



**POLICY STATEMENT**

The United Nations Convention on the Rights of the Child (UNCR) outline that children and young people have a right to be safe and cared for, no matter where they are or who they are with. Children and young people have the right to be protected from violence, harm, or neglect. When working with children and young people, it is important to understand children’s rights and needs.

**BACKGROUND**

We are advocates for children and young people and we have a strong commitment to child safety and establishing and maintaining a child safe environment. Children’s safety and wellbeing are paramount at our service. Mawson Lakes School OSHC embeds the National Principles for Child Safe Organisations and promotes a culture of safety & wellbeing to minimise the risk of harm to children whilst promoting children’s sense of security and belonging.

**LEGISLATIVE REQUIREMENTS**

Regulation	Description	Implementation
<b>82</b>	Tobacco, drug, and alcohol-free environment	The implementation of our policy is communicated to all stakeholders and the service will act if the policy is violated. Providing training to educators, monitoring the environment daily for discarded cigarette butts and other dangerous objects.
<b>83</b>	Staff members and family day care educators not to be affected by alcohol or drugs	Having a clear policy in place and providing training on how to identify and respond to intoxication. Action is taken if the policy is breached.
<b>84</b>	Awareness of child protection law	Providing adequate training to staff and volunteers on the relevant laws and regulations regarding child protection.
<b>99</b>	Children leaving the education and care service premises	The sign-out procedure ensures all children leaving the service are collected by an authorised person which is stated on their enrolment form, the sign-out bench is located in building TR 9. The exits and entrances are monitored by educators at all times.
<b>102 (A-D)</b>	Transportation of children (risk assessments and authorisations)	Risk assessments for all transportation arrangements are completed. Written authorisation from parents or guardians is required through our vacation care booking form before transporting any child to and from the service for extra-curricular excursions.
<b>103</b>	Premises, furniture, and equipment to be safe, clean and in good repair	The uses of regular inspections, using daily cleaning checklists and toy cleaning checklists ensures equipment and resources are kept clean. This assists in identifying and addressing any potential hazards. If a hazard is identified a Hazard Report Form will be filled out and appropriate action will be taken to eliminate the hazard.
<b>104</b>	Fencing	In the area that connects TR9/10 & TR11/12 there is an enclosed veranda with a gate that leads to the public path, in which parents can enter and exit from. Mawson Lakes

		School OSHC is located on Yates Street, there is partial fencing with three entrances/exits, which are monitored closely by educators. The large grass area on site west does not have a fence, however, there are boundaries in place. The use of the invisible line, and adequate supervision is implemented by educators.
<b>105</b>	Furniture, materials, and equipment	It is ensured that furniture, materials, and equipment are appropriate for primary aged children and young people. Twice daily inspections are conducted through our Environment Safety Checklist, to identify and address any potential hazards. If any hazards are identified, a hazard report must be made, and action must be taken to remove the hazard immediately. It is either fixed immediately or if unrepairable it will be thrown out and replaced. Educators teach and practice how to use equipment safely.
<b>106</b>	Laundry and hygiene facilities	The laundry space runs alongside the kitchen, children and young people are made aware of this and cannot access this area unless they are with an educator. The washer and dryer are situated behind closed doors. All chemicals and cleaning products are stored in locked cupboards and keys are located out of reach of children.
<b>109</b>	Toilet and hygiene facilities	All toilets and hand washing facilities at the service are cleaned daily and are accessible, and appropriate for the age and developmental stage all children and young people.
<b>115</b>	Facilities designed to facilitate supervision	The facility is purpose built to cater for the large number of children who enter our service daily. Open floor plans, open veranda between rooms, and glass doors are utilised. These features allow educators to see all children at all times being a large open space with no walls or areas blocking the view of educators. This helps to ensure the safety and well-being of children and young people are met.
<b>122</b>	Educators must be working directly with children to be included in ratios	The ratio includes all educators who are working directly with children. Educators included in the ratio are responsible for providing active supervision, care, and education to children.
<b>123</b>	Educator to child ratios- centre based services	There must be a ratio of 1 educator to 15 children at all times on the service premises. For excursions a ratio of 1 educator to 8 children is required and for swimming/water excursion a ratio of 1 educator to 5 children is required.
<b>136</b>	First aid qualifications	Within our service all qualified educators hold relevant and in date first aid qualifications. This enables them to provide first aid to children and young people in the event of an accident or injury.
<b>155</b>	Interactions with children	To build a child safe and supportive environment we focus on building positive relationships with children and young

