



Bacchus Marsh  
Grammar

# ELC POLICY

## Early Learning Centre Child Safe Environment Policy and Procedure

Approved by the Approved Provider: 3 September 2025

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## Child Safe Policy and Procedure

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## 1 Quick reference:

child safety | child wellbeing | national principles for child safe organisations | child safe standards | child protection | child rights | safeguarding | physical safety | online safety | digital safety | cultural safety | respectful relationships | protective behaviours | risk management | abuse prevention | listening to children | empowering children | child participation | families and communities | child safe governance | responding to harm | child-friendly complaints | reportable conduct | trauma-informed practice | inclusion and equity | culturally responsive practice | code of conduct | supervision | safe technology use | duty of care | privacy | record keeping | working with children checks | child safety and family violence information sharing

## 2 Purpose and Background

- 2.1.1 To set out how we provide a child safe environment and meet Victoria's 11 mandatory Child Safe Standards
- 2.1.2 This policy is a requirement 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, including matters relating to the promotion of a culture of child safety and wellbeing, and the safe use of digital technologies and online environments (ss 168 (2)(h)(ha))
- 2.1.3 It also helps us to meet our obligation under the Reportable Conduct Scheme to have policies and procedures in place systems in place to prevent and respond to child abuse
- 2.1.4 This policy aligns with the ECEC Code of Ethics and the National Model Code for Taking Images or Videos of Children while providing Early Childhood Education and Care (National Model Code)

## 3 Scope

- 3.1.1 This policy applies to:
  - a) 'Staff': the approved provider, nominated supervisor, paid workers, volunteers, work placement students, and third parties who carry out child-related work at our service (e.g., contractors, subcontractors, self-employed persons, employees of a labour hire company)
  - b) Children who are in our care, their parents, families and care providers
  - c) Visitors to our service who carry out child-related work, including allied health support workers
- 3.1.2 It applies to all physical, digital and online environments of our service (including off-site and outside of operating hours)
- 3.1.3 It should be read in conjunction with our related policies and procedures for child safety and wellbeing (referenced throughout the policy) Our Child Protection Policy and procedures sets out in detail requirements and procedures for staff if they witness an incident, receive a disclosure or form a suspicion involving harm or risk of harm to a child – including mandatory reporting and reportable conduct

## 4 Definitions

- 4.1.1 The following definitions apply to this policy and related procedures:
  - a) 'Child-related work' is used in this policy to refer to the work of our service (an education and care service for children). It does not apply where contact with children is incidental or would not reasonably be expected to occur
  - b) 'Harm' and 'risk of harm' are used in this policy as overarching terms that cover neglect and various forms of abuse (either through an act or an omission). It includes physical, sexual and psychological abuse; neglect; ill-treatment; grooming; exposure to family violence; commercial child sexual exploitation; online child sexual abuse; and sexual abuse that is perpetrated by other children and young people
  - c) 'Parents' includes guardians and persons who have parental responsibilities for the child under a decision or order of court

- d) 'Staff', unless otherwise indicated, refers to approved provider, nominated supervisor, paid employees, volunteers, students, and third parties who are covered in the scope of this policy. Includes relief/temporary staff

## 5 Policy Statement

### 5.1 Statement of Commitment to Child Safety and Wellbeing

- 5.1.1 Bacchus Marsh Grammar Early Learning Centre is committed to the safety and well-being of all children and young people. We understand our responsibilities and statutory duty of care to comply with both the Victorian Child Safe Standards and the Reportable Conduct Scheme to build our capacity as an organisation to prevent and respond to allegations of child abuse.
- 5.1.2 Our Service is committed to implementing and abiding by our Child Safe Policy based on Child Safe Standards in Victoria (2022), accentuating our zero tolerance for child abuse and raising awareness about the importance of child safety in our Service and the community. We are dedicated to protecting children from abuse and neglect and, promoting a child-safe environment, maintaining children's well-being.
- 5.1.3 We adhere to our comprehensive Child Protection Policy, following our mandatory reporting responsibilities to protect children from physical, sexual, emotional, and psychological abuse and neglect.
- 5.1.4 We are dedicated to promoting cultural safety for Aboriginal children, cultural safety for children from culturally and/or linguistically diverse backgrounds and providing a safe environment for children with a disability. We are committed to ongoing professional development for employees to maintain their ability to distinguish and respond to situations of abuse and neglect, ensuring employees are responsive to their responsibilities in keeping children safe.
- 5.1.5 We work in collaboration with the United Nations Convention on the Rights of the Child and have confidence in educating children about their right to be safe. At Bacchus Marsh Grammar Early Learning Centre, we know that children learn best when they feel safe and are safe. We believe in teaching children what to do if they feel unsafe and encouraging them to express their views and thoughts on matters that directly affect them. As educators, we listen to and empower children to act on any concerns they or others may raise, which is reflected in our policies and procedures for keeping children safe.
- 5.1.6 This Statement of Commitment forms part of our statement of philosophy and we publicly display it in our foyer, on our website, family and staff handbooks, staff room and policies.

### 5.2 Standard 1 - A culturally safe environment for Aboriginal children

- 5.2.1 We must establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children are respected and valued (Child Safe Standard 1)
- 5.2.2 We acknowledge the histories, cultures, language, traditions, religions, spiritual beliefs, child rearing practices and lifestyle choices of the families at our service
- 5.2.3 Educators learn about/are trained in cultural safety for children from Aboriginal and Torres Strait Islander backgrounds
- 5.2.4 Staff encourage and support children to express their culture and enjoy their cultural rights
- 5.2.5 Our education program and practice (based on the Early Years Learning Framework 2.0/My Time, Our Place 2.0) embeds Aboriginal and Torres Strait Islander perspectives, regardless of whether Aboriginal or Torres Strait Islander children are enrolled at the time. We make sure that every child learns about our First Nation's histories, knowledge, culture and languages
- 5.2.6 We mark NAIDOC Week, Reconciliation Week, National Aboriginal and Torres Strait Islander Children's Day, Indigenous Literacy Day, National Sorry Day, other every year and invite members of our local Aboriginal community (if available) to be part of our events
- 5.2.7 We display positive Aboriginal symbols, including plaques/posters that acknowledge the Traditional Owner/acknowledgements /the Aboriginal flag/Aboriginal artworks/



- 5.2.8 We have information available in our newsletters/ flyers in our foyer for our families and communities on cultural rights, the strengths of Aboriginal cultures and the importance of culture to the safety and well-being of Aboriginal children; and about the connection between cultural safety and preventing harm to Aboriginal children. We also share with them opportunities to learn and appreciate Aboriginal cultures and histories
- 5.2.9 We ask Aboriginal children and their families what works for them and how we can improve cultural safety at our service.
- 5.2.10 Our key policies for this standard are: Access and Inclusion Policy | Education Curriculum and Learning Policy | Governance and Management Policy

### 5.3 Standard 2 - Leadership, governance and culture

- 5.3.1 Child safety and wellbeing is embedded in the leadership, governance and culture of our service (Child Safe Standard 2)
- 5.3.2 Our governance must support the management of a quality service that is child safe (National Quality Standard 7.1)
- 5.3.3 The approved provider and nominated supervisor oversee the policies, procedures, risk management, supervision, HR processes, record keeping, information sharing, training, communication and monitoring systems that keep children safe from harm and hazards at our service
- 5.3.4 We will appoint a staff member to be our child safety champion/officer to promote a child safety culture, provide support and guidance, and lead reviews of our child safe policies and procedures
- 5.3.5 Staff at all levels must champion and model a child safe culture and reporting, including by contributing to our child safety and wellbeing policies and procedures
- 5.3.6 Staff must abide by our Child Safe Code of Conduct, which sets out the behaviour we expect from staff towards the children in our care. It describes acceptable and unacceptable interactions with children in physical, digital and online environments, and each staff member's obligation to report any suspected breaches of the Code. Breaches are taken seriously, and staff are held to account
- 5.3.7 Risk management is a shared responsibility that is overseen by the approved provider and nominated supervisor
- 5.3.8 Staff at all levels are involved in creating, reviewing and updating our child safety and wellbeing policies and procedures
- 5.3.9 The approved provider and nominated supervisor regularly review and report on our performance in child safety matters. Child safety is a standing agenda item at staff management, staff, meetings/forums
- 5.3.10 We may plan activities to mark National Child Protection Week, Safer Internet Day and other events that promote child safety
- 5.3.11 Staff receive clear instructions and ongoing supervision on their responsibilities for child safety record keeping and information sharing laws
- 5.3.12 Our key policies for this standard are: Governance and Management Policy | Staff Communication Policy | Child Safe Code of Conduct | Staff Code of Conduct | Child Protection Policy

