



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 TRANSPORTATION OF CHILDREN

POLICY GUIDELINES

Under the *Education and Care Services National Regulations*, if the service transports or arranges transportation of children (other than as part of an excursion), an approved provider must ensure that policies and procedures are in place in relation to the safe transportation of children (regulation 168) and take reasonable steps to ensure those policies and procedures are followed (regulation 170).

Having an effective policy and procedures in place can reduce the risk of harm to children, while continuing to provide them with the transport that may be needed as part of their education and care. Specific requirements apply when transportation is provided as part of an excursion (regulations 100–102), in other circumstances when children are transported – or on transport arranged – by the service (regulations 102A–102D), and for centre-based services that provide or arrange regular transportation (regulations 102E and 102F*).

The approved provider must ensure the policies and procedures address the relevant regulations relating to transportation and that the service's procedures comply with these regulations:

- risk assessments for excursions must include specific considerations related to the transportation (regulation 101)
- the authorisation provided by the parent or person authorised by a parent for excursions must include specific details about the transportation (regulation 102)
- risk assessments must be conducted before a service transports children and must include specific considerations related to the transportation (regulations 102B and 102C)
- a parent or person authorised by a parent must provide an authorisation for the service to transport their child and it must include specific details about the transportation (regulation 102D)
- for centre-based services: a notification must be made to the regulatory authority if regular transportation starts or ceases being provided or arranged by the service (regulation 175(2)(f) and 175(2)(g))*
- for centre-based services: a nominated supervisor or staff member (other than the driver) must be present as children embark and disembark a vehicle at the education and care service premises during regular transportation (regulations 102E and 102F)*
- for centre-based services: the nominated supervisor or staff member (other than the driver) who is present must account for each child and conduct a check of the interior of the vehicle to confirm no children remain on the vehicle (regulation 102F)*
- for centre-based services: records that include specific details about children embarking and disembarking and the check of the vehicle (regulations 102E and 102F) must be made immediately and kept for a period of 3 years after the last date on which the child was educated and cared for by the service (regulations 177 and 183)*

Your policy and procedures should address these requirements, as well as quality practices relating to safe transportation of children 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 transportation of children policy

2. Policy statement

The policy statement will reflect your service's philosophy and approach to the safe transportation of children.

For example:

We are committed to ensuring the safe transportation of children by our service, including for excursions, during single trips and for regular transportation. We ensure all educators and staff are trained and regularly re-trained to implement the policies and procedures relating to safe transportation.

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 transportation of children.

4. Legislative requirements

Your policy must be consistent with, and refer to, legislative requirements for safe transportation of children. Examples include, but are not limited to:

Section 165	Offence to inadequately supervise children
Section 167	Offence related to protection of children from harm and hazards
Regulation 24	Application for service approval—centre-based service
Regulation 89	First aid kits
Regulation 99	Children leaving the education and care service premises
Regulation 100	Risk assessment must be conducted before excursion
Regulation 101	Conduct of risk assessment for excursion
Regulation 102	Authorisation for excursions
Regulation 102B	Transport risk assessment must be conducted before service transports child
Regulation 102C	Conduct of risk assessment for transporting of children by the education and care service
Regulation 102D	Authorisation for service to transport children
Regulation 102E*	Children embarking a means of transport – centre-based services
Regulation 102F*	Children disembarking a means of transport – centre-based services
Regulation 122	Educators must be working directly with children to be included in ratios
Regulation 123	Educator to child ratios – centre-based services

***New requirements under regulations 102E, 102F, 175 and 177 came into effect on 1 March 2023.**



Regulation 136	First aid qualifications
Regulation 158	Children’s attendance record to be kept by approved provider
Regulation 168	Education and care service must have policies and procedures
Regulation 169	Additional policies and procedures – family day care service
Regulation 170	Policies and procedures to be followed
Regulation 171	Policies and procedures to be kept available
Regulation 172	Notification of change to policies or procedures
Regulation 175*	Prescribed information to be notified to the Regulatory Authority
Regulation 177*	Prescribed enrolment and other documents to be kept by the approved provider

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 your service’s ***Safe transportation of children policy***, it might highlight the need to split its various areas into different policies and procedures that can be readily accessed by all educators and staff members to follow. For example, you may wish to have a policy for *Transporting children to/from the service (including single trips and regular transportation)* and include transportation as part of an excursion in your Excursions policy.