		people to provide them with opportunities to play safely, learn and grow.
<b>162</b>	Health information to be kept in enrolment record	All health information is kept in each child's file/enrolment record. This ensures that educators have access to the information they need to provide the best possible care for each child.
<b>165</b>	Record of visitors	Records of visitors are kept in the folder at the sign in desk, in building TR 11 this will inform who is coming and going from the service. In the event of an emergency, it is important to know who is at the service.
<b>166</b>	Children not to be alone with visitors	Children are never left alone with visitors, regardless of whether the visitor is known to the child or not. Visitors are accompanied by an educator at all times.
<b>167</b>	Record of service's compliance	The record of compliance contains information of compliance with the National Law and the Education and Care Services National Regulations. This record is kept up-to-date and can be made available upon request.
<b>168 (h)</b>	Education and care services must have policies- Providing a child safe environment	There are multiple policies in place to provide a child safe environment. These are shown in related policies table below. Educators adhere to the Child Safe Environment Statement.
<b>170</b>	Policies and procedures to be followed	Policies and procedures at the service are followed through a combination of training, supervision, and monitoring. Action is taken if any policies are breached.
<b>S162 (a)</b>	Persons in day-to-day charge and nominated supervisors to have child protection training	Child protection training for persons in day-to-day charge and nominated supervisors is provided. This training helps individuals to understand the signs and symptoms of child abuse and neglect, as well as their roles and responsibilities in reporting concerns.
<b>S165</b>	Offence to inadequately supervise children	To ensure adequate supervision is provided there is a policy and supervision plan in place that educators adhere to. All educators are trained on supervision and use strategies including the "back to the wall" method. This ensures all children remain in the vision of all educators.
<b>S166</b>	Offence to use inappropriate discipline	There is "No tolerance" to inappropriate discipline, there is a clear behaviour guidance policy. If educators see or suspect that inappropriate discipline is being used on a child, it must be reported to the Director and/or to the relevant authorities.
<b>S167</b>	Offence relating to protection of children from harm and hazards	The service will and must protect children and young people from harm and hazards. This is ensured by conducting regular risk assessments, environmental safety checks, appropriate ongoing training of all educators and close supervision of children.

## RELATED LEGISLATION

Children & Young People (Safety) Act 2017	Child Safety (Prohibited Persons) Act 2016
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## RELATED POLICIES

<ul style="list-style-type: none"><li>• Behaviour Guidance Policy</li><li>• Child Safe Environment Statement</li><li>• Dealing with Children with Medical Conditions in Children Policy &amp; Procedure</li><li>• Dealing with Infectious Diseases Policy &amp; Procedure</li><li>• Delivery of Children to, and collection from Education and Care Service Premises Policy &amp; Procedure</li><li>• Emergency &amp; Evacuation Policy &amp; Procedure</li><li>• Incident, Injury, Trauma &amp; Illness Policy &amp; Procedure</li><li>• Interactions with Children Policy &amp; Procedure</li><li>• Interactions with Children, Families and Staff Policy</li></ul>	<ul style="list-style-type: none"><li>• Nutrition, Food &amp; Beverages, Dietary Requirements Policy &amp; Procedure</li><li>• Photograph Policy &amp; Procedure</li><li>• Safe Transportation of Children Policy &amp; Procedure</li><li>• Sleep &amp; Rest for Children Policy &amp; Procedure</li><li>• Staffing Policy &amp; Procedure</li><li>• Student and Visitors Policy</li><li>• Sun Protection Policy &amp; Procedure</li><li>• Technology &amp; Cyber Safety Policy &amp; Procedure</li><li>• The Administration of First Aid Policy &amp; Procedure</li><li>• Water Safety Policy &amp; Procedure</li><li>• Wet Weather Contingency Plan Policy &amp; Procedure</li></ul>
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## POLICY PURPOSE

Mawson Lakes School OSHC has a legal and ethical responsibility to provide a safe and friendly environment where all children and young people are respected, valued, and encouraged to reach their full potential. Our service is committed to supporting the health, safety, and wellbeing of all children in our care. We aim to provide a safe and secure environment for children and young people to play, learn and grow. Children's safety and wellbeing is paramount, and we aim to take all practical steps to protect children and young people from harm, ensuring a healthy and safe environment. Our service provides children and educators with an environment free from the use of tobacco, alcohol, and illicit drugs.