### 5.4 Standard 3 - Taking child participation seriously

- 5.4.1 Children at our service are informed of their rights, participate in decisions that affect them and are taken seriously (Child Safe Standard 3)
- 5.4.2 We must ensure that the dignity and rights of every child are maintained (National Quality Standard 5.1.2) and that each child's agency is promoted, enabling them to make choices and decisions that influence events and their world (National Quality Standard 1.2.3)

- 5.4.3 Staff listen to and respond to children, respect children's bodily integrity and their right to refuse or say no (either with their voice or through non-verbal cues). Educators are trained to give children the confidence and ability to ask for help and to take part in decisions that affect them
- 5.4.4 Educators are committed to upholding the United Nations Convention on the Rights of the Child and the ECEC Code of Ethics. Educators understand children's rights and teach children to understand and exercise their own rights, including the right to information, to feel and be safe, and to be listened to and taken seriously
- 5.4.5 Educators deliver our educational program (based on the Early Years Learning Framework), which observes and responds to each child's identity, perspective, ideas, interests and needs
- 5.4.6 Educators are trained to recognise and respond to signs of harm in both verbal and non-verbal children
- 5.4.7 We run a sexual abuse prevention program for children, families and staff annually. These programs may be delivered by Body Safe Australia and Kids ROAR – Personal Safety 4 Kids
- 5.4.8 Educators teach children about personal safety and protective behaviour, how adults and other children should behave towards them, and what to do if they are concerned about their own or someone else's safety. Educators incorporate these lessons into daily routines, the education program and resources, and special activities (such as excursions, travel) [for more information about protective behaviour and teaching about child protection see our Resource – Educating children about protective behaviour at Appendix B and Bravehearts resources]
- 5.4.9 We display age-appropriate posters that tell children about their rights and our complaints process, including how they can raise a concern with us. We have information about support services that are aimed at children displayed on our walls/in leaflets in our foyer/on our website/in our newsletters/ in our email communication> [examples include the eSafety Commissioner (eSafety), Police, Kids Helpline, Headspace and Parentline]
- 5.4.10 We include children in making decisions about safety and wellbeing. Their ideas are incorporated into our risk assessments, policies and procedures. We report back to them on how we have acted on their feedback
- 5.4.11 Our educators encourage all children to participate by helping them to build connections and friendships with each other, and by acting quickly to stop bullying, discriminatory or isolating behaviour in groups.
- 5.4.12 Our key policies for this standard are: Positive Relationships for Children Policy | Complaint Handling Policy | Child Protection Policy

## 5.5 Standard 4 - Involving families and communities

- 5.5.1 Families, carers and communities are involved in promoting child safety and wellbeing at our service (Child Safe Standard 4)
- 5.5.2 Families must be involved in our service from the time of their child's enrolment, and will be partners in making decisions about matters that affect them and their child (National Quality Standard 6.1.1)
- 5.5.3 We communicate with parents, carers, families and communities regularly and openly about children's safety and wellbeing. Families and communities know they can contact us via phone, email or face to face. We use questionnaires, information sessions, face to face conversations to collect their views, and use this information to assess and make decisions about child safety.
- 5.5.4 We use plain language when we communicate. If families need one, we can arrange a translation service. We can provide information various formats, so it is accessible to people with disability. We use language is relevant, welcoming and respectful to everyone
- 5.5.5 When a child is enrolled, we give their family information about our people, programs, policies and procedures. We tell them how they can be involved in making decisions about matters that affect them and/or their children, their rights and responsibilities, and how they can raise any concerns. We ensure we always get the relevant consent from parents where required (e.g., excursions, transporting





children, administering medication, seeking medical attention, and photographing or videoing children) and that consent is specific, informed, voluntary, and current

- 5.5.6 Families know they can locate our policies and procedures on the BMG Web site and in the foyer
- 5.5.7 They are notified when our policies and procedures are changed, and we invite their feedback when we review our documents (including our Quality Improvement Plan) and practices
- 5.5.8 We promote child protection and safety, and provide links to resources, through our emails, newsletters, and website.
- 5.5.9 Our key policies for this standard are: Family and Community Partnerships Policy | Quality Improvement Plan | Acceptance and Refusal of Authorisations Policy | Enrolment Policy

## 5.6 Standard 5 Respecting equity and diversity

- 5.6.1 Our service upholds equity and respects diverse needs are respected in policy and practice (Child Safe Standard 5)
- 5.6.2 Staff maintain respectful and equitable relationships with each child (National Quality Standard 5.1)
- 5.6.3 Our outdoor and indoor spaces are organised and adapted to support every child's participation (National Quality Standard 3.2.1)
- 5.6.4 Staff are trained and supported to respect and support the diverse and unique identities and experiences of all children and families, including Aboriginal and Torres Strait Islander people, people with disability, people from culturally and linguistically diverse backgrounds, children who are unable to live at home, and LGBTQI people
- 5.6.5 Staff follow our Child Safe Code of Conduct, which prohibits any form of bullying, unlawful discrimination or harassment towards children, families or other staff members. Through our workplace training, they understand that there are laws in place that make it unlawful to discriminate against or vilify children in certain contexts (for example because of race, disability, sex, gender identity, sexual orientation)
- 5.6.6 When a child is enrolled, we invite their family to share information about the child's unique characteristics and circumstances, such as their cultural and religious background, family structure, disability, medical conditions, the languages that are spoken at home, and any individual needs. This information will be used to respond to each child's *individual* needs, including their individual risk of harm, and our services broader governance and management.
- 5.6.7 We give children and families child safety and wellbeing information in plain language and in ways they can understand, including child-friendly versions, in different languages, and formats that people with disability can access
- 5.6.8 As part of their program of professional development, educators learn about/are trained in cultural safety for children from Aboriginal and Torres Strait Islander and culturally and linguistically diverse backgrounds. Our culturally safe practices are the embedded across the service, including in our education program, in the excursions and special events we run, in our play and daily routines, children's cooking and so on
- 5.6.9 We celebrate diversity and various cultural festivals in partnership, including Harmony Week, International Day of Persons with Disability, National Apology Day, NAIDOC and Reconciliation Week, Chinese New Year, Ramadan, Rosh Hashanah, Dhwali We see these as part of our education program and ask members of our local community to come to our service and teach our children about the meaning of the event
- 5.6.10 Our rooms and spaces display posters that represents a range of cultures and abilities, and the staff we employ represent the diversity we see in our community
- 5.6.11 When we develop policies and procedures, we seek a range of perspectives from people who have diverse backgrounds, experience and the necessary expertise
- 5.6.12 We ask children with disability and their families to give us feedback about how we can improve our physical and online environment, programs and procedures.