While these guidelines support the development of a ***Safe transportation of children policy*** for regular transportation, you may also choose to develop a similar policy for safe transportation of children during excursions or include this information in your Excursions policy and procedure.

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
ACECQA – Australian Children’s Education and Care Quality Authority	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.	acecqa.gov.au
Excursion	An outing organised by an education and care service or family day care (FDC) educator, but does not include an outing organised by an education and care service provided on a school site if: <ol style="list-style-type: none"> the child or children leave the education and care service premises in the company of an educator; and the child or children do not leave the school site. 	National Regulations (Definitions)
Regular outing	In relation to an education and care service, means a walk, drive, or trip to and from a destination: <ol style="list-style-type: none"> that the service visits regularly as part of its educational program; and where the circumstances relevant to the risk assessment are the same on each outing. 	National Regulations (Definitions)
Regular transportation	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 the same for each occasion on which the child is transported.	Guide to the NQF (Glossary)
Risk assessment	Assessing the risk means working out how likely it is that a hazard will harm someone and how serious the harm could be.	ACECQA Risk assessment template: Excursions
Education or early childhood service	An education or early childhood service is a school, an education and care service premises, a children’s service, or any other service which provides education or care to children.	National Regulations (Definitions)
Transportation (that is part of the education and care service)	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. Examples of transport not forming part of a service include: <ul style="list-style-type: none"> private transport provided by families and carers (i.e. carers not engaged by/registered with a service) 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 	Guide to the NQF (Transportation)

Term	Meaning	Source
Transportation (that is part of the education and care service) cont.	<ul style="list-style-type: none"> 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. 	Guide to the NQF (Transportation)

5. Principles to inform your policy

All decision-making should be carried out in accordance with the principles of your service's *Safe transportation of children policy*. Examples of principles could include, but are not limited to:

- Children's safety, health, and wellbeing is paramount. We are committed to meeting all the regulatory requirements to ensure the safe transportation of children by our service, including for excursions, single trips and regular transportation.
- Our educators and staff are integral to the education and care of our children. Clear roles and responsibilities and relevant training ensure they are aware of their roles and responsibilities in relation to the safe transportation of children.
- We value and support the families at our service. At all times we seek their authorisation and input regarding our transportation of their children.
- 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 safe arrival of children to the service from an education or early childhood service and from the service to an education or early childhood service.

7. Links to other policies

Refer to related policies and procedures, for example:

- Providing a child safe environment
- Excursions
- Incident, injury, trauma and illness
- The administration of first aid
- Dealing with medical conditions in children
- Delivery of children to, and collection from, education and care service premises
- Safe arrival of children

8. Induction and ongoing training

State information about induction training and frequency of ongoing training and information sharing to assist managers, coordinators, 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. 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, removing access to electronic or hardcopies of the older versions. Follow appropriate record-keeping processes for each updated version of the procedures.

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's philosophy?

Is it clear why this policy exists?

SAFE TRANSPORTATION OF CHILDREN

PROCEDURES GUIDELINES

Under the *Education and Care Services National Regulations*, if the service transports or arranges transportation of children (other than as part of an excursion), an approved provider must ensure that policies and procedures are in place in relation to the safe transportation of children (regulation 168) and take reasonable steps to ensure those policies and procedures are followed (regulation 170).

Your procedures should be written in clear and concise language, making them easy to read, understand and implement.

