

Policy Statement

Our Child protection and child safe environment policies (Reg 168 & 168 (h)) help keep children safe. As the safety and welfare of all children is of paramount importance. Our Out of School Hours Care (OSHC) service, Fun 4 U Helensburgh, believes that it is every child's right to be safe, protected and cared for, no matter where they are or who they are. Fun 4 U Helensburgh advocates for children and has a strong commitment to providing a fun, stimulating, comfortable and above all safe indoor, outdoor and online environment. It is the legal and moral obligation of all adults who work within our service to ensure the safety and wellbeing of all children in our care. This policy applies to children, young people, staff, including casual staff, educators, approved providers, nominated supervisors, students, volunteers and visitors, whom all have a duty of care to ensure the safety and protection to all children who access the service's facilities and/ or programs (Reg 149).

Background and Commitment to Children and Young People's Safety

At Fun 4 U, we are deeply committed to creating a safe and supportive environment where every child feels protected, respected, and empowered to reach their full potential. We actively implement the National Principles for Child Safe Organisations, embedding a strong culture of safety and wellbeing throughout our service. Our goal is to reduce the risk of harm or abuse and ensure every child in our care feels secure and a strong sense of belonging. We promote diversity and positive relationships by being committed to empowering and forming educational and positive rapport with children and young people regardless of their abilities, sex, gender, LGBTIQ+ status, disability, social economic or cultural background (Reg 155). Furthermore, our service will not tolerate bullying or harassment and will take all practical steps to ensure a healthy and safe environment is maintained, including an environment free from the use of tobacco, alcohol and illicit drugs.

Our service will carry out the responsibilities of Mandatory Reporters as indicated under legislation and implement effective strategies to ensure the safety and wellbeing of all children. This responsibility involves following the procedures as outlined by Community Services and the NSW Commission for Children and Young People. Fun 4 U will respond to any concerns, disclosures, allegations or suspicions of harm and complaints. Further information in regards to this child protection laws has been outlined in our *Child Protection Policy* (Reg 84). In addition, Fun 4 U aligns with the National Model Code and Guidelines (released by ACECQA on 1 July 2024) when capturing and using images or videos of children and embeds the National Principles for Child Safe Organisations to promote children’s sense of security and belonging (NQF October 2023).

Legislative Requirements and links to the National Quality Framework

QUALITY AREA 2: CHILDREN’S HEALTH AND SAFETY		
2.2	Safety	Each child is respected.
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, practiced and implemented.
2.2.3	Child Protection	Management, educators and staff are aware of their roles and responsibilities regarding child safety, including the need to identify and respond to every child at risk of abuse or neglect.
QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.1	Design	The design of the facilities is appropriate for the operation of a service.
3.2	Use	The service environment is inclusive, promotes competence and supports exploration and play-based learning
QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		

7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service.
7.2.3	Development of professionals	Educators, coordinators and staff members' performance is regularly evaluated, and individual plans are in place to support learning and development.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 2A	Paramount consideration—safety, rights and best interests of children
S. 3A	Paramount consideration [NSW]
S. 4	How functions to be exercised
S. 5	Meaning of serious incident
S. 5AA	Meaning of inappropriate conduct [NSW]
S. 162A	Child protection training Offence relating to child protection training [NSW]
S. 162B	Child safety training [commencing 2026]
S. 165	Offence to inadequately supervise children
S. 166	Offence to use inappropriate discipline
S. 166A	Offence to subject child to inappropriate conduct [NSW] Offences relating to inappropriate conduct.
S. 167	Offence relating to protection of children from harm and hazard
S. 174AA	Educators and other staff members of education and care services to notify certain information [NSW]
S. 174AB	Approved provider must notify Regulatory Authority of event under section 174AA [NSW]
Part 6A	Devices in education and care services
S. 178	Suspension of education and care by certain persons [NSW only]
S. 178A	Supervision of certain persons providing education and care [NSW only]
S. 188	Offence to engage person to whom prohibition notice applies
Part 4.2	Children's health and safety
Part 4.3	Physical environment

Part 4.4	Staffing arrangements
Part 4.5	Relationships with children
Part 4.6	Collaborative partnerships with families and communities
Part 4.7	Governance and leadership
12	Meaning of a serious incident
82	Environment to be free from tobacco, vaping devices, vaping substances, drugs and alcohol
84	Awareness of child protection law
86	Notification to parents of incident, injury, trauma and illness
87	Incident, injury, trauma and illness record
97	Emergency and evacuation procedures
99	Children leaving the education and care service premises
102AAB	Safe arrival of children policies and procedures
102AAC	Risk assessment for the purposes of safe arrival of children policies and procedures
102B	Transport risk assessment must be conducted before service transports child
102C	Conduct of risk assessment for transporting of children by the education and care service
102D	Authorisation for service to transport children
102E	Children embarking a means of transport—centre-based service
102F	Children disembarking a means of transport—centre-based service
103	Premises, furniture and equipment to be safe, clean and in good repair
104	Fencing
105	Furniture, materials and equipment
106	Laundry and hygiene facilities
109	Toilet and hygiene facilities
113	Outdoor space—natural environment
114	Outdoor space - shade

115	Premises designed to facilitate supervision
122	Educators must be working directly with children to be included in ratios
123	Educator to child ratios – center-based services
136	First aid qualifications
145	Staff records
149	Volunteers and students
155	Interactions with children
162	Health information to be kept in enrolment record
165	Record of visitors
166	Children not to be alone with visitors
167	Record of service's compliance
168	Education and care service must have policies and procedures
168 (h)	Providing a child safe environment, including matters relating to; (i) the promotion of a culture of child safety and wellbeing within the service; and (ii) the safe use of online environments at the service;
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies or procedures
175	Prescribed information to be notified to Regulatory Authority
176	Time to notify certain information to Regulatory Authority
268	Working with vulnerable people registration—staff members
295	Working with children check—staff members
344	Working with vulnerable people registration—staff members
358	Working with children check—staff members
384	Working with children check—staff members