- 5.6.13 Our key policies for this standard are: Access and Inclusion Policy | Staff Code of Conduct | Bullying, Harassment and Discrimination Policy | Enrolment Policy | Governance and Management Policy

5.7 Standard 6 - Ensuring that staff are suitable and supported

- 5.7.1 Our staff (including volunteers and students) are suitable and supported to reflect child safety and wellbeing values in practice (Child Safe Standard 6)
- 5.7.2 Our recruitment practices meet the requirements of the Worker Screening Act 2020 (Vic.)
- 5.7.3 The approved provider, nominated supervisor and anyone else who is making decisions about recruitment or bringing in visitors (such as performers, specialists) follow our child safe Recruitment, Induction and Training Policy and Procedures
- 5.7.4 Our job advertising includes a statement of commitment to child safety and wellbeing
- 5.7.5 Advertisements state what qualifications, experience and attributes are needed to be eligible for the role, our screening and WWCC requirements, training and supervision requirements, and the role's duties and responsibilities for children
- 5.7.6 Job descriptions set clear expectations about child safety
- 5.7.7 We only employ people who are suitable to work with children. We do thorough pre-employment screens (interviews, referee checks, WWCC prohibited persons, and other registration or background checking) and continue to monitor our staff member's suitability to work with children and whether they are following our child safe policies and procedures. We have probationary periods for all new staff
- 5.7.8 We provide staff with formal inductions, ongoing supervision, support and regular performance evaluations that cover child safety and wellbeing
- 5.7.9 Staff leaders are trained to identify staff who may be a risk to children's safety
- 5.7.10 We keep up to date information in the Victorian Early Childhood Workforce Register on all current employees at our service who have direct contact with children **[currently applicable only to services that receive kindergarten funding; however, the Victorian Govt will be extending it to other ECECs in the future - <https://www.vic.gov.au/early-childhood-update-august-2025/early-childhood-workforce-register>]**
- 5.7.11 We tell children and families through our newsletter, email, in person when there are personnel changes
- 5.7.12 Our key policies for this standard are: Recruitment, Induction and Training Policy (plus relevant HR checklists and procedures, including for WWC checks, staff appraisals, performance management) | Child Protection Policy | Governance and Management Policy | Volunteers and Students Policy

5.8 Standard 7 - Child focused complaint systems

- 5.8.1 Our system to respond to complaints and concerns is child focused (Child Safe Standard 7) and able to manage any allegations that a child is exhibiting harmful sexual behaviour (*National Regulations s 168(2)*)
- 5.8.2 We will:
- Always put children's safety, needs and interests at the forefront
  - Explain to children in age and stage appropriate ways how they should expect to be treated by adults and other children, including if they raise a concern
  - Explain to children what to do if they experience or witness something that is not right. This will be done through our educational program, informal discussions, and by displaying child-friendly complaint process posters
  - Train educators to respond to children verbally and non-verbally communicating that something is wrong
  - Take complaints or concerns seriously, and respond in a professional, prompt, transparent and procedurally fair manner, in line with our reporting, privacy and employment law obligations

- Consult with older children on our complaint procedures and give them an opportunity to give us feedback on their experience – where appropriate
- 5.8.3 Families are given copies of/ access to information about our Complaint Handling Policy and Procedure. It explains how to give us feedback, raise a concern or complaint with us, and how we will respond (e.g., listen to the complaint, respond with an outcome in a timely manner, document and securely store decisions and actions, follow procedural fairness, support the person making the complaint, manage risk). It is easy to understand, accessible, culturally safe and can be translated into different languages and put into different formats for people with disability
- 5.8.4 We display the name and contact details of the person to whom complaints should be made to in foyer which is clearly visible from the entrance (National Regulations s 173)
- 5.8.5 Staff must respond appropriately and promptly to incidents, disclosures, suspicions or concerns about harm or risk of harm to a child (either by adults or by other children), or allegations that a child is exhibiting harmful sexual behaviour
- 5.8.6 All staff at our service (including the approved provider, paid workers, volunteers, students and third party contractors carrying out child-related work), regardless of whether they are legally mandatory reporters or not, must report criminal conduct or harm or risk of harm to a child to the police and/or child protection authorities in line with our procedures
- 5.8.7 We also must respond to and report 'reportable conduct' (allegations of child abuse or misconduct towards children) by a person with management or control, employee, contractor, student on placement or volunteer, regardless of whether this relates to their employment at the service
- 5.8.8 We are an 'information sharing entity' (ISE) under both Family Violence Information Sharing Scheme and the Child Information Sharing Scheme. We are authorised to request and share relevant information with other ISEs to support child wellbeing and safety, and assess or manage the risk of family violence towards adults and children at our service
- 5.8.9 Our key policies for this standard are: Complaint Handling Policy | Child Protection Policy (includes reporting obligations and procedures for harm or risk of harm to a child and harmful sexual behaviour in children) | Incident, Injury, Trauma and Illness Policy | Child Safety and Family Violence Information Sharing Policy Standard 8

#### 5.9 Standard 8 -Staff knowledge, skills and awareness

- 5.9.1 Our staff are equipped with the knowledge, skills and awareness to keep children safe through ongoing education and training (Child Safe Standard 8)
- 5.9.2 Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect (National Standard 2.2.3)
- 5.9.3 We have an ordered and structured approach to training and sharing knowledge on child safety and wellbeing, including cultural safety, which is set out in our child safe Recruitment, Induction and Training Policy and Procedures
- 5.9.4 We formally induct all staff (including volunteers and students) when they first start at our service. They are given copies of/access to, review, understand and formally acknowledge our child safe and child protection policies and procedures
- 5.9.5 The approved provider runs a professional development program (Complispace Learning etc) for each staff member, which covers how to:
  - Recognise indicators of harm or risk of harm to a child in physical, digital and online environments (including harm caused by other children and young people)
  - Recognise the signs of grooming behaviour in adults
  - Teach children about protective behaviour
  - Respond effectively to issues of child safety and wellbeing and support colleagues who disclose harm
  - Provide trauma-informed care

- Build culturally safe environments for children and young people
- 5.9.6 Professional development programs are tailored to the needs and aspirations of the individual staff member, which are identified during supervision and scheduled one-on-one performance appraisal meetings
- 5.9.7 The approved provider makes sure that staff (including volunteers and students) are aware of current child protection laws and their obligations under them (National Regulations s 84), and that all mandatory child protection training is completed in line with the law (National Law s 162A)
- 5.9.8 We regularly discuss child safety and wellbeing in a trauma-informed way and encourage a culture of reporting. Child safety and wellbeing (including child protection) is a standing agenda item at staff meetings and in staff emails. Staff review one or two of our policies and procedures every week as part of their professional development program
- 5.9.9 Our key policies for this standard are: Recruitment, Induction and Training Policy | Child Protection Policy | Volunteer and Student Policy | Governance and Management Policy

#### 5.10 Standard 9 - Safe physical and online environments

- 5.10.1 Our physical and online environments promote safety while minimising the opportunity for children to be harmed (Child Safe Standard 9)
- 5.10.2 The approved provider and nominated supervisor must take every reasonable precaution to protect children from harm and from any hazard likely to cause injury (*National Law s 167*), and ensure that all children are being adequately supervised at all times (*National Law s 165*)
- 5.10.3 We have systems in place to manage risk and enable the effective management and operation of a quality service that is child safe (National Quality Standard 7.1.2)
- 5.10.4 Third party contractors, facilities and services (including for software and technology) must comply with our child safety policies and procedures, where applicable
- 5.10.5 Our Child Safe Code of Conduct and policies and procedures about interactions between educators and children set out our rules about: inappropriate conversations, gifts and benefits, personal and intimate care, physical contact with children, out of hours contact, professional boundaries, secondary employment, appropriate use of technology and devices

##### **Risk Management for a safe environment**

- 5.10.6 We protect children from hazards and harm by identifying and managing risks in our online, digital and physical environments
- 5.10.7 We balance our duty to protect children with their right to privacy, access to information, social connections and opportunities to learn
- 5.10.8 Our Child Safe Risk Management Plan (required by the Child Safe Standards identifies, analyses and plans to control risks of harm to children in physical and online environments, including high risk activities and special events. It covers the types of risks identified by the [Royal Commission into Institutional Responses to Child Sexual Abuse](#))
- 5.10.9 Staff conduct risk assessments before introducing new environments, activities or practices and other relevant areas as required by law (e.g., the physical environment, work health and safety, children's medical conditions, technology and device use, sleep and rest, excursions, transport, the safe arrival of children, emergencies and evacuations)
- 5.10.10 Our risk management strategies inform our policies, procedures, Quality Improvement Plan and action plans for individual children
- 5.10.11 Our risk assessment and management documents are updated and reviewed every year and when there are changes that could affect the safety and wellbeing of children in our care, including after any breaches, or incidents, disclosures or suspicions of harm or risk of harm. They are 'living documents' that we update according to the changing profile of our children, environment, activities and staff
- 5.10.12 Records of risk assessments and plans are kept and made available for inspection