## SCOPE

This policy applies to children and young people, families, educators, volunteers, Approved Provider, Nominated Supervisor, management, and visitors of the OSHC service.

## IMPLEMENTATION

Under the Education and Care Services National Regulations the approved provider must ensure that policies and procedures are in place for providing a child safe environment and take reasonable steps to ensure those policies and procedures are followed. (Regulation 168, Regulation 170). The National Law requires management to ensure all children being educated and cared for are adequately supervised and every reasonable precaution is taken to protect children and young people from harm and any hazard likely to cause injury. Our focus is to build a child safe environment which is reflected in our service policies and procedures and understood and practiced by all educators, volunteers, and students. 'Child safety is everyone's responsibility'. (A guide to the Child Safe Standards. p.26. 2020)

## KEY TERMS

Key Term	Meaning
<b>ACECQA</b>	The independent body that works with all regulatory authorities to administer the National Quality Framework.
<b>Code of Conduct</b>	Lists of dos and don'ts which describe acceptable and non-acceptable behaviour.
<b>Disclosure</b>	The process where a child or young person conveys or attempts to convey that they are being or have been harmed.
<b>Harm</b>	Section 17 of the Safety Act defines 'harm' to mean physical or psychological harm (whether caused by an act or omission), including harm caused by sexual, physical, mental, or emotional harm or neglect.
<b>Information sharing</b>	Refers to sharing or exchanging information, including personal information about, or related to, harm in organisational contexts. The terms refer to sharing information between (or within) organisations, as well as sharing information with professionals who provide key services for children.
<b>Mandatory notifier</b>	A person who is required to notify known and suspected cases of harm or risk of harm to a child to the Child Abuse Report Line (CARL) on 13 14 78 All educators working within an education and care setting are mandated notifiers.
<b>Mandatory reporting</b>	The legislative requirement for selected classes of people to report suspected cases of harm and risk of harm.
<b>National Principles for Child Safe Organisations</b>	Reflect the ten child safe standards recommended by the Royal Commission into Institutional Responses to Child Sexual Abuse and are the vehicle for giving recommendations relating to the standards.
<b>Rights of the Child</b>	Human rights belonging to all children, as specified in the United Nations Convention of the Rights of the Child.
<b>Wellbeing</b>	Sound wellbeing results from the satisfaction of basic needs.
<b>Working with Children Check (WWCC)</b>	People over the age of 14 years working or volunteering with children in South Australia must, by law, have a valid, not prohibited Working with Children Check. A Working with Children Check is an assessment of whether a person poses an unacceptable risk to children. As part of the process, the Screening Unit will look at criminal history, child protection information and other information.

Definitions sourced from

ACECQA. (2021). Policy and procedure guidelines. Providing a Child Safe Environment.

Government of South Australia. (2022). Human Services. Creating a child safe environments policy.

### **COMMITMENT TO THE SAFETY OF CHILDREN AND YOUNG PEOPLE - NATIONAL PRINCIPLES 1-10)**

Mawson Lakes School OSHC is committed to being a child safe organisation placing the protection of children as a priority of our responsibilities and obligations. Our Child Safe Environment Policy complies with the Children and Young People (Safety) Act 2017, Child Safety (Prohibited Persons) Act 2016 and the National Principles for Child Safe Organisations. The Child Safe Standards recommended by the Royal Commission provide guidance for our service to ensure our policies and procedures, strategies, and attitudes, ensure children's safety is paramount.

Mawson Lakes School OSHC has a zero tolerance to harm or risk of harm to a child, and we are committed to the safety, participation, and empowerment of all children. We promote diversity and acceptance and aim to form

equitable and positive relationships with children. We ensure children participate in decisions affecting them and listen and respect their suggestions and ideas as detailed in our Interactions with Children, Families and Staff Policy. We respond to any concerns, disclosures, allegations, or suspicions of harm by reporting to the relevant authorities.

