervisor or educator (regulation 158)</li> <li>• ensure that a risk assessment is conducted to identify and address any risks that a child’s travel may pose, and clearly states who holds the duty of care for children during these periods of travel.</li> <li>• take reasonable steps to ensure that nominated supervisors, educators and staff are aware of, access and use the risk assessment to manage risks and maintain the safety of children during travel to or from the service</li> <li>• ensure systems are in place so that children only leave the service premises: <ul style="list-style-type: none"> <li>○ if they are given into the care of a parent, an authorised nominee named in the child’s enrolment record, or a person authorised by the parent or authorised nominee</li> <li>○ in accordance with the written authorisation of the child’s parent or authorised nominee</li> <li>○ if they are taken on an excursion or on transportation provided or arranged by the service, with written authorisation from the parent or authorised nominee</li> <li>○ if they are given into the care of a person or taken outside the premises because the child requires medical, hospital or ambulance care or treatment, or because of another emergency (regulation 99)</li> </ul> </li> <li>• ensure that an enrolment record is kept for each child which contains the information set out in regulations 160 and 161, including authorisations from families</li> <li>• ensure all supervision requirements are met during delivery of children to, and collection from, the service premises, including relevant educator to child ratios (regulations 122 and 123)</li> <li>• should any incidents occur relating to the safety of children during travel, (e.g. a child cannot be accounted for) ensure that the response meets all regulatory requirements, including implementing your <b>Incident, injury, trauma and illness policy and procedures</b> (regulations 86 and 87).</li> <li>• take reasonable steps to ensure that nominated supervisors, educators, staff and volunteers follow the <b>Safe arrival of children policy and 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>

Roles	Responsibilities
<b>Nominated supervisor/ Responsible person</b>	<ul style="list-style-type: none"> <li>• implement the <b><i>Safe arrival of children policy and procedures</i></b></li> <li>• ensure that an attendance record is kept with: each child's name; the date and time they arrive and depart; and the signature of the person who delivers or collects the child, a nominated supervisor or educator (regulation 158)</li> <li>• ensure that a risk assessment is conducted to identify and address any risks that a child's travel may pose, and clearly states who holds the duty of care for children during these periods of travel</li> <li>• take reasonable steps to ensure that educators and staff are aware of, access and use the risk assessment to manage risks and maintain the safety of children during periods of travel</li> <li>• implement systems so that children only leave the service premises: <ul style="list-style-type: none"> <li>○ if they are given into the care of a parent, an authorised nominee named in the child's enrolment record, or a person authorised by the parent or authorised nominee</li> <li>○ in accordance with the written authorisation of the child's parent or authorised nominee</li> <li>○ if they are taken on an excursion or on transportation provided or arranged by the service, with written authorisation from the parent or authorised nominee</li> <li>○ if they are given into the care of a person or taken outside the premises because the child requires medical, hospital or ambulance care or treatment, or because of another emergency (regulation 99)</li> </ul> </li> <li>• ensure that an enrolment record is kept for each child which contains the information set out in regulations 160 and 161, including authorisations from families</li> <li>• ensure all supervision requirements are met during travel to and from the service premises, including relevant educator to child ratios (regulations 122 and 123)</li> <li>• communicate any changes to the travel routine (e.g. a different walking route is proposed due to inclement weather) to educators and staff</li> <li>• should any incidents occur relating to the safety of children during travel between the service and an education or early childhood service, (e.g. a child cannot be accounted for) ensure that the response meets all regulatory requirements, including implementing your <b><i>Incident, injury, trauma and illness policy and procedures</i></b> (regulations 86 and 87).</li> </ul>
<b>Educators</b>	<ul style="list-style-type: none"> <li>• must be aware of and follow the <b><i>Safe arrival of children policy and procedures</i></b></li> <li>• ensure that the attendance record is completed when children arrive and leave, including: each child's name; the date and time they arrive and depart; and the signature of the person who delivers/collects the child, a nominated supervisor or educator</li> <li>• must be aware of, access and use the risk assessment to manage risks and maintain the safety of children during periods of travel</li> <li>• should any incidents occur relating to the safety of children during travel between the service and any other education or early childhood service, (e.g. a child cannot be accounted for) ensure that the response meets all regulatory requirements, including implementing your <b><i>Incident, injury, trauma and illness policy and procedures</i></b> (regulations 86 and 87)</li> <li>• ensure that, when leaving the service, children are: <ul style="list-style-type: none"> <li>○ given into the care of a parent, an authorised nominee named in the child's enrolment record, or a person authorised by the parent or authorised nominee</li> <li>○ given into the care of a person in accordance with the written authorisation of the child's parent or authorised nominee</li> </ul> </li> <li>• all supervision requirements are met during travel to and from the service premises, including relevant educator to child ratios (regulations 122 and 123)</li> <li>• communicate any changes to the travel routine (e.g. a different walking route is proposed due to inclement weather) to other educators and the nominated supervisor</li> <li>• be aware of the requirements should any incidents occur.</li> </ul>