Definitions of Key Terms used in the Policy

TERM	MEANING	SOURCE
ACECQA – Australian Children’s Education and Care Quality Authority	The independent national authority that works with all regulatory authorities to administer the National Quality Framework, including the provision of guidance, resources, and services to support the sector to improve outcomes for children.	ACECQA
Capturing, storing and transmitting images of children	Capturing an image includes filming, recording a video or taking a photo/image of a child. Storing means keeping the photo/image or video saved on a device, including a storage device. Transmitting includes sharing a photo or video by text message, email, uploading to any social media or information sharing platform or any other form of distributing an image or recording.	Guide to the NQF
Code of Conduct	Together with a code of ethics, the code of conduct helps guide interactions between management, educators and staff, as well as informing the service decision-making processes relating to professional standards	Implementing the Child Safe Standards
Disclosure	The process where a child or young person conveys or attempts to convey that they are being or have been abused.	Implementing the Child Safe Standards
Mandatory Reporting	The legislative requirement for selected classes of people to report suspected child abuse and neglect to government authorities.	Department of Communities and Justice
Mandatory Reporters	A mandatory reporter is anybody who delivers services to children as part of their paid or professional work. In OSHC services mandatory reporters are: - Staff that deliver services to/works directly with children - Management, either paid or voluntary, whose duties include direct responsibility or direct supervision for the provision of these services.	Children and Young Persons (Care and Protection) Act 1998 (The Care Act)
Inappropriate Conduct to a child	Any behaviour that a reasonable person would consider to be inappropriate in an education and care service, taking into account the child’s age, development, safety, wellbeing and the context of the interaction.	Implementing the Child Safe Standards
Information Sharing	Refers to sharing or exchanging information, including personal information about or related to, abuse 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.	NSW Children and Young Persons (Care and Protection) Act 1998
National Model Code	The National Model Code for Taking Images or Videos of Children while Providing Early Childhood Education and Care (National Model Code) addresses child safe practices for the use of electronic devices while providing early education and care (ECEC).	Implementing the Child Safe Standards
National Principles for Child Safe Organisations	Reflect 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.	Implementing the Child Safe Standards
Personal Device	A personal device is a device that is owned by a person (NOT owned/supplied by an approved provider for education and care purposes) and is capable of capturing, storing or transmitting an image, for example phones, cameras, tablet computers, and hard drives	Guide to the NQF
Physical Abuse	For the purposes of NQF notifications, child physical abuse refers to the use of physical force against a child that results in harm to the child. Depending on the age of the child and the nature of the adult’s behaviour, physical force that is likely to cause physical	The Guide to the National Quality Framework – Quality Area 7:

	harm to the child may also be considered abusive. For example, a situation in which a baby is shaken by an adult but not injured would still be considered physical abuse.	Governance and Leadership. (Adapted from the Australian Institute of Family Studies)
Reasonably Believes	Believes on grounds that are reasonable in the circumstances.	Schedule 3, Child Protection Act 1999 (Queensland)
Reasonable Grounds	Suspect that a child may be at risk of significant harm based on your observations of the child or what has been reported to you about a child.	Schedule 3, Child Protection Act 1999 (Queensland)
Reasonably Suspects	Suspects on grounds that are reasonable in the circumstances.	Schedule 3, Child Protection Act 1999 (Queensland)
Reportable Conduct	Certain organisations or entities have legal obligations under Reportable Conduct Schemes to notify and investigate certain allegations of abuse involving a child, when the allegation is against someone they employ, engage or contract in circumstances outlined in the legislation.	Implementing the Child Safe Standards
Responsible Person	In relation to an education and care service, means a person referred to in section 162(1)(a) to (c) of the Education and Care Services National Law Act 2010.	National Law
Rights of the Child	Human rights belonging to all children, as specified in the United Nations Convention of the Rights of the Child.	Implementing the Child Safe Standards
Service-supplied device	A service-supplied device is a device that is owned or supplied by an approved provider to be exclusively used for providing education and care, including to capture, store or transmit images of children. This may include devices such as phones, cameras, tablet computers, and hard drives. A service-supplied device must not be used for personal purposes.	Guide to the NQF
Sexual abuse	For the purposes of NQF notifications, the definition of child sexual abuse varies depending on the relationship between the victim and the perpetrator. In the context of education and care, the definition of sexual abuse is any sexual behaviour, including grooming behaviour, by an adult to a child. Adults working in an education and care service are in a position of power or authority over children and any sexual behaviour by an adult towards a child is sexual abuse.	The Guide to the National Quality Framework – Quality Area 7: Governance and Leadership. (Adapted from the Australian Institute of Family Studies)
Wellbeing	Sound wellbeing results from the satisfaction of basic needs – the need for tenderness and affection; security and clarity; social recognition; to feel competent; physical needs and for meaning in life. It includes happiness and satisfaction, effective social functioning and the dispositions of optimism, openness, curiosity, and resilience.	Guide to the NQF

Working directly with children	A person is working directly with children at any given time if at that time the person; - Is physically present with the children and/or - Is directly engaging in providing education and care to the children.	Child Protection (Working with Children) Act 2012
Working with Children Check (WWCC)	A notice, certificate or other document granted to, or with respect to, a person under a working with children law to the effect that: • the person has been assessed as suitable to work with children; or • there has been no information that if the person worked with children the person would pose a risk to the children; or • the person is not prohibited from attempting to obtain, undertake or remain in child-related employment.	National Law (Definitions)

NSW

The Children's Guardian Amendment (Child Safe Scheme) Bill 2021 came into effect on 1 February 2022 requiring organisations who work with or provide services to children to implement the NSW Child Safe Standards. Compliance and enforcement measures under the Children's Guardian Act commenced from 1 February 2023.

[Children's Guardian Act 2019](#)

Children's Guardian Amendment (Child Safe Scheme) Bill 2021

[Child Protection \(Working with Children\) Act 2012](#)

Office of the Children's Guardian [Child Safe Self-Assessment](#)

[Office of the Children's Guardian. Child Safe Standards](#)

[NSW Department of Education. Child Safe Standards](#)

Principles that inform the policy

Keeping Children Safe is EVERYONE's Business

"Australia is one of 194 countries committed to the United Nations (UN) Convention on the Rights of the Child. The UN has agreed that everyone is entitled to 'all the rights and freedoms set forth therein, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status'. Beyond this, however, it also recognises that 'childhood is entitled to special care and assistance'.

Organisations and people working with children in NSW share responsibility for keeping children safe. Applying the Standards makes it easier for children, parents, carers and staff to share their understanding of child safety across different settings. The Standards encourage consistency across all these environments."

Quote From - [Guide to the Child Safe Standards](#)

Child Safe Standards?

The [Child Safe Standards](#), developed in response to recommendations from the Royal Commission into Institutional Responses to Child Sexual Abuse, provide a nationally recognised framework for creating safer environments for children. Endorsed by the NSW Government, these standards offer practical guidance for organisations to build child-safe cultures, implement protective strategies, and prioritise children's best interests to prevent harm.

Grounded in extensive research and consultation, the 10 Child Safe Standards aim to ensure that all aspects of an organisation's operations are designed to protect children from abuse and neglect. These standards are:

1. Child safety is embedded in organisational leadership, governance, and culture
2. Children participate in decisions affecting them and are taken seriously
3. Families and communities are informed and involved
4. Equity is upheld and diversity is taken into account
5. People working with children are suitable and supported

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6. Responses to respond to complaints of child abuse are child focused
 7. Staff are equipped with the knowledge, skills and awareness to keep children safe through continual education and training
 8. Physical and online environments minimise the opportunity for abuse to occur
 9. Implementation of Child Safe Standards is continuously reviewed and improved
 10. Policies and procedures document how the organisation is child safe

To support implementation, the **Office of the Children's Guardian** provides a risk management resource that helps organisations adopt a structured approach to embedding the Child Safe Standards in their services.