We are dedicated in promoting cultural safety for Aboriginal and Torres Strait Islander children, cultural safety for children from culturally and/or linguistically diverse backgrounds and to providing a safe environment for children with a disability. Our service will not tolerate bullying or harassment and our Behaviour Guidance Policy and procedure outlines the preventative strategies and supervision implemented by our Service to deal with bullying and help protect children. Our priority is to ensure the safety and wellbeing of children and encourage positive relationships. (Primary policies - Behaviour Guidance; Code of Conduct; Interactions with Children, Families and Staff.)

### **COMMUNICATION - NATIONAL PRINCIPLES 2 & 3**

We aim to build and maintain positive and respectful relationships with children, families, and educators of our OSHC service and prioritise a child safe environment. We communicate regularly and clearly with all stakeholders using the platform Spike. We ensure our policies and procedures are available to employees, volunteers, families and children and young people through the Mawson Lakes School website. (Reg. 170). All policies and procedures are reviewed by OSHC educators and Governing Council prior to being endorsed by Governing Council. Feedback and evaluation of our policies and procedures is welcomed through feedback or discussions with families and caregivers.

### **PARTICIPATION OF FAMILIES, CHILDREN AND YOUNG PEOPLE - NATIONAL PRINCIPLE 2**

Our service ensures families are always welcome and feel comfortable asking questions on how we prioritise child safety. We provide a range of opportunities for consultation and collaboration about decisions about their child's safety whilst at our service including:

- policy and procedure review
- child protection
- allegations/grievance procedures
- sun safety
- written authorisations- parenting orders
- code of conduct
- inclusivity and supporting children with diverse needs

We promote a respectful, child safe culture where children concerns are always responded to, and children feel empowered to participate in decisions and provide feedback to educators and staff.

(Primary policies - Interactions with Children, Families and Educators)

### **CODE OF CONDUCT - NATIONAL PRINCIPLES 4 & 6**

Management, educators, volunteers, and students will adhere to our OSHC service's Code of Conduct Policy.

We will:

- Adhere to our Child Safe Environment Policy, Child Protection Policy at all times
- Provide adequate supervision of children at all times
- Take reasonable action to protect children and young people from the risk of harm
- Ensure the service premise is free from the use of tobacco, illicit drugs, and alcohol
- Be responsible for their own, and other's health and safety
- Be a positive role model to children and young people
- Respect children's privacy and dignity at all times
- Listen and respond appropriately to the views and concerns of children and young people
- Report any allegations of harm or risk of harm to Child Abuse Report Line as mandatory reporter and make an internal report after you have reported to CARL

- Notify the approved provider and/or the regulatory authority within 24 hours of any serious incident or complaint as per the National Regulations
- Encourage children and young people to 'have a say' on issues that are important to them.

### **EDUCATORS AND VOLUNTEERS MUST**

- Not discriminate against any child, because of age, gender, cultural background, race, ethnicity, or disability
- Not put children at risk of harm- refusing food/play, making threats, exposing children to inappropriate language or material (movies, internet, photos)
- Not develop any 'special' relationships with children or young people that could be seen as favouritism such as the offering of gifts or special treatment.

(Primary policies - Code of Conduct; Privacy and Confidentiality; Probation Induction and Orientation Policy)

### **RECRUITMENT - NATIONAL PRINCIPLE 5**

Our service maintains a careful and consistent recruitment, screening, and selection process to ensure the best staff possible based on skills, qualifications, experience, and suitability for the position available. All educators participate in robust interviews and have reference checks completed to ensure the applicant's suitability to the role, previous experiences and their commitment to child safe values and practices. Prior to commencing, each staff member must provide their valid and in date Working with Children's Check (WWCC) to the director who will then inform the school's administration office. This is then entered into the Department of Human Services; a registration of interest is completed by the Department of Screening and Inclusion. If anything is flagged within this process the school and the director will be notified.

All educators are provided with a comprehensive induction process which outlines our Code of Conduct, identifying and Responding to Risks of Harm, Abuse and Neglect, Grievance Processes, and Work Health and Safety.

(Primary policies- Probation Induction and Orientation Policy; Recruitment)

### **WORKING WITH CHILDREN CHECK - NATIONAL PRINCIPLE 5**

Working in conjunction with the Child Safety (Prohibited Persons) Act 2016 and Education and Care Services National Regulations, the safety, welfare, and wellbeing of children is paramount within our service and community. A Working with Children Check (WWCC) issued by the Screening Unit of the Department of Human Services is a requirement for people who work in child-related work. It involves a national criminal history check and a review of findings of workplace misconduct. The result of a Working with Children Check is either Not Prohibited and is valid for five years, or prohibited, which means they cannot work with children. Cleared applicants are subject to ongoing monitoring and relevant new records may lead to the clearance being revoked.