- 5.10.13 We review our risk management documents each year in consultation with staff, children and families. We also review them whenever changes could affect children's safety and wellbeing, including after any breaches, incidents, disclosures, or suspicions of harm

**5.11 Our key policies for this standard are:**

Child Safe Risk Management Plan | Physical Environment Policy | Work Health and Safety Policy | Excursions Policy | Delivery and Collection of Children Policy | Transport Policy | Safe Collection of Children Policy | Sleep and Rest Policy | Lock up Policy | Dealing with Infectious Diseases Policy | Emergency Management and Evacuation Policy | First Aid Policy | Health, Hygiene and Cleaning Policy

**Supervision and staff interactions with children**

- 5.11.1 Staff follow our plans and procedures for active supervision to ensure they adequately supervise the children in our care (National Law s 165) including for higher risk environments and activities such as intimate care routines, transitions between school and our service, handovers between shifts and transitions, transportation, water play, outdoor play, sleep and rest, excursions and special events
- 5.11.2 Educators must position themselves to:
- Maintain clear lines of sight of all children
  - Regularly scan indoor and outdoor areas
  - Anticipate potential risks during transitions, routines or play
- 5.11.3 We meet the set educator-to-child ratios at all times (National Regulations ss 122, 123) but understand that meeting ratios alone does not guarantee adequate supervision
- 5.11.4 We have flexible supervision arrangements and adjust the level of supervision according to our activities, and the ages, stages and individual needs of the children in our care
- 5.11.5 The physical design of our service allows for 'natural lines of sight', including in our toilet and nappy changing facilities (while still allowing children to have privacy and autonomy) (National Regulations s 115)
- 5.11.6 Staff must work with children in an open and transparent way so that other adults at the service know what they are doing
- 5.11.7 Staff will never be out of the line of sight of other staff while they are working with children> [Note, it is best practice to have educators work in pairs with children at all times, but not law.
- 5.11.8 Educators will conduct children's intimate care routines (including helping with nappy changes, toileting, changing clothes, sleep, rest) within the line of sight of at least one other educator throughout the routine
- 5.11.9 Where a student is carrying out intimate care routines with children as part of their practical education requirements, a fully trained and qualified educator must actively support and directly supervise them throughout the whole procedure
- 5.11.10 Children's intimate care routines will be carried out and supervised with sensitivity and respect for children's privacy and dignity
- 5.11.11 Visitors and volunteers will be supervised at all times and prevented from carrying out intimate care routines with children
- 5.11.12 Two staff members are always present at the service at any time when children are in attendance
- 5.11.13 There is a 'responsible person' present at all times when children are in attendance. Their name and position are displayed so as to be clearly visible from the main entrance of our service (National Regulations s 173)
- 5.11.14 A minimum of one person with an approved and current first aid qualification that covers CPR, anaphylaxis and emergency asthma management is rostered on at all times, including during excursions and travel outside the service (*National Regulations s 136*)
- 5.11.15 We do not allow anyone who is unauthorised to be at our service unless they are being directly supervised by an educator or another staff member (National Law s 170)

- 5.11.16 Educators who are under 18 are never left alone with children and they are properly supervised at all times by another educator who is over 18 years old (National Regulations s 120)
- 5.11.17 Staff are aware that it is an offense to use inappropriate or unreasonable discipline towards a child, including corporal punishment (*National Law s 166*)
- 5.11.18 Staff are not allowed to be affected by alcohol or drugs while they are on duty (National Regulations s 83)
- 5.11.19 Staff only allow children to be released to the care of people who are authorised to collect them (and who are not intoxicated) (*National Regulations s 99*)
- 5.11.20 Staff regularly physically check every area at the service, including sheds, in containers, bathrooms, gardens, outdoor play equipment, sleep and rest rooms, and make sure that every child has been signed out at the end of the day

5.12 Our key policies for this standard are:

Child Safe Code of Conduct | Staffing Arrangements Policy | Visitors Policy | Volunteers and Students Policy | Lock Up Policy | Excursions Policy | Transport Policy | Safe Arrival of Children Policy | Sleep and Rest Policy | Delivery and Collection of Children Policy and Procedure | First Aid Policy | Authorisations Policy | Staff Communication Policy

**A safe physical environment**

- 5.12.1 We keep the physical environment, furniture and equipment safe, clean and in good repair (National Regulations s 103) by following our physical environment policies and procedures, and by using checklists, such as for cleaning, daily safety checks, building and equipment maintenance, and inspections of the physical environment
- 5.12.2 Staff follow our best practice policies and procedures protect children in both indoor and outside environments (refer to key policies for this standard)
- 5.12.3 We check that furniture and equipment meet the relevant Australian safety standard
- 5.12.4 Indoor spaces are ventilated, have adequate natural light and maintained at a temperature that ensures the safety and wellbeing of children (National Regulations s 110)
- 5.12.5 Our outdoor space is enclosed by a fence/barrier that prevents children preschool age and under from going through it, over it or under it (National Regulations s 104)
- 5.12.6 We store hazardous chemicals and items so that children cannot access them e.g., in locked cupboards or rooms
- 5.12.7 We have a well-equipped laundry at the service. Our laundry door, washer and dryer are kept locked when not in use/hygienic facilities are kept in a room that children cannot not access, and dangerous chemicals are stored in locked cupboards (*National Regulations s 106*)
- 5.12.8 Our bedding equipment meets the relevant Australian Standard, and we carry out regular safety and maintenance checks on them
- 5.12.9 Our environment must be free from the use of a tobacco, vaping devices and substances, alcohol and drugs (*National Regulations s 82*)
- 5.12.10 We display our emergency and evacuation floor plan and instructions near each exit (*National Regulations ss 97, 98, 168*)
- 5.12.11 Our first aid kits are signposted, easy to access wherever children are present, and regularly audited to ensure they are appropriately stocked (*National Regulations s 89*)

5.13 Our key policies for this standard are:

- 5.13.1 Physical Environment Policy | Work Health and Safety Policy | Emergency Management and Evacuation Policy | First Aid Policy | Health, Hygiene and Cleaning Policy | Sun Protection and Heat Safety | Tobacco, Vape, Drug and Alcohol Policy | Medical Conditions Policy | Food Safety Policy | First Aid | Nutrition and Dietary Requirements Policy

**Digital technologies and online environments**



- 5.13.2 Staff follow our policies and procedures for the safe use of digital technologies and online environment (National Regulations s 168(2)(ha)), including:
- The taking, use, storage of images and videos of children
  - Obtaining authorisation from parents to take, use and store images and videos of children
  - The use of any optical surveillance device at the service (e.g., CCTV)
  - The use of any digital device issued by the service, and
  - The use of digital devices by children
- 5.13.3 Our practices align with the National Model Code for Taking Images or Videos of Children
- 5.13.4 Only service-issued devices are used to take photos or videos of children, and we have secure storage practices and systems in place
- 5.13.5 By law in Victoria, our staff are not allowed to have personal devices that can take photos/videos or personal storage and file transfer media on their person while they are with children, except in limited circumstances
- 5.13.6 We capture, use, store and retain images/videos of children securely and according to the Australian Privacy Principles and parental authorisations
- 5.13.7 Our Child Safe Code of Conduct prohibits staff from unauthorised online contact with children, and from accessing, retrieving, displaying, viewing, forwarding and/or storing pornographic or inappropriate material in the workplace
- 5.13.8 Educators will supervise and guide children's limited use of technology at all times
- 5.13.9 Staff protect children's personal information and comply with relevant laws when using AI, social media, online and digital applications. Staff never share children's personal information online or process, store, or generate AI content using it
- 5.13.10 The approved provider is responsible for the oversight, control and access to technology, data and devices, and must ensure that we maintain the privacy of children and their families
- 5.13.11 Educators learn about digital and online safety as part of their professional development, and we teach children about digital and online privacy and safety in our educational program
- 5.13.12 We use a CCTV system to support a safe and secure environment for children, families, visitors and staff. To meet our obligations for privacy and child safety, we are transparent about its use, and only use footage for the purpose it has been collected or a reasonably expected related purpose, or as required or authorised by law