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

When thinking about your procedures for the safe transportation of children, they need to be practical and achievable. For example, your procedures should set out a clear way for educators to determine when circumstances of transport have sufficiently changed so that the transport could no longer be considered 'regular transportation'.

Transportation can present additional risks to children depending on how it occurs and how children move from a vehicle to a service premises, FDC residence or other destination. These risks apply equally to single trips or during periods of regular transportation.

1. Title

Safe transportation of children procedures

2. Reference to policy and philosophy

Here you refer to your *Safe transportation 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 procedures will also reflect your service's overall philosophy and evidence-based practices for safe transportation.

3. Procedures

This is where you detail the way you will implement the *Safe transportation of children policy*.

It is the 'How to' in your service and includes specific step-by-step procedures for the transportation of children. Some areas that will be outlined here will include:

- where the procedures will be kept
- when they were last reviewed

- templates and documents that might be required and/or used as a part of the procedures, such as ACECQA's [Safe Transportation – Checklist](#) (Risk assessment & management tool tab)
- [Risk assessment and management template – Transporting children](#) (other than as part of an excursion) and [Risk assessment and management template Excursions](#) (Risk assessment & management tool tab)
- systems to monitor the implementation of the procedures.

You will also need to consider:

- if you are a new centre-based service: notifying the regulatory authority that the service will offer or arrange regular transportation as part of your application for service approval
- if your service is centre-based and intends to start offering or arranging regular transportation: notifying the regulatory authority the service will offer or arrange regular transportation
- ensuring all supervision requirements are met during transportation, considering factors such as: the number, age and level of development of children; visibility and accessibility of children by the educator; risks inherent in the mode of transport, 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
- for centre-based services: staffing arrangements during periods of regular transportation, including the presence of a staff member or nominated supervisor (other than the driver) at the service to account for all children as they embark and disembark at the service premises, immediately make and keep a record of how each child was accounted for.
- checking authorisations are complete and current
- completing and reviewing risk assessments (please see templates above)

- ensuring first aid requirements are met during transportation, including the availability of up-to-date first aid kits and that educators or staff with first aid qualifications and training are in attendance
- ensuring up-to-date emergency contact lists are immediately available to educators and staff in attendance
- ensuring messages from the service premises about changes to the list of children who are required to be dropped off or picked up are relayed to educators and staff on the vehicle in a timely manner
- considering how adequate supervision will be maintained at the service, at/in the vehicle and when moving between the service and vehicle
- 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
- for centre-based services that offer regular transportation: how a nominated supervisor or staff member (other than the driver) will conduct a check of the interior of the vehicle after all children have disembarked at the service premises to ensure no children remain on the vehicle and how required records will be made and kept
- how your service will fulfil the *Safe arrival of children policy and procedures*
- consulting with agencies and industry specialists to inform and monitor jurisdictional requirements relating to seatbelts (e.g. correctly fitted and adjusted for school age children) or safety restraints (e.g. ensuring the correct child car seat for a child's size and age)
- incorporating any jurisdictional requirements for the safe transportation of any non-ambulant children and any staffing implications
- addressing how the service will assess the children's abilities to move confidently to and from vehicles and any staffing implications considering how road safety could be incorporated as part of the service program
- if your service is centre-based and decides to no longer offer regular transportation: notifying the regulatory authority that regular transportation has ceased.

a policy for *Transporting children to/from the service (including single trips and regular transportation)* and include transportation as part of an excursion in your *Excursions policy*.

While these guidelines support the development of procedures for the *Safe transportation of children for regular transportation*, you may also choose to develop similar procedures for safe transportation of children during excursions or include this information in your *Excursions policy and procedures*.

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 pages 11-18).

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, other staff, volunteers, students and families in your service in relation to the safe transportation of children?
- How will you clearly define these roles and expectations and where will it be documented?
- Why are clear and robust procedures for the safe transportation of children 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 the service type?