Roles	Responsibilities
<b>FDC educators</b>	<ul style="list-style-type: none"> <li>• must be aware of and follow the <b><i>Safe arrival of children policy and procedures</i></b></li> <li>• ensure that a risk assessment is conducted to identify and assess any risks during a child's travel between the service and any other education or early childhood service, and clearly state who holds the duty of care for children during these periods of travel</li> <li>• take reasonable steps to ensure that educator assistants are aware of, access and use the risk assessment to manage risks and maintain the safety of children during travel</li> <li>• must keep the attendance record with each child's name and the date and time they arrive and depart. Sign the record if the signature of the person who delivers the child cannot reasonably be obtained</li> <li>• ensure that, when leaving the service, children are: <ul style="list-style-type: none"> <li>○ given into the care of a parent, an authorised nominee named in the child's enrolment record, or a person authorised by the parent or authorised nominee</li> <li>○ given into the care of a person in accordance with the written authorisation of the child's parent or authorised nominee</li> </ul> </li> <li>• ensure that an enrolment record is kept for each child which contains the information set out in regulations 160 and 161, including authorisations from families</li> <li>• all supervision requirements are met during travel to and from the service premises, including relevant educator to child ratios (regulations 122 and 123)</li> <li>• communicate any changes to the travel routine (e.g. a different walking route is proposed due to inclement weather) to other educators and the nominated supervisor.</li> </ul>
<b>Families</b>	<ul style="list-style-type: none"> <li>• be aware of and follow the <b><i>Safe arrival of children policy and procedures</i></b></li> <li>• remain up to date with the service's practices related to the travel of children between the service and any other education or early childhood service, including knowledge of who holds the duty of care for children during periods of travel</li> <li>• provide authorisations in their child's enrolment form and ensure the information is kept up-to-date</li> <li>• complete the attendance record when their child arrives and leaves, including: their child's name; the date and time they arrive and depart; and their signature</li> <li>• communicate any changes to their circumstances that may impact the service's practices related to the travel of children between the service and any other education or early childhood service, for example if their child will be absent from school and will not be attending the service</li> <li>• provide written authorisation should they require a person (other than the people listed in the enrolment record) to collect their child from the service.</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>Safety of children during travel between the service and any other education or early childhood service</b></p> <p>Act: 165, 167, 175</p>	<ul style="list-style-type: none"> <li>• What systems are needed so that educators know who holds the duty of care for children during the travel period between the service and any other education or early childhood service (such as school)?</li> <li>• How will educators work with the school staff and the staff of any other education or early childhood service to conduct risk assessments and identify clear roles and responsibilities for the safe travel of children?</li> <li>• How you will inform all educators, staff and volunteers of any risks relating to the transport and travel period, and their responsibilities to mitigate those risks</li> <li>• The step-by-step actions and items that need to happen resulting from the risk assessment</li> <li>• What communication with families may be needed to ensure that families understand the procedures in place to enable safe travel between the service and any other education or early childhood service (including, for example, school) and who holds the duty of care for their child during that period of travel</li> <li>• How you will ensure that an enrolment record is kept for each child (including authorisations from families), including implementing your <b>Enrolment and orientation policy and procedures</b></li> </ul>	<ul style="list-style-type: none"> <li>• Make sure your policy and procedures are available for all to access</li> <li>• Ensure risk assessments are carried out and reviewed as required</li> <li>• Use a risk assessment template</li> <li>• Update the policy and procedures as soon as practicable, after a risk has been identified following a risk assessment</li> <li>• Develop a schedule to ensure risk assessments are carried out and reviewed regularly</li> <li>• Invite school staff to contribute to risk assessments and share updates as required</li> <li>• Effective ways to communicate with families regarding safe transportation and travel, e.g. pick-up location and destination, the means of transport, and the number of educators and staff and any other adults involved in the travel period.</li> <li>• Involvement of children in reviewing the application of the procedure and implementation strategies</li> </ul>	<p>Enrolment and orientation</p> <p>Safe transportation of children</p> <p>Acceptance and refusal of authorisations</p> <p>Delivery of children to, and collection from, the service</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>Safety of children during travel between the service and any other education or early childhood service</b></p> <p>Act: 165, 167, 175</p>	<ul style="list-style-type: none"> <li>• What communication with children may be required to support them to feel safe and contribute to decision-making in matters that affects them such as delivery and collection procedures</li> <li>• How to ensure that all supervision requirements are met during the travel of children between the service and any other education or early childhood service, including the relevant educator to child ratios. Note any additional supervision needs to support the ages and developmental stages of all children</li> </ul>		