5.14 Our key policies for this standard are:

Technology and Device Use Policy | Photography and Video Policy | Social Media Policy | Child Safe Code of Conduct | CCTV Policy | AI Policy

**Review of child safe policies and practices**

- 5.14.1 We regularly review and make improvements to our child safety policies and procedures
- 5.14.2 Our Child Safe Environment Policy and related policies and procedures are reviewed annually to ensure they meet current child safety and protection laws and best practice guidelines
- 5.14.3 The approved provider and nominated supervisor follow our Policy and Procedure Review Policy, which sets out how our policies and procedures are reviewed and evaluated
- 5.14.4 We record and examine complaints, concerns, incidents, suspicions, disclosures, reports about child safety and wellbeing to understand and address any flaws or shortcoming in our infrastructure, governance and operations
- 5.14.5 We ask for feedback from our staff, children, families and communities about our child safe policies and procedures. We also share with them reports on any child safety and wellbeing reviews we conduct

**Standard 11 Documenting policies and procedures**

- 5.14.6 We document how we are a safe organisation for children through our policies and procedures. (Child Safe Standard 11)
- 5.14.7 The approved provider:
- Ensures that we have in place policies and procedures for providing a child safe environment (*National Regulations s 168(2)(g)*)
  - Takes reasonable steps to ensure that nominated supervisors, staff members and volunteers can follow the policies and procedures (*National Regulations s 170(1)*),
  - Makes the policies available to the nominated supervisor, staff members and volunteers (*National Regulations s 171(1)*)
- 5.14.8 Our child safety policies and procedures – including our Child Safe Code of Conduct - address all 11 Child Safe Standards, are easy to understand and are informed by best practice and stakeholder consultation
- 5.14.9 Staff leaders champion our child safety policies and procedures and model compliance with them
- 5.14.10 Our policies and procedures are available for staff, families and communities to access at any time on our Web Page, in the policy folder in the Gallery and on the staff One Drive

5.15 Our key policies for this standard are:

(158)(163) Our key policies for this standard are: Child Safe Environment Policy | Governance and Management Policy | Quality Improvement Plan | Child Safe Risk Management Plan | Child Protection Policy | Recruitment, Induction and Training Policy | Child Safe Code of Conduct

**Breaches of our child safety and wellbeing policies and procedures**

- 5.15.1 We act on breaches to our Child Safe Environment Policy and related documents
- 5.15.2 A breach means any action or inaction by anyone to whom our Child Safe Environment Policy applies who fails to comply with any part of our child safety and wellbeing policies and procedures
- 5.15.3 Breaches and suspected breaches of our child safety policies and procedures must be reported as soon as practicable
- 5.15.4 If the breach relates to a child protection matter, staff must follow our Child Protection Policy and Procedures
- 5.15.5 Staff must report other breaches to the nominated supervisor and/or approved provider either in person, by telephone on 5366 4999 or via email [woodleaalc@bmg.vic.edu.au](mailto:woodleaalc@bmg.vic.edu.au) Staff should complete the Child Safety and Wellbeing Breach – Incident Report Form which is available attached to this policy. this template is included in this policy
- 5.15.6 Breaches or suspected breaches will be taken seriously and dealt with quickly, fairly, transparently, and in line with our policies and legal obligations
- 5.15.7 Depending on the severity of the breach (minor, moderate, major or extreme), outcomes may include: emphasising the relevant component of the policies and procedures; increased supervision; professional development and training; mediating between those involved in the incident (where appropriate); formal warnings (verbal and/or written); being transferred to another role; suspension or termination of employment; reports to external authorities
- 5.15.8 Breaches or suspected breaches will trigger us to review our current policies, risk assessments and procedures

## 6 Principles

- 6.1.1 We are committed to the safety and wellbeing of children and to implementing the Victorian Child Safe Standards and the National Quality Framework across all levels of our service
- 6.1.2 We comply with all relevant legislation, regulations and standards at all times



- 6.1.3 We are committed to implementing the approved learning framework
- 6.1.4 We act in line with our Statement of Commitment to Child Safety and Wellbeing, Child Safe Code of Conduct and the ECEC Code of Ethics
- 6.1.5 Children at our service know and can exercise their rights. Children, families and communities are involved in making decisions about matters that concern them
- 6.1.6 Children's diverse and unique abilities, identities backgrounds and perspectives are valued
- 6.1.7 Our interactions with children are respectful, equitable and supportive. Bullying and harassment will not be tolerated
- 6.1.8 Only staff who are suitable to work with children will be employed
- 6.1.9 Our complaint systems prioritise the safety of children
- 6.1.10 We always act on harm or risk of harm to children
- 6.1.11 Staff are given the training, resources and support to provide a child safe environment that is culturally safe and inclusive
- 6.1.12 Every reasonable precaution is taken to protect children from harm and hazards in our physical, digital and online environments
- 6.1.13 Our governance, operations policies, risk management plans, procedures, systems and practices are best-practice and up-to-date

## 7 Policy Communication, Training and Monitoring

- 7.1.1 This policy and related documents can be found on the Web site, Policy folder in the gallery and the staff One Drive
- 7.1.2 The approved provider and nominated supervisor provide information, training and other resources and support regarding the Child Safe Environment and related documents
- 7.1.3 All staff (including volunteers and students) are formally inducted. They are given copies of/access to, review, understand and formally acknowledge this Child Safe Environment Policy and related documents
- 7.1.4 The approved provider runs a professional development program (Complispace) for each staff member, which covers this policy
- 7.1.5 Roles and responsibilities are clearly defined in this policy and in individual position descriptions. They are communicated during staff inductions and in ongoing training
- 7.1.6 The approved provider and nominated supervisor monitor and audit staff practices, and address non-compliance. Breaches to this policy are taken seriously and may result in disciplinary action against a staff member
- 7.1.7 At enrolment, information evenings and through our family handbook, families are given access to our Child Safe Environment Policy and related documents including our [Complaint Handling Policy](#)
- 7.1.8 Families are notified in line with our obligations under the National Regulations when changes are made to our policies and procedures

## 8 Legislation (Overview)

Law	Description
s 162A	Child protection training
s 165	Offence to inadequately supervise children
s 166	Offence to use inappropriate discipline
s 167	Offence relating to protection of children from harm and hazards
s 169	Offence relating to staffing arrangements
s 170	Offence relating to unauthorised persons on premises
s 174	Offence to fail to notify certain information to Regulatory Authority
s 175	Offence relating to requirement to keep enrolment and other documents