As you reflect on your *Safe transportation 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

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

Roles	Responsibilities
Approved provider	<ul style="list-style-type: none"> • ensure that obligations under the <i>Education and Care Services National Law</i> and <i>National Regulations</i> are met • if you are a new centre-based service: notify the regulatory authority that the service will offer or arrange regular transportation as part of your application for service approval • if your service is centre-based and intends to start offering or arranging regular transportation: notify the regulatory authority that the service will offer or arrange regular transportation • if your service is centre-based and decides to no longer offer regular transportation: notify the regulatory authority that regular transportation has ceased. • ensure no child is transported by the service without an authorisation from a parent or other person named in the child’s enrolment record as having authority • ensure the appropriate risk assessments are completed and all relevant actions are undertaken prior to an excursion • ensure the risk assessments for excursions include the specific considerations related to transportation listed in regulation 101 • ensure the appropriate risk assessments are completed and all relevant actions are undertaken prior to transporting children • ensure the risk assessments for transportation: <ul style="list-style-type: none"> » identify and assess risks that transporting the child may pose to the safety, health or wellbeing of the child » specify how the identified risks will be managed and minimised » include the specific considerations listed in regulation 102C • ensure all supervision requirements are met during transportation, including educator to child ratios • ensure first aid requirements are met during transportation, including the availability of up-to-date, suitably equipped first aid kits and that educators or staff with first aid qualifications and training are in attendance • ensure jurisdictional requirements relating to seatbelts and children’s safety restraints are met • for centre-based services that offer regular transportation: ensure a nominated supervisor or staff member (other than the driver) is present to account for children as they embark and disembark the vehicle at the service premises and ensure required records are made immediately and kept • for centre-based services that offer regular transportation: ensure a nominated supervisor or staff member (other than the driver) conducts a check of the interior of the vehicle after all children have disembarked at the service premises to ensure no children remain on the vehicle and ensure required records are made immediately and kept • take reasonable steps to ensure that nominated supervisors, educators, staff and volunteers follow the policy and procedures • take reasonable steps to ensure that nominated supervisors, educators, staff and volunteers follow the Safe arrival of children policy and procedures • ensure copies of the policy and procedures are readily accessible to nominated supervisors, educators, staff, volunteers and families, and available for inspection • notify families at least 14 days before changing the policy or procedures if the changes will: <ul style="list-style-type: none"> » affect the fees charged or the way they are collected or » significantly impact the service’s education and care of children or » significantly impact the family’s ability to utilise the service.

Roles	Responsibilities
Nominated supervisor	<ul style="list-style-type: none"> • implement the <i>Safe transportation of children policy and procedures</i> • ensure no child is transported by the service without an authorisation from a parent or other person named in the child’s enrolment record as having authority • conduct a risk assessment for an excursion, including the specific considerations related to transportation listed in regulation 101 • conduct risk assessments prior to the service transporting children. Ensure the risk assessments for transportation: <ul style="list-style-type: none"> » identify and assess risks that transporting the child may pose to the safety, health or wellbeing of the child » specify how the identified risks will be managed and minimised » include the specific considerations listed in regulation 102C • ensure all educators and staff understand their supervision responsibilities and expectations relating to transportation of children • take reasonable steps to ensure that nominated supervisors, educators, staff and volunteers follow the <i>Safe arrival of children policy and procedures</i> • verify that all the required equipment and/or items are taken on the transportation, including, but not limited to, a first aid kit, emergency contact lists, children’s individual medication, required medical management plans and mobile phone • verify that educators or staff with current first aid qualifications and training are in attendance during transportation • ensure jurisdictional requirements relating to seatbelts and children’s safety restraints are met • for centre-based services that offer regular transportation: ensure a nominated supervisor or staff member (other than the driver) is present to account for children as they embark and disembark the vehicle at the service premises and ensure required records are made immediately and kept • for centre-based services that offer regular transportation: ensure at least one nominated supervisor or staff member (other than the driver) conducts a check of the interior of the vehicle after all children have disembarked at the service premises to ensure no children remain on the vehicle and ensure required records are made immediately and kept • contact emergency services in the first instance then notify parents/guardians immediately after a serious incident, injury, trauma or medical emergency, or as soon as is practicable • where children leave the premises or FDC residence using transport that is not part of the service, ensure they leave in accordance with regulation 99 and the service’s <i>Delivery of children to, and collection from, education and care service premises policy and procedures</i>.