Management is responsible for the periodic review and maintenance of up-to-date records of employees' Working with Children Check, including the Working with Children Check number and the date on which each clearance expires. There is a spreadsheet in the OSHC office which displays the expiry dates of all checks and certificates, for each employee. Once an employee provides their WWCC clearance, management will verify the clearance to ensure that it is valid and current. The WWCC will be placed in the individual's file and continue to be updated as required.

Management will immediately contact the Department of Human Services Screening Unit when we become aware of certain information regarding any person involved with our organisation, including any serious criminal offence, child protection information, or disciplinary or misconduct information. (Primary policy - Child Protection, Recruitment, Staffing Arrangements)

## **PHYSICAL ENVIRONMENT- SUPERVISION AND SAFETY CHECKLISTS - NATIONAL PRINCIPLES 5 & 6**

Children's safety is embedded in our day-to-day practices. We ensure effective and adequate supervision is provided to children at all times. Educators will employ 'active supervision' strategies within the service environment and when participating in excursions or transportation of children. Considerations will be made for the different ages and abilities of children and young people and the activities that may require different levels of supervision.

To ensure compliance with regulations, we will only include educators in the educator to child ratio who are working directly with the children and ensure a current roster is available to verify this. Staff rosters and routines ensure adequate supervision of children is always provided.

Through conducting risk assessments, we assess and manage risks in the physical environment collaborating with children to develop behaviour guidelines for play including adventurous play to ensure their safety. Educators have a sound understanding of their duty of care and responsibilities in ensuring a child safe environment. Educators conduct regular safety checks to maintain basic standards of safety within our service. We believe that child safety is a shared responsibility at all levels within our OSHC. Children and young people are encouraged to speak up about their safety and the safety of their friends by telling an educator if they feel unsafe in a particular situation or environment.

Educators will complete the following daily checklists to assist and record inspections of the physical environment where foreseeable risks may be evident and cause harm or injury to a child: Environment Safety Checklist, Medication Checklist. Any findings that require attention will require a Hazard Report Form to be filled out. The issue will then be dealt with immediately to eliminate the hazard or will be isolated until the school is able to contact the required trades to resolve the hazard. The service management, Governing Council and the principals of primary school must be notified of any areas that need immediate attention within the service.

(Primary policies - Code of Conduct, Supervision, Health and Safety, Staffing Arrangement, Supervision)

## **CHILD PROTECTION - NATIONAL PRINCIPLE 6**

Children and young people have the right to be safe and protected. To comply with legislation and ensure a child safe environment, educators are provided with training and ongoing supervision to ensure they understand that child safety is everyone's responsibility. All educators are mandatory reporters and must make reports if they suspect on reasonable grounds, a child is at risk of significant harm to the Child Abuse Report Line (CARL) or if at immediate risk, report to South Australia Police (SAPOL) on 000.

All educators are provided with up-to-date training about child protection law and their obligations under this law and to ensure they are confident in following the reporting guidelines within South Australia and adhere to our Child Protection Policy. (Reg 84).

Through continual education and training, all educators are equipped with the knowledge, skills, and awareness to keep children safe. Training gives all educators confidence to identify, respond and report harm and risk of harm to a child or responsible persons in day-to-day charge must complete a course in child protection approved by the Regulatory Authority. All educators must refresh their knowledge about mandatory reporting as dated on their latest certificate or when deemed necessary.

To protect children and ensure their safety, welfare and wellbeing, management is responsible to report allegations or convictions of harm or risk of harm to a child and child related misconduct by any educator, or volunteer or contractor to the Department for Child Protection.

Prior to commencement all educators are required to read and sign the Child Safe Environment Statement, The Protective Practices and The Rights of the Child. All educators must complete the Personal Safety and Conflict

Awareness online course, this ensures all educators are aware of their responsibilities and procedures required to protect children. (Safe environments for children and young people) - (Primary policy - Child Protection)

### **REPORTING AND RESPONDING TO GENERAL COMPLAINTS - NATIONAL PRINCIPLE 6**

Feedback from children, families, educators, and the wider community is fundamental in creating an evolving Childcare service working towards the highest standard of care and education. We aim to investigate all complaints and grievances with a high standard of equity and fairness. Our OSHC believes in procedural fairness and natural justice that govern the strategies and practices, which include:

- The right to be heard fairly
- The right to an unbiased decision made by an objective decision maker
- The right to have the decision based on relevant evidence.