CHILD SAFETY AND WELLBEING ARE EMBEDDED IN GOVERNANCE AND LEADERSHIP

(PRINCIPLE 1)

The approved provider and management promote a child safe culture by embedding child safety within our leadership, governance, policies and everyday practices. Our *Statement of Commitment to Child Safety* reflects our commitment to protecting children, upholding their rights and embedding a child safe culture across all aspects of our OSHC Service. We communicate child safety expectations through policies, procedures, induction, training and ongoing support to ensure educators, staff, volunteers and students understand their roles.

Our OSHC Service prioritises children's safety, rights, wellbeing and best interests through clear governance arrangements, effective leadership, risk management, reflective practice, record keeping systems, information sharing practices and clearly defined responsibilities, including the identification of the responsible person present at the Service. Approved providers, nominated supervisors, educators and other staff meet their legislative obligations to protect children from harm and hazards and take reasonable steps to ensure children's safety and wellbeing. This includes recognising their role in identifying and responding to children who may be at risk of abuse, neglect or harm.

We promote openness and respect, so that children, families and staff feel safe to raise concerns, provide feedback and contribute to continuous improvement. See *Child Protection*



Policy, Code of Conduct Policy, Governance Policy, and Writing, Reviewing and Maintaining Policies Policy for more information.

CHILDREN'S RIGHTS, VOICE AND PARTICIPATION ARE VALUED AND RESPECTED (PRINCIPLE 2)

Our OSHC Service recognises children as capable and active participants in their own lives. We support children to understand their rights, express their views, make choices, and participate in decisions that affect them in ways that are appropriate to their age and development. Educators create environments where children feel heard, respected, valued and included, and where their ideas, feedback and concerns help shape our practice. Educators respect children's autonomy, dignity and consent during daily routines, activities and interactions, including their right to express preferences and say no.

Our OSHC Service supports children to develop positive relationships, empathy, inclusion and conflict resolution skills through respectful interactions and behaviour guidance practices. Educators encourage children to speak up when they feel unsafe or worried, listen to their concerns and respond appropriately. We also provide age and developmentally appropriate learning about personal safety, protective behaviours and how to seek help from trusted adults. See *Behaviour Guidance: Bullying Policy, Child Protection Policy, Interactions with Children, Families and Staff Policy* and *Respect for Children Policy* for more information.

FAMILIES AND COMMUNITIES ARE INFORMED AND INVOLVED (PRINCIPLE 3)

Our OSHC Service recognises families and communities as important partners in promoting child safety and wellbeing. We welcome and respect families and encourage their participation in discussions, decision-making, and activities that support children's rights, safety and best interests.

We provide families and communities with accessible information about child safe practices, policies, procedures, and processes, and ways to provide feedback or raise concerns. We encourage families to share their views and use their feedback to strengthen our child safe practices, policies and continuous improvement processes. See the *Enrolment Policy, Child Protection Policy, Dealing with Complaints Policy, Family Communication Policy* and *Governance Policy* for more information.

EQUITY, DIVERSITY AND INCLUSION ARE RECOGNISED IN POLICY AND PRACTICE (PRINCIPLE 4)

Our OSHC Service recognises that every child has the right to feel safe, valued, included and respected, regardless of their abilities, culture, identity, background, family circumstances or individual needs. We are committed to creating inclusive and culturally safe environments that recognise children's diverse circumstances, support equitable participation, and respond to their needs.

We promote the safety, participation and empowerment of Aboriginal and Torres Strait Islander children, children with disability, children from diverse cultural and linguistic backgrounds, and children with diverse identities, abilities and circumstances. Educators work in partnership with families and, where appropriate, other professionals to understand children's strengths, interests, needs and experiences and provide appropriate support and reasonable adjustments.

We support educators, staff, volunteers and students to challenge discrimination, bias and exclusion through inclusive practices, professional learning and reflective practice. Our Service promotes respect, equality and belonging, and does not tolerate racism, discrimination or behaviours that may impact a child's dignity, safety or wellbeing. Our OSHC Service ensures child safety information and support are accessible and responsive to children's diverse needs. See the *Additional Needs Policy*, *Anti-Bias and Inclusion Policy*, *ECIP Management Policy*, *Multicultural Policy* and *Respect for Children Policy* for more information.

PEOPLE WORKING WITH CHILDREN ARE SUITABLE, SUPPORTED AND COMMITTED TO CHILD SAFETY AND WELLBEING (PRINCIPLE 5)

Our OSHC Service ensures educators, staff, volunteers and students are suitable, supported and understand their responsibilities for protecting children, promote child safety and wellbeing, and respond appropriately and in a timely manner to child safety concerns in accordance with legislative obligations and Service procedures.

Our recruitment, including advertising, screening and selection, emphasises child safety and wellbeing. We assess applicants' suitability to work with children through selection criteria,



interviews and referee checks, including their understanding of child safe practices, children's rights, professional boundaries and culturally safe practices. We verify required checks, including Working with Children Checks (WWCC), qualifications and other relevant suitability requirements. We also make reasonable enquiries to determine whether prospective or current educators, staff, volunteers or students are subject to any relevant suspension notice, prohibition notice, supervision notice or enforceable undertaking, where applicable. We monitor ongoing suitability requirements and maintain current records of required checks, including WWCC, to ensure all WWCC checks are valid and have not expired.

Our OSHC Service responds to allegations or convictions relating to child abuse or inappropriate conduct involving educators, staff, volunteers, students or contractors in accordance with relevant reportable conduct obligations and legislation. We maintain appropriate confidentiality when managing reportable allegations as per NSW Reportable Conduct Scheme and take action to protect children's safety, wellbeing and rights.

We provide educators, staff, volunteers and students with induction, information and ongoing support to understand their child safety responsibilities, professional expectations, code of conduct requirements, record keeping responsibilities, information sharing obligations, reporting requirements and relevant policies. Through supervision, guidance and performance management, we support people working with children to uphold child safety values, maintain professional boundaries and contribute to a safe and respectful environment. See *Child Protection Policy*, *Code of Conduct Policy*, *Performance Management Policy*, *Probation*, *Induction and Orientation Policy*, *Recruitment Policy* and *Student, Volunteer and Visitors Policy* for more information.

CONCERNS ARE RESPONDED TO THROUGH CHILD-FOCUSED PROCESSES (PRINCIPLE 6)

Our complaints and grievance processes are child-focused, transparent, and accessible. We support children, families, and staff to raise concerns safely. We take all concerns seriously and manage them promptly, fairly and respectfully in accordance with relevant policies and procedures.



We support educators, staff, volunteers and students to recognise signs of harm or distress, understand children's developmentally appropriate behaviours, respond appropriately to concerns and disclosures, including concerns related to harmful sexual behaviours, and meet their reporting responsibilities. Concerns about inappropriate behaviour by any educator, staff member, volunteer, or student are raised with management and addressed promptly and appropriately to maintain a safe environment.