Roles	Responsibilities
FDC educators	<ul style="list-style-type: none"> • ensure transportation is carried out in line with the <i>Safe transportation of children policy and procedures</i> • ensure all children transported by the service have an authorisation from a parent or other person named in the child’s enrolment record as having authority • conduct a risk assessment for an excursion, including the specific considerations related to transportation listed in regulation 101 • conduct risk assessments prior to the service transporting children. Ensure the risk assessments for transportation: <ul style="list-style-type: none"> » identify and assess risks that transporting the child may pose to the safety, health or wellbeing of the child » specify how the identified risks will be managed and minimised » include the specific considerations listed in regulation 102C • ensure the required educator to child ratios are in place and children are supervised at all times • undertake regular attendance checks to account for all children • ensure that all the required equipment and/or items are taken on the transportation, including, but not limited to, a first aid kit, emergency contact lists, children’s individual medication, required medical management plans and mobile phone • ensure jurisdictional requirements relating to seatbelts and children’s safety restraints are met • complete any relevant documentation of children’s attendance and movement to and from the transportation • must be aware of and follow the <i>Safe arrival of children policy and procedures</i> • communicate with families regarding safe transportation, including for excursions, 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 transportation • contact emergency services in the first instance then notify parents/guardians immediately after a serious incident, injury, trauma or medical emergency, or as soon as is practicable • where children leave the premises or FDC residence using transport that is not part of the service, ensure they leave in accordance with regulation 99 and the service’s <i>Delivery of children to, and collection from, education and care service premises policy and procedures</i>.
Educators	<ul style="list-style-type: none"> • ensure transportation is carried out in line with the <i>Safe transportation of children policy and procedures</i> • check all children transported by the service have an authorisation from a parent or other person named in the child’s enrolment record as having authority • check that a risk assessment for an excursion has been conducted, including the specific considerations related to transportation listed in regulation 101 check that risk assessments have been conducted prior to the service transporting children and ensuring the risk management/minimisation strategies they contain are implemented. • Check the risk assessments for transportation: <ul style="list-style-type: none"> » identify and assess risks that transporting the child may pose to the safety, health or wellbeing of the child » specify how the identified risks will be managed and minimised » include the specific considerations listed in regulation 102C • ensure the required educator to child ratios are in place and children are supervised at all times • undertake regular attendance checks to account for all children • ensure that all the required equipment and/or items are taken on the transportation, including, but not limited to, a first aid kit, emergency contact lists, children’s individual medication, required medical management plans and mobile phone • ensure jurisdictional requirements relating to seatbelts and safety restraints are met • complete any relevant documentation of children’s attendance and movement to and from the transportation

Roles	Responsibilities
Educators (cont.)	<ul style="list-style-type: none"> • for centre-based services that offer regular transportation: account for all children as they embark and disembark a vehicle during regular transportation at the service premises and complete a record immediately confirming children have been accounted for • for centre-based services that offer regular transportation: conduct a check of the vehicle after all children have disembarked at the service premises for regular transportation to ensure no children are left on the vehicle and complete a record immediately to confirm the check has been completed • must be aware of and follow the <i>Safe arrival of children policy and procedures</i> • communicate with families regarding safe transportation, including for excursions, 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 transportation • contact emergency services in the first instance then notify parents/guardians immediately after a serious incident, injury, trauma or medical emergency, or as soon as is practicable • where children leave the premises or FDC residence using transport that is not part of the service, ensure they leave in accordance with regulation 99 and the service's <i>Delivery of children to, and collection from, education and care service premises policy and procedures</i>.
Families	<ul style="list-style-type: none"> • sign the authorisation for their child to attend an excursion and/or for their child to be transported by the service • ensure they complete the attendance record upon delivery and collection of their child • provide emergency contact details on the child's enrolment form and ensure that they are kept up-to-date • keep informed about the service's safe transportation processes, including for excursions, 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 transportation • keep informed about the service's policy and procedures, including for safe transportation of children • reinforce the safe transportation practices with their child, e.g. seatbelts.