Regulations	
s 73	Educational program
s 77	Health, safety and safe food practices
s 78	Food and beverages
s 79	Service providing food and beverages
s 82	Environment to be free from tobacco, vaping devices, vaping substances, drugs and alcohol
s 83	Staff members not to be affected by alcohol or drugs
s 84	Awareness of child protection law
ss 84A - 84D	Sleep and rest
ss 85 - 89	Incidents, injury, trauma and illness
ss 90 - 91	Medical conditions policy
ss 92 - 96	Administration of medication
ss 97 - 98	Emergencies and communication
ss 99 - 102	Collection of children from premises and excursions
ss 102AA – 102AAC	Safe arrival of children
ss 102A – 102F	Transportation of children other than as part of an excursion
ss 103 - 110	Physical environment – Centre-based services and family day care services
ss 111 – 115	Physical environment - Additional requirements for centre-based services
ss 117A – 117C	Minimum requirements for persons in day-to-day charge and nominated supervisors
s 120	Educators who are under 18 to be supervised
s 122	Educators must be working directly with children to be included in ratios
s 123	Educator to child ratios – centre-based services
s 126A	Illness or absence of a qualified educator who is required to meet the relevant educator to child ratio
s 136	First aid qualifications
ss 145 – 152B	Staff and educator records – centre-based services
s 155	Interactions with children
s 156	Relationships in groups
s 157	Access for parents
s 158	Children's attendance record to be kept by approved provider
s 160	Child enrolment records to be kept by approved provider and family day care educator
s 161	Authorisations to be kept in enrolment record
s 162	Health information to be kept in enrolment record
s 168	Education and care services must have policies and procedures
s 170	Policies and procedures to be followed
s 171	Policies and procedures to be kept available
s 172	Notification of change to policies or procedures
s 173	Prescribed information to be displayed
s 175	Prescribed information to be notified to Regulatory Authority
s 176	Time to notify certain information to the Regulatory Authority
s 177	Prescribed enrolment and other documents to be kept by the approved provider
ss 181, 183 - 184	Confidentiality and storage of records
s 358	Working with children check to be read (VIC)
s 359	Criminal history record check to be read and considered (VIC)

## 9 Other Applicable Laws and Regulations

Name	Description
Charter of Human Rights and Responsibilities Act 2006 (Vic.) Charter of Human Rights and Responsibilities (Public Authorities) Regulations 2013 Charter of Human Rights and Responsibilities (General) Regulations 2017 Equal Opportunity Act 2010 (Vic.) Australian Human Rights Commission Act 1986 (Cth)	Provides guidance on how to uphold the principles in the Convention on the Rights of the Child

Occupational Health and Safety Act 2004 (OHS Act)	Describes the primary duty of care to people in the workplace
Children, Youth and Families Act 2005 (Vic.) Children, Youth and Families Regulations 2017	Principal relevant Act and Regulations to child protection
Child Wellbeing and Safety Act 2005 (Child Wellbeing and Safety Act) Child Wellbeing and Safety Regulations 2017	Child safe organisation laws, Reportable Conduct Scheme
Child Wellbeing and Safety (Information Sharing) Regulations 2018	Information sharing about child safety
Crimes Act 1958 (Vic.)	Includes provisions for child-related criminal offences
Worker Screening Act 2020 (Vic.) Worker Screening Regulations 2021	Working with Children check
Family Violence Protection Act 2008 (VIC)	Preventing family or domestic violence and information sharing

## 10 National Quality Standard

10.1.1 All elements of National Quality Standard apply to this Child Safe Environment Policy

## 11 Early Years Learning Framework (EYLF) v2.0

YEYLDF / EYLF Outcome	Key Component
1: CHILDREN HAVE A STRONG SENSE OF IDENTITY	<ul style="list-style-type: none"> <li>Children feel safe, secure and supported</li> <li>Children develop their emerging autonomy, inter-dependence, resilience and agency</li> <li>Children develop knowledgeable, confident self-identities and a positive sense of self-worth</li> <li>Children learn to interact in relation to others with care, empathy and respect</li> </ul>
2: CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD	<ul style="list-style-type: none"> <li>Children develop a sense of connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens</li> <li>Children respond to diversity with respect</li> <li>Children become aware of fairness</li> <li>Children become socially responsible and show respect for the environment</li> </ul>
3: CHILDREN HAVE A STRONG SENSE OF WELLBEING	<ul style="list-style-type: none"> <li>Children become strong in their social, emotional and mental wellbeing</li> <li>Children become strong in their physical learning and wellbeing</li> <li>Children are aware of and develop strategies to support their own mental and physical health and personal safety</li> </ul>
5: CHILDREN ARE EFFECTIVE COMMUNICATORS	<ul style="list-style-type: none"> <li>Children interact verbally and non-verbally with others for a range of purposes</li> </ul>

## 12 National Principles for Child Safe Organisations

12.1.1 All Principles apply to this Child Safe Environment Policy

## 13 Related Documents

### 13.1 Key Policies

All of our policies and procedures relate to this Child Safe Environment Policy. Key related policies include (not limited to):

Child Protection Policy | Child Safe Code of Conduct | Staff Code of Conduct | Child Safe Risk Management Plan | Recruitment, Induction and Training Policy | Complaint Handling Policy | Child Safety and Family Violence Information Sharing Policy (VIC) | Excursions Policy | Tobacco, Vape, Drug and Alcohol Policy | Animal and Pet Policy | Safe Arrival of Children Policy | Transport Policy | Sleep, Rest and Relaxation Policy | Managing Emergencies and Evacuations Policy | Incident, Injury, Trauma and Illness Policy | ECEC Code of Ethics | Physical Environment Policy | Governance and Management Policy | Staffing Arrangement Policy | Health, Hygiene and Cleaning Policy | Safe Food Policy | Emergency Management and Evacuation Policy | Social Media Policy | Technology and Device Use Policy | Photography and Video Policy | Work Health and Safety Policy | Positive Relationships For Children Policy | Dealing with Infectious Diseases Policy | Enrolment Policy | Orientation for Children Policy | Family and Community Partnerships Policy | Privacy and Confidentiality Policy | Delivery and Collection of Children Policy | Visitor Policy | Volunteer and Student Policy | CCTV Policy | AI Policy | Bullying, Harassment and Discrimination Policy | Access and Inclusion Policy | Sun Protection and Heat Safety Policy

### 13.2 Procedures

Roles and Responsibilities – Child safe environment (attached) | Child Safe Environment Procedures (attached)

### 13.3 Resources

ACECQA Risk Assessment and Management Tool | Active Supervision Guidelines (ACECQA) | NQF Child Safe Culture Guide | NQF Online Safety Guide | Child Safety and Wellbeing Breach – Incident Report Form (attached) | Quick Guide Child Safe Environment Policy (attached) | Educating children about protective behaviour (attached) | Child Safe Standards poster (attached)

[Other Centre Support resources available on Karla Resources at [centresupport.com.au](http://centresupport.com.au)]

## 14 Sources

Education and Care Services National Law and Regulations | National Quality Standard | Family Assistance Law | Working with vulnerable children laws | CCYP resources on the Child Safe Standards | Victorian Government resources including Obligations of early childhood education and care providers | ACECQA's Guide to Child Safe Environment Policies and Procedures | National Model Code for Taking Images or Videos of Children while Providing Early Childhood Education and Care | Early Childhood Australia Code of Ethics | Victorian Government resources – including child protection training, protective behaviour resources, cultural safety guidance | Australian Privacy Principles | ACECQA's NQF Child Safe Culture Guide | NQF Online Safety Guide | eSafety Commissioner Resources | National Principles for Child Safe Organisations | Information sharing and MARAM reform resources

## 15 Authorisation

<b>ELC Document Name</b>	<b>Child Safe Environment Policy and Procedure</b>	
<b>Name of Reviewer:</b> Approved Provider	<b>CEO Andrew Neal</b>	<b>Signature:</b>
<b>Name of Reviewer:</b> Nominated Supervisor	<b>Kerry Osborn</b>	<b>Signature:</b>
<b>Date Revised</b>	<b>September 2025</b>  Reviewed annually and when there are changes that may affect this policy or related procedures. The review will include checks to ensure the document reflects current legislation, continues to be effective, or whether any changes and additional training are required	

## 16 History

<b>Date</b>	<b>Amendment</b>
<b>July 2024</b>	1. New policy and procedure to replace the previous Child Safe Environment Policy
<b>September 2024</b>	1. Updated to include reference to the new National Model Code 2. Privacy Act in legislation table made to apply to all services 2. Updated policy titles in Related Policies section
<b>September 2025</b>	3. Regulatory updates <ul style="list-style-type: none"> <li>Added content for new regulation for regarding policies and procedures for digital technology</li> <li>Strengthens content about child safe complaint systems and child protection</li> <li>New format to match our current policy look</li> <li>Some content rearranged and reordered to improve readability</li> <li>Headings now explicitly state the child safe standard for easy reference</li> <li>Removed some of the more 'procedural' detail from main policy and created a more comprehensive list of 'Child Safe Environment Procedures' and easier reference to applicable policies in each section – in particular for Safe Physical, Digital and Online Environments</li> <li>Updated related legislation, standards, documents, sources and resources</li> <li>NEW – optional summary version of policy at Appendix E and Child Safe Standards Poster at Appendix F. These can be used as handouts or to display</li> </ul>

