



CHILD SAFE ENVIRONMENT

Aim:

To ensure the safety and well-being of children at all times.

Implementation:

Our policies and procedures address safety and other relevant issues for children and are regularly reviewed as part of our commitment to continuous improvement.

We value our relationships with families and their involvement in our Centre and we encourage the feedback, comments, praises and complaints from families and children. Privacy and Confidentiality is valued here and appropriate policies and practices are in place to protect privacy.

The children contribute to program development and the Centre is inclusive in its practices and policies.

Children are educated in issues of child safety and are encouraged to be actively involved in monitoring practices and peer teaching about safety issues within the service.

The service will ensure that all parties affected by this policy are made aware of their roles and responsibilities regarding child protection.

The service will ensure that children have an environment that is free from the use of tobacco, illicit drugs and alcohol.

General Conditions to ensure a Child Safe Environment

The Centre has been designed to provide a safe place for children to engage in learning opportunities and explore the adventurous outdoor environment while being actively engaged and supervised.

Supervision for educators in the outdoor space is based on quality interactions rather than having educators necessarily stand at an allocated spot to observe. This means educators are expected to engage in play with children, moving around the outdoor space so they are therefore able to promote education and redirect any unsuitable behavior prior to it becoming a problem. Educators are to be focused on the children, not engaging in conversation with each other unless of a professional nature, or being in close proximity to another educator. Educators are at all times, to be positioned to enable full supervision of all areas where children are at play. Educators are to ensure they position themselves for best viewing of children eg do not have your back to playground while sitting in the sandpit. In order to maintain ratios, for example when collecting afternoon tea, or printing, educators are to take a ratio number of children with them so as not to strain ratio numbers. These children become helpers to collect the equipment needed. If an educator needs a bathroom stop outside of their break times they are to inform a senior educator in the space and return as quickly as possible.

Educators support each other and relief staff to make decisions about when children's play needs to be interrupted and redirected and how to undertake active supervision.



Educators check the sign-in kiosk to ensure all children are signed in and out accordingly and keep account of group numbers throughout the day, especially at transition times. At the conclusion of the day, educators will inspect the premises to verify all children have been collected.

Educators will refer to Policies, Risk Register and additional Risk Assessment documents to ensure WH&S compliance and safety for all, at all times.

Additional Risk Assessments are done when new activities or equipment are added to the centre and when an activity presents safety or supervision issues.

Behaviour Management plans will be developed for children who show any form of challenging behaviours so that their impact on the learning environment and safety for themselves and others is considered closely all educators can be informed of issues and strategies in place.

When individual monitoring of a child is deemed necessary, the centre will apply for support and possible funding for an additional worker through the Inclusion Support Agency, or any other body that might be relevant or able to assist.

When individual monitoring is in place, a scrunchie, or lanyard or such tool will be worn by the relevant educator and passed onto another educator when the person has to leave the task even for a short time so that monitoring is continual.

Where possible the environment will be adjusted to design out potential problems.

The Centre has Policy and Procedures for when a child's behaviour is putting themselves or others at risk, see Interactions with Children Policy, and these early interactions with families are important to ensure a safe centre.

Ongoing training and development is provided to educators to ensure their understanding of and skills to manage significant behaviour issues continues to improve.

Procedures for emergencies will be practiced regularly. Full risk assessment procedures are followed to ensure successful excursions.

Educators will conduct regular playground check to maintain the environment and equipment and minimise or remove any potential risks at all times throughout the day.

Educators and other staff will ensure only authorised persons collect children from the premises as indicated by the enrolment form and authority to collect form. Any unauthorised persons must provide photo identification and staff must have verbal/written permission from the child's parent/carer before the child leaves the premises.

A child must never be left unattended on a change table or mat. This includes staff moving to reach for supplies. A hand must be held on the child at all times.

Infants must be buckled into highchairs at meal times.

Cot sides must be raised when children are in them.

Children must be within sight or hearing at all times including the bathroom, meal times and during rest times.

Students, volunteers and visitors are not to be left alone with children and should **not** be given the sole responsibility for supervision at any time.

Educators must communicate effectively when they leave an area that requires ongoing supervision.

Educators must check the risk register for activities or complete a new Risk assessment for any new activity that might pose a risk.