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>Transportation during excursions</p> <p>Act: 165, 167</p> <p>Regs: 99, 100, 101, 102, 168–172</p> <p>QA2</p> <p>QA3: 3.2.1</p> <p>QA4: 4.1</p> <p>QA5</p> <p>QA6 6.2</p> <p>QA7: 7.1.2, 7.1.3</p>	<ul style="list-style-type: none"> • How you will ensure those aspects of the Excursions policy and procedures relating to the safe transportation of children are met. • Ensuring that risks assessments for excursions consider the following transport-related aspects: <ul style="list-style-type: none"> » the means of transport » any jurisdictional requirements for seatbelts or children’s safety restraints » the process for entering and exiting the service premises or FDC residence » the process for entering and exiting the pick- up location or destination » any potential water hazards » procedures for embarking and disembarking the means of transport, including how each child is to be accounted for. • How risk assessments will be carried out, implemented, monitored, and assessed. • How you will inform all educators, staff and volunteers of any risks relating to the transportation, and their responsibilities to mitigate those risks. • The step-by-step actions and items that need to happen resulting from the risk assessment. • How you will ensure that children have a written authorisation from a parent or person authorised by a parent in order to participate in the excursion. • Ensuring that authorisations for excursions include: <ul style="list-style-type: none"> » for a regular outing: a description of when the child is to be taken on the regular outings » for an excursion that is not a regular outing: the date the child is to be taken on the excursion » the means of transport » jurisdictional requirements for seatbelts or safety restraints. 	<ul style="list-style-type: none"> • Make sure your policy and procedures are available for all to access. • Use a risk assessment template, e.g. ACECQA’s Template – providing transport for excursions. • Develop a schedule to ensure risk assessments are carried out and reviewed regularly. • Ensure all educators, staff and volunteers understand each step of the procedures. • Undertake an excursion induction for volunteers. • Ensure the policy and procedures are part of induction training, and regularly reviewed at team meetings. 	<ul style="list-style-type: none"> • Excursions • Providing a child safe environment • Incident, injury, trauma and illness • Dealing with medical conditions in children

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
Transportation during excursions (cont.)	<ul style="list-style-type: none"> • Ensuring that all the required equipment and/ or items are taken on the excursion, including, but not limited to, a first aid kit, emergency contact lists, children’s individual medication, required medical management plans and mobile phone. • What form regular attendance checks may take to account for all children. • What documentation may be needed relating to children’s attendance and movement to and from the vehicle. • What jurisdictional requirements there may be for the safe transportation of any non-ambulant children and any staffing implications • How the service will assess the children’s abilities to move confidently to and from vehicles and any staffing implications. • Effective ways to communicate with families regarding safe transportation during excursions, 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 transportation 		