The Approved Provider will ensure the name and telephone number of the person to whom complaints can be made easily is visible at the service, this is displayed at the sign in/out desk. All grievances and complaints will be treated seriously and as a priority. Any complaints that allege a breach of the National Law and Regulations or alleges that the health, safety, and wellbeing of a child at the service may have been compromised will be documented and reported to the Regulatory Authority within 24 hours. (Primary policy – Dealing with Complaints)

### **RISK ASSESSMENT & RISK ASSESSMENT TOOL - NATIONAL PRINCIPLE 8**

It is a legislative requirement that all services implement a risk management system where they identify and manage hazards and risks within the workplace to ensure a child safe environment. Strategies are in place to make sure child safety through the National Principles for Child Safe Organisations and Education and Care National Regulations are embedded across our service. The key principles of risk management include:

1. Identifying all hazards or potential hazards in the service
2. Assess the risk of harm or potential harm for each hazard
3. Control or manage the risk - Risk Rating Matrix
4. Monitor and improve safety - Risk Assessment Action Plan
5. Evaluate and Review

It is the responsibility of Management or Nominated Supervisor in day-to-day charge to complete a risk assessment where children's safety may be jeopardised and when organising an excursion/incursion. Children's safety must be incorporated into everyday practice within the OSHC service. Common hazards which may require a risk assessment include:

- Service
- W5 Small Court & Asphalt
- Playground and Grass Areas
- Cubby House
- Nature Play
- Delivery & Collection of Children
- Equipment
- Flooding
- Kitchen
- Medication Management
- Computer Room
- Shed
- STEM Room
- TR9 & TR10

- TR11 & TR12
- W5 Breakout Space
- Undercover Veranda Space
- Embarking & Disembarking Transportation
- Water Play
- Behaviour Management
- Sometime spaces

To maintain a child safe environment, we will adhere to our policies and procedures and conduct the following checklist and audits: Environment Safety Checklist, Medication Checklist, Cleaning Checklist.

(Primary policies - Emergency and Evacuation; Incident, Injury, Trauma, and Illness; Safe Transportation of Children; Sun Safety; Administration of First Aid; Medical Conditions)

### **EMERGENCY AND EVACUATION PROCEDURES**

Management will ensure that copies of the emergency and evacuation floor plan is displayed in prominent positions near each exit of the service premises, including indoor and outdoor learning areas. All educators are familiar with emergency evacuation procedures and regulatory requirements. Practice drills for emergency and evacuation procedures, including lock downs, are conducted at least once every three months or more frequently if management deems it necessary. (Primary policy- Emergency Evacuation Policy)

### **ARRIVAL AND DEPARTURE AUTHORISATION**

Our service prioritises children's safety at all times. We will only release children to an authorised person as named on the child's enrolment form. We request families provide current court orders, and parenting plans to ensure our records are up to date. National Regulations requires OSHC to keep a record of children and visitor's arrival and departures, families use the SPIKE sign in and out iPad format, each parent or guardian have their own unique pin code for which identifies the person collecting the child. Educators will work in collaboration with our Delivery of Children to and Collection from Education and Care Premises Policy and Student and Visitors Policy to ensure children feel safe and secure at all times. To ensure children's safety, educators have a clear understanding of their legal obligation to check identification when a person is collecting a child from the service. To maintain compliance, parents will need to provide written consent to authorise a person who is not an emergency contact on the enrolment form to pick up their child from the service. (Primary policies - Delivery of children to and Collection from Education and Care Premises Student and Visitors)

### **ONLINE SAFETY - NATIONAL PRINCIPLE 8**

OSHC is committed to create and maintain a safe online environment with support and collaboration with staff, families, and community. Management ensures safe internet systems are installed to block access to unsuitable web sites, newsgroups, and chat rooms. We ensures backups of important and confidential data is made regularly and either stored securely online, or offline. Software and devices are updated regularly to avoid any breach of confidential information.

Written authorisation is requested as part of the enrolment process for children to have their photo taken and published as part of promotional marketing or on the program used by the service. The identity of a child is not published on any platform. Personal mobile phones are not used to take photos or video of children at the service.