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>Regulations:</b> 99, 100, 101, 102, 102AAB, 102AAC, 102A-D, 122, 123, 161, 168-172</p> <p>QA2: 2.2</p> <p>QA6: 6.2</p> <p>QA7: 7.1</p>	<ul style="list-style-type: none"> <li>• What checks may be required to ensure all children remain safe and accounted for during the travel period</li> <li>• Should any incidents occur relating to the safety of children during travel (e.g. a child is missing or unaccounted for), how you will ensure that the response meets all regulatory requirements, including implementing your <b>Incident, injury, trauma and illness policy and procedures</b>.</li> <li>• What systems may need to be in place to ensure educators can identify that all children are accounted for and present at the completion of a period of travel</li> <li>• How educators will ensure that an attendance record is completed when children arrive and leave, with: each child's name; the date and time they arrive/ depart; and the signature of the person who delivers/ collects the child, a nominated supervisor or educator</li> </ul>	<ul style="list-style-type: none"> <li>• Provide educator and staff induction training on the policies and procedures, standalone training, and regular updates and reviews at meetings</li> <li>• Regularly review supervision plans and ratio checks</li> <li>• Ensure educators and staff have ready access to authorisation details</li> <li>• Reminders to parents about completing the attendance records</li> </ul>	<p>Providing a child safe environment</p> <p>Incident, injury, trauma and illness</p> <p>Transportation of children</p> <p>Excursions</p>

## 5. Procedures created/reviewed

Include the date the procedures were created or reviewed.

## 6. Monitoring, evaluation and review

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

All procedures need to be monitored and reviewed regularly to ensure that they are up to date and compliant with the National Law and National Regulations. Your procedures should record the dates they have been reviewed or when changes have been made, as well as the next review date. In the event of a revision or change of procedure, you will need to ensure educators and families are made aware of the changes and the revised procedure, removing access to electronic or hardcopies of the older versions. Follow appropriate record-keeping processes for each updated version of the procedures.

## 7. Checklist

- Do the **Safe arrival of children procedures** align with your **Safe arrival of children policy**?
- Have your procedures been written in plain English and can they be easily implemented by an educator or staff new to your service?
- Is it clear who is responsible for the implementation of the procedures?
- Are all educators and staff (including casual/relief staff) aware of the procedures and can implement them if required?
- Have your policy and procedures been communicated with families?
- Do you need to develop any resources to monitor and record the procedures?

## 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 – [Guide to the National Quality Framework](#)
- ACECQA – [Opening a new service](#)
- ACECQA – [Safe transportation of children in education and care: Your questions answered](#)
- ACECQA – [Safe transportation of children information sheet](#)
- ACECQA – [Transportation risk assessment template](#)