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>General transportation (not excursions)</p> <p>Act: 165, 167</p> <p>Regs: 99, 102B, 102C, 102D, 102E, 102F, 168, 170, 171, 172, 175, 177</p> <p>QA2</p> <p>QA3: 3.2.1</p> <p>QA4: 4.1</p> <p>QA5</p> <p>QA6</p> <p>QA7: 7.1.2, 7.1.3</p>	<ul style="list-style-type: none"> • If you are a new centre-based service: notify the regulatory authority that the service will offer or arrange regular transportation as part of your application for service approval • If your service is centre-based and intends to start offering or arranging regular transportation: notifying the regulatory authority that the service will offer or arrange regular transportation • If your service is centre-based and decides to no longer offer regular transportation: notifying the regulatory authority that regular transportation has ceased. • What communication strategies could be implemented with families to ensure they: <ul style="list-style-type: none"> » are aware of the procedures in place for the safe arrival of children who travel to the service from an education or early childhood service or from the service to an education or early childhood service ; and » clearly understand the roles of Nominated Supervisor and staff, and who holds the duty of care for their child during that period of travel • Ensuring that risk assessments to transport children identify and assess risks that transporting the child may pose to the safety, health and/or wellbeing of the child; and specify how the identified risks will be managed and minimised. • Ensuring that the risk assessments consider: <ul style="list-style-type: none"> » the proposed route and duration of the transportation » the proposed pick-up location and destination » the means of transport 	<ul style="list-style-type: none"> • Use a risk assessment template, e.g. ACECQA's Template – providing transport as part of a service approval. • Develop a schedule to ensure risk assessments are carried out and reviewed regularly • Create checklists with clear expectations around implementing procedures. • Ensure the policy and procedures are part of induction training, and regularly reviewed at team meetings. • Schedule child restraint safety checks by authorised fitters. 	<ul style="list-style-type: none"> • Providing a child safe environment • Incident, injury, trauma and illness • Enrolment and orientation • Dealing with medical conditions in children • Safe arrival of children

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>General transportation (not excursions) (cont.)</p>	<ul style="list-style-type: none"> » any jurisdictional requirements for seatbelts or children’s safety restraints » any water hazards » the number of adults and children involved in the transportation » given the risks posed by transportation, the number of educators or other responsible adults that is appropriate to provide supervision and whether any adults with specialised skills are required » whether any items should be readily available during transportation (e.g. a mobile phone and a list of emergency contact numbers for the children being transported) » the process for entering and exiting the service premises or FDC residence » the pick-up location or destination » procedures for embarking and disembarking the means of transport, including how each child is to be accounted for. <ul style="list-style-type: none"> • How risk assessments will be carried out, implemented, monitored, and assessed. • How you will inform all educators, staff and volunteers of any risks relating to the transport and their responsibilities to mitigate those risks. • The step-by-step actions and items that need to happen resulting from the risk assessments. • How you will ensure that no child is transported by the service without an authorisation from a parent or other person named in the child’s enrolment record as having authority. 		

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>General transportation (not excursions) (cont.)</p>	<ul style="list-style-type: none"> • Ensuring that authorisations for transportation include: <ul style="list-style-type: none"> » the child’s name » the reason the child is to be transported » not for regular transportation: the date the child is to be transported » description of the proposed pick-up location and destination » the means of transport » the period of time during which the child is to be transported » the anticipated number of children likely to be transported » for regular transportation: a description of when the child is to be transported » the anticipated number of educators and staff and any other adults who will accompany and supervise the children during the transportation » any jurisdictional requirements for seatbelts or child safety restraints » that a risk assessment has been prepared and is available at the service » that written policies and procedures for transporting children are available at the service. • How you will monitor the safety of seatbelts or child restraints in line with jurisdictional requirements. • For centre-based services that offer regular transportation: how you will ensure a nominated supervisor or staff member (other than the driver) is present to account for children as they embark and disembark the vehicle at the service premises and that required records are made immediately and kept. • For centre-based services that offer regular transportation: how you will ensure a nominated supervisor or staff member (other than the driver) conducts a check of the interior of the vehicle after all children have disembarked at the service premises to ensure no children remain on the vehicle and that required records are made immediately and kept. 		