## 17 Appendix A: Roles and Responsibilities – Child Safe Environment

### Approved provider responsibilities (not limited to)

Ensure our service meets its obligations under the *Education and Care Services National Law and Regulations*, including to take every reasonable precaution to protect children from harm and hazards likely to cause injury, ensure that children in our care are adequately supervised at all times, and that no child is subjected to any form of corporal punishment or any discipline that is unreasonable

Ensure that our service's governance, management, operations, policies, plans, (including risk management/action plans), systems, practices and procedures for child safety matters are appropriate in practice, best practice, align with the Child Safe Standards and comply with all other relevant legislation

Provide a child safe environment (physical, digital and online) that is inclusive and culturally safe

Provide a child safe culture - uphold, model and champion our service's *Statement of Commitment to Child Safety and Wellbeing*

Ensure this Child Safe Environment Policy is in place and available for inspection

Take reasonable steps to ensure our Child Safe Environment Policy is followed (e.g. through clear and accessible communication, and systemised inductions, training and monitoring of all staff – including volunteers, students)

Uphold our Child Safe Code of Conduct and empower and support staff to report breaches. Take breaches to the Code seriously

Ensure that systems are in place to identify and minimise or eliminate risks of harm to a child in line with our policies/procedures (including our Child Safe Risk Management Plan) and our legal requirements. Ensure staff can, and do, use the risk assessments/plans, including children's individual action plans

Promote a culture of reporting. Act on any incidents, disclosures, or suspicions of harm or risk of harm to a child, and report to the relevant authorities in line with our procedures and legal obligations. Act on allegations of harmful sexual behaviour in children and reportable conduct of staff. Ensure we meet our obligations under the Victorian Child Safety and Family Violence Information Sharing Schemes

Ensure we have a child-focused complaint management system that responds properly to any complaints or concerns about harm or the risk of harm to a child and any allegations of harmful sexual behaviour in children

Successfully complete approved child protection training and other relevant professional development activities. Renew WWCC when required

Ensure that all staff have completed the training and professional development they need to provide a child safe environment (e.g. first aid, cultural competency, child protection). Ensure that the nominated supervisor / persons day-to-day charge have completed their child protection training. Ensure that all staff, including volunteers and students, are aware of current child protection laws, how they apply and any obligations they have under them. Keep evidence of child protection training and evidence of current non-prohibited/valid WWCC on record and make available for inspection

Ensure we make and store records according to our policies and legal obligations

Regularly review this Child Safe Environment Policy in consultation with children, families, communities and staff.

Notify families at least 14 days before changing this Child Safe Environment if the changes will: affect the fees the 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.

### Nominated supervisor / persons in day-to-day charge responsibilities (not limited to)

Ensure our service meets its obligations under the *Education and Care Services National Law and Regulations*, including to take every reasonable precaution to protect children from harm and hazards likely to cause injury, ensure that children in our care are adequately supervised at all times, and that no child is subjected to any form of corporal punishment or any discipline that is unreasonable

Support the approved provider to ensure that our service's management, operations, policies, plans, (including risk management/action plans), systems, practices and procedures for child safety matters are appropriate in practice, best practice, and comply with the Child Safe Standards and comply with all relevant legislation

Provide a child safe environment (physical, digital and online) that is inclusive and culturally safe

Provide a child safe culture - uphold, model and champion our service's *Statement of Commitment to Child Safety and Wellbeing*

Implement this Child Safe Environment Policy

Take reasonable steps to ensure our Child Safe Environment Policy is followed (e.g. through clear and accessible communication, and systemised inductions, training and monitoring of all staff – including volunteers, students)

Uphold our Child Safe Code of Conduct and empower and support staff to report breaches. Take breaches to the Code seriously

Identify and minimise or eliminate risks of harm to a child in line with our policies/procedures (including our Child Safe Risk Management Plan) and our legal requirements. Ensure staff can and do use the risk assessments/plans, including children's individual action plans

Promote a culture of reporting. Act on any incidents, disclosures, or suspicions of harm or risk of harm to a child, and report to the relevant authorities in line with our procedures and legal obligations. Act on allegations of harmful sexual behaviour in children. Notify the approved provider of any reportable conduct you are aware of

Implement our child-focused complaint management system to respond properly to any complaints or concerns about harm or the risk of harm to a child and any allegations of harmful sexual behaviour in children

Successfully complete approved child protection training and other relevant professional development activities. Renew WWCC when required

Support the approved provider to ensure that all staff have completed the training and professional development they need to provide a child safe environment (e.g. first aid, cultural competency). Support the approved provider to ensure that all staff, including volunteers and students, are aware of current child protection laws, how they apply and any obligations they have under them. Keep evidence of child protection training and evidence of current non-prohibited/valid WWCC and make it available for inspection

Ensure we make and store records according to our policies and legal obligations

Contribute to policies and procedure reviews and risk assessments and plans in consultation with children, families, communities and staff. Support the approved provider to notify families of reviews and changes according to legislation and our policies and procedures

Work collaboratively with services and or/professionals to support: children's and families' access, inclusion and participation; and children, families and staff members who have been impacted by harm or the risk of harm

### Educator / other staff responsibilities (not limited to)

Follow this [Child Safe Environment Policy](#) and other related child safety policies and plans. Provide a child safe and culturally safe environment (physical, digital and online) and discharge your duty of care (e.g. by supervising children in line with our policies and procedures and taking every reasonable precaution to protect children from harm or hazards likely to cause injury)

Abide by our [Child Safe Code of Conduct](#). Report breaches to the Code. Do not subject children to any form of corporal punishment or any discipline that is unreasonable

Promote a child safe culture - uphold, model and champion our service's *Statement of Commitment to Child Safety and Wellbeing*

Act on incidents, disclosures, or suspicions of harm or risk of harm to a child, and report to the relevant authorities in line with our procedures and legal obligations. Act on allegations of harmful sexual behaviour in children. Know the signs of harm or risk of harm, including in digital and online environments

Report any issues with our child safety policies and procedures to the appropriate person (e.g. approved provider, nominated supervisor, lead educator)

Identify and minimise or eliminate risks of harm to a child in line with our policies/procedures (including our [Child Safe Risk Management Plan](#) and other risk assessments/plans such as children's individual action plans)

Undertake all necessary training and professional development activities. Be aware of current child protection laws, how they apply and any obligations you have under them. Renew WWCC when required

Follow our child-focused complaint management system to respond properly to any complaints or concerns about harm or the risk of harm to a child and any allegations of harmful sexual behaviour in children

Follow a trauma-informed approach to care and teach children protective behaviour

Ensure we make and store records according to our policies and legal obligations

Contribute to policy and procedure reviews and risk assessments and plans

### Families responsibilities (not limited to)

Follow all policies and procedures, where they apply to you

Share relevant information about your child's unique characteristics and circumstances, including matters relating to the child's health and safety, at enrolment and throughout the year through formal and informal communication

Where possible, contribute to our child safe policies and procedures, risk assessments and risk management plans. Report any risks of harm or hazards to the service and contribute to the plans for minimising or eliminating them

Where possible, be involved, e.g., participate in surveys, questionnaires, feedback sessions, cultural events and other special activities

Raise any concerns or complaints and report any concerns about children's safety and wellbeing



## 18 Appendix B: Procedures – Child Safe Environment

Key procedures (include – not limited to):

ACECQA advises child safe procedures cover the physical environment, digital and online environment, staffing, supervision and child protection. All staff, including volunteers and students, must understand, be instructed on, and have ready access to, our policies and procedures. Staff leaders must supervise and monitor staff performance to ensure they carry out their responsibilities to the expected standard.