We document complaints and child safety concerns in accordance with legislative requirements, privacy requirements, and relevant policies and procedures. We maintain child protection records through appropriate systems, including a child protection concern register, and ensure educators, staff, volunteers and students have access to reporting processes, including the NSW Early Learning Commission [Reporting Guide: Responding to incidents, disclosures and suspicions of child abuse](#).

We review complaints, concerns and grievances to identify trends and opportunities for improvement to strengthen our child safe culture. We ensure people involved in a complaint are treated respectfully and receive appropriate information, support and communication throughout the process. See *Child Protection Policy*, *Dealing with Complaints Policy*, *Privacy and Confidentiality Policy*, *Protected Disclosures (Whistleblower) Policy* and *Record Keeping and Retention Policy* for more information.

STAFF AND VOLUNTEERS HAVE THE KNOWLEDGE AND SKILLS TO KEEP CHILDREN SAFE (PRINCIPLE 7)

Our OSHC Service provides educators, staff, volunteers and students with information, training and support to understand and implement their child safety responsibilities, including this *Child Safety and Wellbeing Policy* and related procedures. This includes recognising indicators of harm (including harm caused by other children and young people), responding appropriately to concerns and disclosures, understanding reporting obligations, promoting children's rights, cultural safety and inclusion, and implementing child safe practices.



We support ongoing professional development, guidance and reflection to strengthen the knowledge, skills and awareness needed to promote children's safety and wellbeing. This may include trauma-informed practice, protective behaviours, child development, cultural safety, inclusion, record keeping practices, information sharing responsibilities and strategies to support children's safety and wellbeing. The approved provider ensures all prescribed personnel, i.e., all persons with management or control, nominated supervisors, persons in day-to-day charge, other staff, volunteers, and students complete [national child safety training](#) (before or within 14 days of commencing work at the Service or working directly with children, including the foundation training and advanced training (where applicable), and renew training every 2 years. In addition to the national child safety training, persons required under applicable state or territory legislation or regulatory requirements must complete additional child protection training.

At Fun4U staff training follows the requirements set under the National Quality Framework (NQF) and available on the [ACECQA website](#). All staff engage in reflective practice and continuous improvement to strengthen our child safe culture. See the *Child Protection Policy*, *Performance Management Policy*, *Probation, Induction and Orientation Policy*, *Professional Development Policy*, *Recruitment Policy* and *Staffing Arrangements Policy* for more information.

PHYSICAL AND ONLINE ENVIRONMENTS PROMOTE SAFETY AND WELLBEING AND MINIMISE HARM (PRINCIPLE 8)

Our OSHC Service identifies and manages risks across physical and online environments to promote children's safety, wellbeing, privacy and participation. We use risk assessments, including child protection risk assessments, to identify potential risks of harm across our environments, activities, and interactions, and to implement strategies to minimise these risks while supporting children's learning and access to safe experiences.

Physical environments

We maintain safe premises, equipment and learning environments through routine safety checks, supervision, maintenance and risk management practices. We design and arrange



environments to support visibility and effective supervision while respecting children's privacy, dignity and cultural safety.

Our OSHC Service provides a smoke-free, vape-free environment, with tobacco, vaping products and alcohol not permitted on Service premises or during Service activities. Hazardous substances, chemicals, medications and potentially dangerous items are stored, handled and disposed of safely to prevent children's access and minimise risks. We identify and manage risks associated with environments, activities and interactions. Risk assessments consider relevant risks across all Service settings and activities, including water hazards, excursions, transportation, emergency situations, arrival and departure procedures, and other Service-specific risks.

Our OSHC Service has procedures in place to effectively manage incidents and emergencies, including regular rehearsals and reviews to ensure educators, staff and children understand their roles and responsibilities. We plan supervision strategies that consider children's ages, abilities, developmental stages and individual needs, recognising that younger children may require closer support while older children are supported to develop independence while remaining safe.

We maintain required educator-to-child ratios and position educators to effectively supervise children across all environments. Where children access indoor and outdoor environments at the same time, educators implement supervision practices to ensure children remain visible, supported and safe in both areas. Supervision practices also consider children's movement throughout the Service, routines, transitions and other activities where additional support may be required, including toileting and personal care routines, while respecting children's privacy, dignity and developing autonomy.

We ensure children are accounted for throughout the day through accurate attendance records, regular checks and procedures for children's arrival, departure and movement throughout the Service. We maintain records to support effective supervision and accountability and keep a record of educators working with specific groups of children at different times throughout the day. Visitors, contractors and other third parties are managed



through child safe procedures, including appropriate supervision, visitor records where applicable and ensuring children are not left alone with visitors.

Digital technologies and online environments

Our OSHC Service promotes the safe and responsible use of digital technologies and online environments by identifying and managing risks and protecting children's privacy, safety and wellbeing. Educators, staff, students and visitors follow our code of conduct and safe digital technology practices to protect children from risks such as cyberbullying, grooming, inappropriate content and misuse of personal information.

We obtain appropriate authorisations from parents/guardians or authorised nominees for the collection, use, storage and sharing of children's images, videos and personal information. We only use service-issued electronic devices and approved platforms for capturing, accessing and storing children's information. Personal electronic devices are not used while educators are working with children, except in limited circumstances approved by the OSHC Service. We store electronic devices securely, limit access to authorised users, and manage digital records in accordance with privacy and record keeping requirements. Expectations for the use of digital platforms, electronic devices and technologies, including surveillance (where applicable) are communicated to relevant stakeholders.

Educators actively supervise children's use of digital technologies and online environments to support safe participation and minimise risks such as exposure to inappropriate content, cyberbullying or unsafe interactions. We help children develop an understanding of safe and responsible online practices, including recognising unsafe online experiences and seeking help when needed. We provide families with information about children's use of digital technologies and the strategies used to support children's safety and privacy online. See *Child Protection Policy, Code of Conduct Policy, Emergency and Evacuation Policy, Health and Safety Policy, Physical Environment Policy, Record Keeping and Retention Policy, Safe Use of Digital Technologies and Online Environments Policy, Staffing Arrangements Policy and Supervision Policy* for more information.

CHILD SAFETY PRACTICES ARE REVIEWED AND IMPROVED (PRINCIPLE 9)

Our OSHC Service regularly reviews child safety practices, policies and procedures to ensure they remain effective and responsive to children's needs. Feedback and participation from children, families, educators, staff and the broader community, together with reflections, incidents, complaints and concerns, inform the ongoing review and improvement of child safe practices.

We review complaints, concerns and safety incidents to identify trends, contributing factors and opportunities to improve our policies, procedures and practices. We communicate relevant findings, changes and improvements to educators, staff, children, families and the Service community where appropriate. See *Dealing with Complaints Policy*, *Governance Policy* and *Writing, Reviewing and Maintaining Policies Policy* for more information.