Only educational software programs and apps that have appropriate content and have been examined prior to allowing their use are used in the service. Children are always supervised when using any technology. (Primary policies - Cyber Safety; Technology; Privacy and Confidentiality, Code of Conduct)

**EQUIPMENT, FURNITURE & MAINTENANCE RECORD**

There are several factors that can contribute to a hazard, such as a poor program, insufficient supervision, and dilapidated equipment. To ensure a child safe environment free from hazards, we have implemented practices and continue to monitor service policies and procedures that uphold Australian Safety Standards.

All equipment and furniture used within the service are audited to ensure all aspects are safe, clean and in good repair. We understand that hazards are specific to developmental stages of children. Educators are aware that toys and equipment need to be checked to ensure they are safe and developmentally appropriate for school aged children from Reception to Year 6. Regular checks occur to ensure that all toys, furniture, and equipment are in good condition and working order. These checks include Toy Cleaning Register, Maintenance Records. (Primary policy - Furniture and Equipment Safety Policy)

**STORAGE OF HAZARDOUS SUBSTANCES**

We reduce the risk of harm to children and educators by using eco-friendly products. OSHC will endeavour to provide a safe environment where necessary, chemical, and hazardous equipment are safely stored away from children and young people and handled appropriately. All chemicals and cleaning products are stored in a locked and visible marked cupboard and all keys for these cupboards are kept out of reach of reach of children. The service keeps a register of hazardous chemicals used within the service, including Safety Data Sheets (SDS). (Primary policies - Safe Storage of Hazardous Chemicals, Administration of Medication)

**CONTINUOUS REVIEW - NATIONAL PRINCIPLE 9**

To ensure we maintain a culture of continuous improvement, we will ensure our child safe practices are regularly reviewed, evaluated, and improved. We aim to ensure all educators and volunteers understand and effectively implement our policies and procedures to provide a child safe environment at OSHC. Our policies are reviewed every two years or when deemed necessary, and a new Child Safe Environment Compliance Statement will be lodged with the Department of Human Services every 5 years.

We will regularly review and monitor the effectiveness of our Child Safe policies and procedures and invite children, educators, families, and communities to contribute to their development. Any updates or revisions will be communicated to all stakeholders.

**NATIONAL QUALITY STANDARDS**

The following quality areas link to Incident, Injury, Trauma, and Illness

QUALITY AREA 2 - CHILDREN'S HEALTH & SAFETY		
Concept		Descriptor
2.1	Health	Each child's health and physical activity is supported and promoted.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.

2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
2.2.3	Child protection	Management, educators, and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.
<b>QUALITY AREA 3 - PHYSICAL ENVIRONMENTS</b>		
3.1.2	Upkeep	Premises, furniture, and equipment are safe, clean and well maintained.
<b>QUALITY AREA 4 - STAFFING ARRANGEMENTS</b>		
4.1	Staffing arrangements	Staffing arrangements enhance children's learning and development.
4.1.1	Organisation of educators	The organisation of educators across the service supports children's learning and development.
4.2.2	Professional standards	Professional standards guide practice, interactions, and relationships.
<b>QUALITY AREA 5 - RELATIONSHIPS WITH CHILDREN</b>		
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
5.2.2	Self-regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
<b>QUALITY AREA 6 - COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES</b>		
6.1.2	Parents views are respected	The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing.
6.2.1	Transitions	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.
<b>QUALITY AREA 7 - GOVERNANCE AND LEADERSHIP</b>		
7.1.2	Management systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.

7.2.1	Continuous improvements	There is an effective self-assessment and quality improvement process in place.
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**PRINCIPLES**

- Secure, respectful, and reciprocal relationships
- Partnerships
- Respect for diversity
- Aboriginal & Torres Strait Islander perspectives
- Equity, inclusion, and high expectations
- Sustainability
- Critical reflection and ongoing professional learning
- Collaborative leadership and teamwork

**PRACTICES**

- Holistic, integrated, and interconnected approaches
- Collaboration with children and young people
- Play, leisure and intentionality
- Environments
- Cultural responsiveness
- Continuity and transitions
- Assessment and evaluation for wellbeing, learning and development

**SOURCE**

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**REVIEW**

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POLICY REVIEWED BY			
MODIFICATIONS			
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