### 1. Child safe recruitment, induction and training procedures:

- Recruitment procedure
- Inducting staff procedure
- Training procedure
- Working with children checks procedure
- Performance appraisal and professional development procedures

### 2. Staff, volunteer and student Child Safe Code of Conduct and Staff Code of Conduct, covering rules about:

- Tobacco, vapes, drug and alcohol use
- Technology and personal devices
- Social media
- Capturing and storing images of children
- Privacy and confidentiality
- Professional boundaries
- Cultural safety
- Upholding our statement of commitment to child safety and wellbeing

### 3. Child Safe Risk Management Plan

### 4. Child Protection Procedures:

- Managing an emergency
- Managing disclosures and suspicions of harm
- Reporting
- Contacting parents
- Providing support
- Managing allegations of harmful sexual behaviour in children
- Managing allegations of reportable conduct

### 5. Incident, Injury, Trauma and Illness Procedures

- Standard actions for incident notifications and records
- Medical emergencies
- Managing an unwell child
- Missing child
- Death of a child while in our care
- Child removed without authorisation
- First Aid Kit

### 6. First aid procedures

- Administration of First Aid
- First Aid Kit

### 7. Supervision Procedure

### 8. Complaint Handling Procedure

### 9. Delivery and Collection of Children Procedure

### 10. Lock Up Procedure

### 11. Excursions Procedure

### 12. Safe Arrival of Children Procedure (children travelling between education/care services)

### 13. Transport Procedure

### 14. Sleep and Rest Procedure

### 15. Managing Emergencies and Evacuations Procedures

### 16. Positive Relationships for Children Procedures:

- Positive Interactions Between Educators and Children Procedure

- Positive Group Interactions Procedure
- Self-Regulation and Positive Behaviour Guidance for Children Procedure
- Helping Children Through Difficult Times Procedure
- Dealing with Bullying Procedure
- Biting Procedure

**17. Behaviour Guidance Procedure**

**18. Photography and Video Procedure**

**19. Building and Equipment Maintenance Procedures and checklists**

**20. Health, Hygiene and Cleaning Procedures**

- Hand Hygiene
- Respiratory Hygiene
- Gloves and Masks
- Body Fluid Spills
- Nappy Changing Hygiene
- Toileting Hygiene
- Ventilation and Air Filtration
- Cleaning Procedures
- Waste Management
- Pest Control

**21. Volunteers and Students Procedure**

**22. Visitors Procedure**

**23. Infectious Diseases Procedures**

- Exclusion of Children and Staff
- Infectious Disease Notification

**24. Medical Conditions Procedures**

- Medical Management, Risk Minimisation and Communication Plans
- Anaphylaxis/Allergy Management
- Asthma Management
- Diabetes Management

**25. Physical Environment Procedures**

- Safety checks for indoors and outdoors (daily + routine + electrical equipment + fire equipment + security)
- Poison safety checklist
- Hazard assessments

**26. Extreme weather Sun Protection and Heat Safety**

**27. Sunscreen Application**

**28. Sun Smart Guidelines**

**29. Water Safety Procedure**

**30. Food Safety Procedures**

- Personal health and hygiene for food handlers
- Food receipt
- Food storage
- Food processing (preparing and cooking)
- Serving food safely
- Food transportation
- Safe bottle feeding (Bottle cleaning procedure + Bottle Feeding Procedure + Bottle sterilisation procedure (boiling + chemicals + Steam appliance + Microwave + Bottle warming procedure + Bottle warming procedure – microwaves + Breast milk procedure + Infant formula procedure)>
- Cooking with children safely
- Food safe cleaning, sanitising and maintenance

## 19 Appendix C: Child Safety and Wellbeing Breach – Incident Report Template

### Child safety and wellbeing breach - incident report

This form must be completed as soon as practicable after you witness or become aware of a breach.  
Store and retain this record according to our Record Keeping Policy / Child Protection Policy

Details of the child	
Child's full name	

Details of the breach	
Date of breach	Time
___ / ___ / _____	_____ am / pm
Location of breach	
Name of person(s) involved in the breach	
Description of breach	
Immediate action taken	
If no action taken - reason	
Name of the authority the breach has been reported to (if relevant)	
Name of the person reported to	

Details of person completing this record		
Full name		
Position/role		
Date record was made	Time record was made	Signature
___ / ___ / _____	_____ am / pm	x _____

## 20 Appendix D: Educating Children About Protective Behaviour

**Educators regularly include child protection issues in the curriculum. For example, they intentionally teach children:**

- about acceptable/unacceptable behaviour, and appropriate/inappropriate contact in a manner suitable to their age and level of understanding
- that they have a right to feel safe at all times
- to say 'no' to anything that makes them feel unsafe
- the difference between 'fun' scared that is appropriate risk taking and dangerous scared that is not ok
- to use their own skills to feel safe
- to recognise signs that they do not feel safe and need to be alert and think clearly
- that there is no secret too awful, no story too terrible, that they can't share with someone they trust
- that educators are available for them if they have any concerns
- to tell educators of any suspicious activities or people
- to recognise and express their feelings verbally and non-verbally
- that they can choose to change the way they are feeling.

**Educators believe that:**

- children are capable of the same range of emotions as adults
- children's emotions are real and need to be accepted by adults
- an adult's response to a child during their early emotional development can be hugely positive or detrimental depending on the adult's reaction
- children are very in touch with their bodies' reactions to their emotions
- children who better understand their body's response to an emotion are more able to foresee the outcome of a situation and avoid them or ask for help.

## 21 Appendix E: Child Safe Environment Policy – Quick Guide

### Our Commitment to Child Safety and Wellbeing

Our number one priority is the safety, health and wellbeing of children in our care. We champion and model a child safe culture at all levels in our service. We will not tolerate harm or the risk of harm to children or young people. We will not tolerate bullying or harassment. We act on any concerns about child safety and encourage a culture of reporting harm and risk of harm

We listen to all children. We uphold their rights and empower them know and exercise their rights. Children and families are involved in making decisions about matters that concern them. We are committed to equity and the inclusion of all children, regardless of their abilities, sex, gender, or social, economic or cultural background. We have an inclusive and welcoming environment for Aboriginal and Torres Strait Islander children, and respect and value their diverse and unique identities and experiences

### How we keep children safe

- Child safe behaviour expectations for staff: All staff follow our Child Safe Code of Conduct, which outlines acceptable and unacceptable behaviour with children. Staff are required to report any concerns and are held accountable for their actions
- Identifying and managing risks: We identify and manage risks to children's safety in our physical, digital and online environments. Staff, families and children are involved in our safety planning and risk assessments
- Listening to and empowering children: Educators teach children about their rights, personal safety and how to seek help. We listen to children and involve them in decisions that affect them
- Partnering with families: Families are involved from the time of enrolment. We obtain informed consent for activities like excursions, use of images, and administration of medication. We share updates and encourage feedback on our practices
- Respecting diversity and promoting inclusion: We value and respond to the unique needs of every child. We promote culturally safe, inclusive practices that respect each child's background, abilities and identity
- Recruitment, training and supervision of staff: All staff, students and volunteers are screened, monitored and trained to work safely with children. Staff receive ongoing professional development and supervision to uphold child safety practices
- Child-friendly complaints process: Children and families can raise concerns or complaints through a clear and accessible process. All complaints are taken seriously and managed in line with our policies and legal obligations, including for mandatory reporting and staff misconduct
- Safe environments and use of technology: Our service environment is clean, well maintained and appropriately supervised. Visitors are monitored. We follow strong procedures for the safe and authorised use of photos, videos, technology and digital devices

Find Out More: For more information, please speak with the Nominated Supervisor. You can access our full Child Safe Environment Policy and related policies from the Policy Folder in the Gallery, on One Drive and on the BMG website.

We are all responsible for building an environment where children are safe, valued and heard.



## 22 Appendix F: Child Safe Standards Poster