POLICIES AND PROCEDURES EMBED CHILD SAFETY (PRINCIPLE 10)

Our OSHC Service develops, implements and reviews policies and procedures that embed child safety and wellbeing across all aspects of our operations. This *Child Safe Environment Policy* reflects the National Principles for Child Safe Organisations and is supported by related policies and procedures that address child safety responsibilities, risk management, complaints, recruitment, reporting obligations and culturally safe practices. Policies are developed in accordance with legislative requirements. We write policies and procedures in clear, accessible language and formats to support understanding and consistent implementation across the Service. Our policies and procedures are readily available on our Fun4U Website and on the sign in ipad at the Service.

Management promotes and monitors the implementation of child safety policies and procedures. We support educators, staff, volunteers and students through induction, training and ongoing guidance to understand their responsibilities. We regularly review policies and procedures through consultation, feedback, reflective practice, audits and continuous improvement processes to ensure they remain effective and support our child safe culture. See *Governance Policy*, *Health and Safety Policy* and *Writing, Reviewing and Maintaining Policies Policy* for more information.



Communication

At Fun 4 U Helensburgh, we're committed to fostering positive, respectful relationships with children, families, staff, and educators. Creating a child safe environment is at the heart of everything we do. We communicate openly and regularly with our community and ensure all policies and procedures are accessible to everyone—including staff, students, volunteers, families, and children. We value our families feedback and invite all feedback or suggestions through surveys, conversations, or by speaking directly with our leadership team. To assist with gathering input, a poster is displayed next to our sign in and sign out register with a quick access to all of our policies or our families can located the policies on our Facebook page. Furthermore Fun 4 U prides themselves on prompt notification to the child's family/caregivers in the event of an incident, injury, trauma or illness at the centre, with all information recorded appropriately on our incident report form (Reg 86 & 87).

Participation of Families, Children and Young People

Our OSHC Service values and promotes the active participation of families, children and young people in maintaining a child safe environment. We foster an open, inclusive and welcoming environment where families feel confident to ask questions, raise concerns and contribute to decisions relating to their child's safety and wellbeing.

Families are provided with opportunities to engage in consultation and collaboration across a range of areas, including:

- Policy and procedure development and review
- Child protection and Child Safe Standards
- Complaints and grievance processes
- Sun safety and wellbeing practices
- Written authorisations, including parenting orders
- Code of Conduct expectations
- Inclusion and support for children with diverse needs
- Safe use of digital technologies and online environments

We promote a respectful and child-centred culture where children and young people are encouraged to express their views, raise concerns and participate in decision-making processes. Educators support children to understand their rights and empower them to speak up if they feel unsafe or worried.



Multiple, accessible avenues are provided for children and young people to provide feedback or make complaints, with approaches tailored to individual communication needs. The service works collaboratively with children to ensure they are supported throughout the process.

Code of Conduct

All management, educators, staff, students and volunteers are required to adhere to the Service's Code of Conduct Policy at all times. The Code of Conduct outlines the professional standards, values and ethical expectations that guide behaviour, interactions and decision-making within the service.

The policy clearly defines acceptable and unacceptable conduct, including maintaining professional boundaries, promoting respectful relationships, and ensuring the safety and wellbeing of children. All individuals are informed that breaches of the Code of Conduct may result in disciplinary action, including termination of employment where appropriate.

The Service maintains a strong culture of child safety and accountability. Any concerns regarding inappropriate behaviour or conduct involving children or young people must be reported to management and will be responded to promptly and in accordance with legislative and policy requirements.

Emergency and Evacuation Procedures

Management is responsible for ensuring that emergency and evacuation floor plans are clearly displayed near all exits throughout the service, including both indoor and outdoor areas. All staff and educators are trained in emergency procedures and understand the relevant regulatory requirements. Emergency rehearsals—including evacuations and lockdowns—are carried out at least once every three months, with detailed records maintained for each drill. For further information please refer to our *Emergency and Evacuation Policy*. (Reg 97)

Arrival and Departure Authorisation

At Fun 4 U Helensburgh, children's safety is our top priority. Staff and educators will only release children into the care of individuals authorised on the child's enrolment form. Families are required to provide up-to-date court orders and parenting plans so that our records reflect current custody arrangements. In line with National Regulations, our service maintains



accurate records of each child's and visitor's arrival and departure, including the signature of the person verifying the details and confirming the identity of the individual collecting the child (Reg 99).

Educators follow the *Delivery and Collection Policy* to uphold a strong culture of safety and wellbeing (Reg 102AAB & 102AAC). These procedures help ensure children always feel secure and supported while in our care. To further meet legal and safety obligations, educators will request identification if someone unfamiliar arrives to collect a child. If a person is not listed on the emergency contact form they are not authorised to pick up a child, and the child will not be release to them. Furthermore families must complete an Alternate Collection Form in advance to remain compliant with service procedures and alert staff to the changes regarding who is picking up the child or young person.

Online Safety

At Fun 4 U Helensburgh, we are committed to creating and maintaining a safe and secure digital environment through collaboration with children, families, educators, staff, and the wider community. Management ensures that reliable antivirus and internet security systems are in place on our devices to decrease and prevent cyber-attacks and protect confidential information and block access to inappropriate websites, chat rooms, and online content. Furthermore to protect sensitive information, our service conducts regular backups of important data, which are securely stored either offline or in a secure online location. Software and devices are updated routinely to safeguard against breaches of confidentiality.

As part of the enrolment process, families provide written consent for children to have their photo taken for use in communication apps or promotional materials. It is also important to note at the time of any photos being taken children are given the opportunity to decline. Children's identities are never shared publicly or linked to images used for any external purpose. At Fun 4 U personal mobile phones or any privately owned electronic devices are not permitted to have access or use to take photographs or videos recording children. Only service-issued devices are permitted, with strict protocols in place for storing and managing images and videos, in accordance with the National Model Code and Guidelines. In conjunction with this children and young persons are not encouraged or allowed to use their own personal



devices such as phones or gaming devices when at our centre. To prevent a range of dangerous situations that could arise. The only technology that is used by the children at the centre is the TV, where they can watch pre-approved movies. The TV is only used sporadically and children are always supervised when engaging with this form of technology. Please refer to our *Digital Online Space Policy* for further information.

Storage of Hazardous Substances

At Fun 4 U Helensburgh, we are committed to reducing the risk of harm to children, educators, and the environment by prioritising the use of eco-friendly, non-toxic products wherever possible. We actively work to provide a safe, clean, and sustainable environment by ensuring that any required chemicals or hazardous equipment are stored securely, out of children's reach, and handled according to safety guidelines. All hazardous substances used within our service are documented in a Hazardous Chemicals Register, which is kept up to date by management. Each entry is supported by a current Safety Data Sheet (SDS) that outlines proper handling, storage, and first aid measures. Staff and educators are trained in the safe use of these products to minimise any potential risk. It is also important to note due to the hall and canteen being shared spaces, are cleaned by the employed staff at Helensburgh Public School, whom keep all their own cleaning supplies locked away in a cupboard and Fun 4 U has no access to these hazardous substances.