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>General transportation (not excursions) (cont.)</p>	<ul style="list-style-type: none"> • Ensuring that all the required equipment and/or items are taken on the transportation, including, but not limited to, a suitably equipped first aid kit, emergency contact lists, children's individual medication, required medical management plans and mobile phone. • What form regular attendance checks to account for all children may take, e.g. prior to, during and after the transportation. • What documentation may be needed relating to children's attendance and movement to and from the vehicle. • What jurisdictional requirements there may be for the safe transportation of any non-ambulant children and any staffing implications. • How the service will assess the children's abilities to move confidently to and from vehicles. • Effective ways to communicate with families regarding safe transportation, 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 transportation. 		
<p>Staffing and first aid Act: 165</p> <p>Regs: 89, 99, 122, 123, 136, 168, 170, 171, 172</p> <p>QA2</p> <p>QA4: 4.1</p> <p>QA5</p> <p>QA6</p> <p>QA7: 7.1.2, 7.1.3</p>	<ul style="list-style-type: none"> • To determine if supervision of children during transportation is adequate, consider areas such as: <ul style="list-style-type: none"> » educator to child ratios » the number, age and level of development of children » visibility and accessibility of children (including when moving to/from the vehicle) » risks inherent in the mode of transport » risks inherent in the 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. 	<ul style="list-style-type: none"> • Create checklists with clear expectations around implementing procedures. • Design team rosters to support adequate supervision during transport. • Role play scenarios with educators and staff to encourage and develop knowledge around correct procedures. • Placement of educators within the vehicle and outside when children enter and exit. • Ensure responsibility is allocated to someone directly working with children if or when an educator needs to leave the vehicle or is otherwise unavailable (such as if they are carrying out first aid). 	<ul style="list-style-type: none"> • The administration of first aid • Incident, injury, trauma and illness • Providing a child safe environment • Safe arrival of children

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
Staffing and first aid (cont.)	<ul style="list-style-type: none"> • How you will ensure the service has an educator or staff member with the appropriate first aid qualifications and anaphylaxis and asthma management training in attendance during transportation and is immediately available in an emergency (if some children remain on the service premises – e.g. during an excursion – a person(s) with first aid qualifications and training must also remain on the premises). • For centre-based services that offer regular transportation: how you will ensure that a nominated supervisor or staff member (other than the driver) is available to account for children as they embark and disembark a vehicle at the service premises and conduct a check of the vehicle after all children have disembarked at the service premises. • Ensuring up-to-date suitably equipped first aid kits are readily available wherever children are, including during transportation. • How educators and staff can implement and monitor jurisdictional requirements relating to seatbelts and child restraints. • Involvement of children in decisions relating to transportation and their travel to the service from an education or early childhood service or from the service to an education or early childhood service, with consideration of their feelings of safety and security • Ensuring the nominated supervisor and educators or staff have ready access to a mobile phone (or similar communications device) during transportation to enable immediate communication to and from families and emergency services. 	<ul style="list-style-type: none"> • If applicable, involvement of children in reviewing the application of the procedure and implementation strategies 	

5. Procedures created/reviewed

Include the date the procedures were 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 these procedures within a set timeframe or earlier if there is a change in relevant legislation.

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 were 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 transportation of children procedures* align with your *Safe transportation 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?

Have your policy and procedures been communicated to families?

Is it clear who is responsible for the implementation of the procedures?

Are all educators and staff aware of the procedures and can they implement them if required?

Do you need to develop any resources to monitor and record the procedures?

REFERENCES AND 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 [Excursion risk assessment template](#)
- ACECQA [Guide to the National Quality Framework](#)
- ACECQA [Opening a new service](#)
- ACECQA Information sheet- [Safe transportation of children in education and care: Your questions answered](#)
- ACECQA Information Sheet- [Safe transportation of children](#)
- ACECQA [Transportation risk assessment template](#)
- Queensland Government- [Transportation in early childhood education and care](#)
- Risk assessment and management- [Safe transportation of children- safety checklist](#)
- Information sheet- [Minimising the risk of children being mistakenly left in vehicles during transportation](#)
- Information sheet- [Changes to regular transportation of children commencing 1 March 2023](#)