To maintain a high standard of safety and hygiene, the following audits and checklists are completed regularly:

- Hazardous Chemical Register Review
- SDS Availability and Expiry Check
- Storage Safety Inspection (ensuring chemicals and equipment are locked and labelled)
- Routine Safety and Hygiene Audits (as part of daily and weekly service checks)

These practices ensure that our OSHC environment is not only compliant with health and safety regulations but also aligned with our commitment to children's wellbeing and environmental responsibility. To maintain a safe environment for children, daily/monthly/annual audits and checklists are conducted.

Equipment, Furniture and Maintenance Record

At Fun 4 U Helensburgh, we recognise that hazards can arise from a variety of factors such as inadequate programming, poor supervision, or damaged equipment. To create and maintain a safe environment for all children, we have implemented proactive safety practices aligned with Australian Safety Standards and continually monitor our policies and procedures to minimise risks.

Our venue, furniture, and all resources used within the service are regularly audited to ensure they are safe, hygienic, and in good working condition (Reg 103 & 105). We also understand that hazards vary depending on a child's developmental stage. Educators are mindful of the need to select and maintain equipment and toys that are safe and developmentally appropriate for school-aged children from kindergarten through to year 6. As our centre is on the public school grounds we ensure a high standard of care is maintained of our environment and fixtures, and ensure any damages or hazards are reported immediately to the school through the correct channels, including completing a maintenance record. Routine inspections are carried out to ensure all equipment is functioning correctly and free from damage. To further support a safe environment:

- Floors are swept clean at the end of both morning and afternoon sessions
- Tables and Chairs are wiped down and stored away correctly.
- Toys and equipment are packed away and stored safely to avoid hazards
- A toy log is maintained to limit the number of toys in use at any one time, ensuring they are returned, checked over, and cleaned if necessary
- Cleaning and Sanitising Register

Child Safe Indoor Environment

The Coordinator is responsible for ensuring that the service premises, along with all equipment and furniture used by children, are maintained in a safe, clean, and good condition. Any item deemed unsafe or broken will be promptly repaired or disposed of appropriately. In line with Regulations 103 and 105, children will have access to adequate furniture, materials, and developmentally appropriate equipment that supports their learning, play, and care needs.



The indoor learning spaces are well-ventilated and filled with natural light wherever possible, this is supported by the large roller door being continuously opened, unless weather does not permit and the windows and doorways support the environment. Indoor areas are also arranged to allow for a variety of activities to be underway, while ensuring safe and unobstructed supervision at all times. Clear pathways and walkways are maintained throughout the premises to support safe movement for children and staff. Educators will ensure personal belongings, such as the children's school bags, are stored appropriately and not left in play or walk areas by having the stage at the back of the hall as the designated area. Any obstruction found in walkways will be removed and returned to the correct storage space to maintain accessibility and safety.

In conjunction to the above children and staff must have easy and clear access to the outdoor environment at all times. Outdoor areas are considered an extension of the learning space and are maintained to the same standard of safety, cleanliness, and organisation as the indoor setting. Furthermore in regards to toileting and hygiene facilities, Fun 4 U provides developmentally appropriate toilet and handwashing facilities that are clean, well-stocked, and accessible to children (Reg 109). All linen/textiles, including tea towels, dress-up clothes, high visitation vests, sporting bibs, blankets and rugs are cleaned regularly to uphold hygiene standards. These practices reflect our ongoing commitment to providing a safe, welcoming, and developmentally supportive environment for all children in our care.

Child Safe Outdoor Environment

To support a safe, engaging, and developmentally appropriate outdoor environment that supports children's learning and wellbeing, the following procedures are in place to support Reg 113, 114, 115:

- The outdoor environment is inspected daily by an educator prior to use. Any hazards or unsafe items identified are removed or addressed immediately in a safe manner before children access the area. This includes looking for hazardous snakes, vermin and plants. The responsible educator will document the completed check by signing the designated column on their timesheet or relevant checklist.
- Outdoor spaces are set up with a variety of age-appropriate equipment and experiences to encourage active participation, exploration, and connection to the



natural environment. In line with Regulation 113, natural features such as vegetation and plants are incorporated to allow children to engage with and learn from nature.

- The outdoor area provides flexible spaces for children to engage in group activities, small peer interactions, or independent play. The service ensures compliance with Regulation 108 by providing at least 7 square metres of unencumbered outdoor space per child.
- Active supervision is always maintained. Children are permitted to play only in clearly visible areas where educator-to-child ratios can be upheld. This approach ensures children's safety, supports positive behaviour guidance, and respects their rights and dignity.
- Clear boundaries for outdoor play are established and consistently reinforced. If a child needs to move beyond the designated play area or outside the regular line of supervision (e.g., accessing the school oval or to find a piece of equipment that has gone out of bounds), an educator must accompany them to ensure continued supervision and safety.

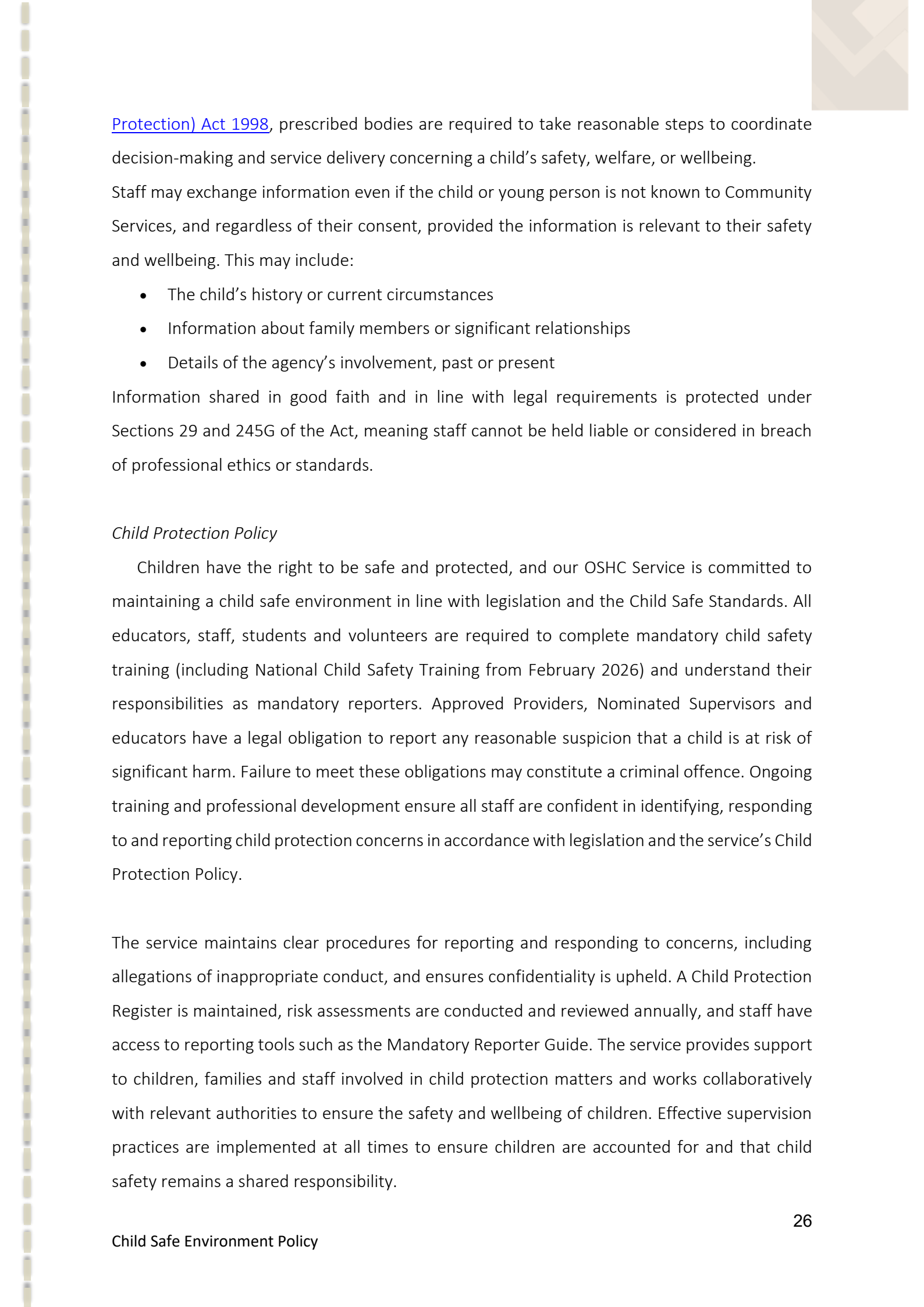
These practices ensure the outdoor environment remains a secure, stimulating space where children can learn through play and exploration while being closely supported by educators.

Tobacco, drug, alcohol and vaping free environment

Educators will provide a safe and healthy environment where children are protected from exposure to tobacco, alcohol, illicit drugs, vaping substances and vaping devices. Educators must not be under the influence of alcohol while on duty or during service hours. The coordinator is responsible for ensuring that no educator is impaired by any substance that could impact their ability to safely supervise and care for children while the service is in operation. For further information regarding this please refer to our *Tobacco, Drug, Alcohol Vaping Policy*.

Information Exchange

To ensure effective support and referral for children and young people, it may be necessary to share relevant information with prescribed bodies, such as government agencies or non-government services. Under Chapter 16A of the [NSW Children and Young Persons \(Care and](#)



[Protection\) Act 1998](#), prescribed bodies are required to take reasonable steps to coordinate decision-making and service delivery concerning a child's safety, welfare, or wellbeing.

Staff may exchange information even if the child or young person is not known to Community Services, and regardless of their consent, provided the information is relevant to their safety and wellbeing. This may include:

- The child's history or current circumstances
- Information about family members or significant relationships
- Details of the agency's involvement, past or present

Information shared in good faith and in line with legal requirements is protected under Sections 29 and 245G of the Act, meaning staff cannot be held liable or considered in breach of professional ethics or standards.

Child Protection Policy

Children have the right to be safe and protected, and our OSHC Service is committed to maintaining a child safe environment in line with legislation and the Child Safe Standards. All educators, staff, students and volunteers are required to complete mandatory child safety training (including National Child Safety Training from February 2026) and understand their responsibilities as mandatory reporters. Approved Providers, Nominated Supervisors and educators have a legal obligation to report any reasonable suspicion that a child is at risk of significant harm. Failure to meet these obligations may constitute a criminal offence. Ongoing training and professional development ensure all staff are confident in identifying, responding to and reporting child protection concerns in accordance with legislation and the service's Child Protection Policy.

The service maintains clear procedures for reporting and responding to concerns, including allegations of inappropriate conduct, and ensures confidentiality is upheld. A Child Protection Register is maintained, risk assessments are conducted and reviewed annually, and staff have access to reporting tools such as the Mandatory Reporter Guide. The service provides support to children, families and staff involved in child protection matters and works collaboratively with relevant authorities to ensure the safety and wellbeing of children. Effective supervision practices are implemented at all times to ensure children are accounted for and that child safety remains a shared responsibility.

Child Protection – Reportable Conduct Scheme-Allegations Against Employees

To protect children and ensure their safety, welfare and wellbeing, management is responsive to report allegations or convictions of child abuse and child related misconduct by any staff member or volunteer or contractor to the Office of the Children’s Guardian (OCG) (NSW) as part of the *Reportable Conduct Scheme*.

Our OSHC Service will ensure an appropriate level of confidentiality of information relating to the reportable allegations as per the Children’s Guardian Act 2019. We take our legislative responsibilities as part of the Reportable Conduct Scheme seriously and will respond to any reportable allegation or conviction against employees or volunteers that may arise.

Reporting and Responding to General Complaints

Feedback from children, families, educators, staff and the wider community is fundamental in creating an evolving Childcare Service working towards the highest standard of care and education. We ensure educators, staff, volunteers and students are well informed about the different ways children may express concerns, distress and disclose harm as well as the process for responding to disclosures from children- including a complaint that alleges a child is exhibiting sexual behaviours that may be harmful to the child or another child. (ACECQA, 2023.)

The approved provider will place a prominently displayed notice in the foyer area of our OSHC Service, providing contact information, including the name and telephone number for lodging complaints. Educators and staff will receive guidance on the complaint/ grievance policy and procedure and the process for reporting complaints during their service induction. Families, children and young people will be advised of the complaint/ grievance policy and procedure and how to report complaints during orientation of enrolment. All grievances and complaints will be treated seriously and as a priority, in accordance with the *Dealing with Complaints Policy* and procedure.

Any complaints that allege a breach of the National Law and Regulations or alleges that the health, safety and wellbeing of a child or young person at the Service may have been compromised will be documented and reported to the regulatory authority within 24 hours.



In the event that the child, young person or family is dissatisfied with the complaints process, they are advised they have the option to reach out to the regulatory authority for further assistance.

Considerations for Supervision

Physical Environment

Children's safety is a fundamental part of our everyday operations at Fun 4 U. We provide effective and consistent supervision of all children and young people, ensuring educator-to-child ratios are always maintained. At Fun 4 U we operate under strict guidelines of 1 educator providing active supervision to 15 children (Reg 122 & 123). Educators use 'active supervision' strategies both within the service environment and during excursions or transport, whilst considering the varying ages, abilities, and needs of children, as well as the level of supervision required for specific activities (Reg 115). We ensure students and visitors are never alone with children whilst at the service.

At Fun 4 U Helensburgh, we recognise that children of different ages and developmental stages require varying levels of supervision, autonomy, and privacy. As our service caters exclusively to school-aged children, our supervision approach balances attentive oversight with respect for their growing independence. It is important to note our OSHC is located within the hall of the local public school, providing a secure and familiar environment for children. The design of our space supports effective supervision, with indoor and outdoor areas situated side by side, allowing educators to monitor both zones seamlessly. During outdoor play, when children are split between the main area and the school oval, staff remain in ratio and positioned to maintain line of sight and auditory supervision across all active zones. This ensures children are supported while engaging in a wide range of age-appropriate experiences. Regular audits are conducted to identify any potential risks to children's safety. All electronic devices are password protected with access for staff only.

The children's afternoon snack is served from the school canteen located just outside the hall. During this time, staff remain strategically placed to supervise transitions to and from the canteen, ensuring children are always accounted for and safe. Similarly, the location of the



toilets—including accessible facilities within the hall—allows for easy, supervised access without compromising children's privacy or dignity.

Children enter our care only once they have arrived at the OSHC service. Supervision begins the moment they are signed in, and our staff do not oversee children during school transitions. Once in our care, we maintain the required educator-to-child ratio of 1:15, in accordance with Regulations 122 & 123, and embed strong supervision practices (as outlined in Section 165) throughout all activities, incursions and excursions. The physical layout of our space, combined with clear supervision strategies and trained staff, ensures that all children in our care are safe, supported, and empowered to explore with confidence.

Furthermore to comply with regulatory requirements, only educators who are actively working with children will be counted in ratio calculations and therefore no child or young person is left alone with visitors to the centre (Reg 166). Up-to-date rosters and accurate sign-in/sign-out records are maintained to verify staffing and ensure appropriate supervision is consistently provided throughout the day. On top of this Fun 4 U actively records all visitors that attend our OSHC (Reg 165) and ensures Fun 4 U remains a tobacco, drug and alcohol-free environment (Reg 82). Please refer to our Code of Conduct, Child Protection, Supervision and Excursion and Incursion Policies for further detailed information surrounding supervision at Fun 4 U.

Supervision and Safety Checklists

At Fun 4 U Helensburgh, we prioritise creating a safe and supportive environment through regular risk assessments and active collaboration with children. Educators work with children to set clear behaviour expectations—especially during adventurous play—helping them understand boundaries while promoting safe exploration. Our educators are well-informed of their duty of care and play a vital role in maintaining a child safe environment. They conduct routine safety checks across all areas of the service to uphold high safety standards and identify any potential hazards. Strategies are in place to make sure child safety is embedded across our Service through compliance with the *Education and Care National Regulations* and the National Principles for Child Safety – Child Safe Standards. This includes when organising an excursion/incursion, and all risk assessments must be approved by the nominated supervisor prior to any excursion taking place.



We believe that child safety is a shared responsibility. Children are encouraged to speak up if they feel unsafe or notice something concerning. We value their voice and create an environment where they feel confident to talk to educators about their safety and the safety of others.

To support this, educators complete designated daily checklists to monitor and document the safety of the physical environment, ensuring any foreseeable risks are identified and addressed promptly. These include the following checks to be completed daily both in the morning and afternoon sessions/monthly/annually.

Indoor Environment Checklist

- Clear walkways and exits
- Clean floors, no spills or trip hazards
- Electrical cords and equipment safely stored
- Furniture and resources in good condition
- First aid kits fully stocked and accessible
- Emergency exits and fire equipment clearly marked and accessible
- Child specific health information, medication and anaphylaxis administration/management clearly labelled and accessible (Reg 162)
- Hazardous Chemicals safely stored away

Outdoor Environment Checklist

- Playground and equipment checked for damage or hazards
- Fences and gates secure (Reg 104)
- Surfaces safe (no debris, broken glass, or sharp objects)
- Weather conditions assessed for suitability, including sun safety
- Supervision zones clearly identified
- Dangerous objects, plants, spiders, snakes and vermin identified

Toilets and Hygiene Areas

- Clean and stocked with soap, toilet paper, and paper towels
- No water on floors (slip hazard)
- Adequate lighting and ventilation

Food Area Checklist

- Clean surfaces and equipment
- Snack area free of allergens (as per children's allergy info)
- Handwashing procedures followed before/after prepping and eating
- Safe food storage, including temperature control

Arrival and Departure Area

- Sign-in/out ipad available and clearly located
- Area is supervised and well-lit
- Families informed of collection procedures
- Clear view of exits to monitor who is entering/exiting

Weekly/Monthly Checklist's:

Emergency Equipment Checklist

- Fire extinguishers and smoke alarms tested
- Emergency evacuation plans visible and current
- Emergency drills scheduled and documented

Maintenance and Repairs Log

- Record of any broken or faulty equipment
- Date reported and actions taken
- Follow-up notes if the issue remains unresolved

Any findings that require attention will be either dealt with immediately or submitted into the maintenance book depending on priority. The approved provider/ nominated supervisors and Principal of the primary school must be notified of any areas that need immediate attention within our OSHC Service venue.

Risk Assessment and Risk Assessment Tool

At Fun 4 U Helensburgh, we are committed to maintaining a safe environment by implementing a robust risk management system, as required under legislation. Management, educators, and staff are responsible for identifying, assessing, and managing hazards to ensure the safety and wellbeing of all children in our care.



Our approach integrates the **National Principles for Child Safe Organisations** and aligns with the **Education and Care National Regulations**, ensuring that child safety is embedded in every aspect of our service. The core elements of our risk management process include:

1. Identifying potential hazards within the service environment
2. Assessing the likelihood and severity of risks/hazards
3. Applying appropriate control measures using a Risk Rating Matrix
4. Monitoring and improving safety via a Risk Assessment Action Plan
5. Regularly reviewing and evaluating risk management practices

Coordinators and responsible persons in day-to-day charge are required to complete formal risk assessments when planning excursions/incursions or any activity where children's safety may be at risk. Safety considerations are part of our daily practice and embedded into all decision-making.

Examples of common risks/hazards that may require risk assessments include but are not limited to:

- Cross-infection and illness management
- Administration of medication and anaphylaxis care
- Unsafe equipment, storage, or insufficient activity space
- Hazardous chemicals and cleaning products
- Electrical appliances and cords
- Food handling and storage safety
- Environmental factors such as sun exposure, noise, or lack of shade
- Children's behaviours and supervision requirements
- Water safety, fire safety, pets/animals
- Hot drinks in child-accessible areas
- WHS risks including manual handling
- Excursions, transportation, and regular outings
- Natural disasters and emergency preparedness
- Online safety, use of electronic devices, privacy and confidentiality
- Organisational culture, physical contact, and staff training

To support a consistent child safe environment, all staff and educators must follow our service's policies and procedures and complete relevant **checklists and audits**, including:

- Daily Safety Checklists

- Risk Assessment Forms
- WHS Hazard Reports
- Excursion/Incursion Risk Management Plans
- Supervision Plans
- Toy and Equipment Safety Logs

These tools and strategies help ensure our service remains a safe, engaging, and compliant space for all children.

Operating out of an Alternative Facility

At times, Fun 4 U Helensburgh may be required to operate from an alternative venue (e.g., the school library) due to the unavailability of the usual service space. When this occurs, the service will ensure children's safety, supervision and regulatory compliance are maintained at all times.

Regulatory Compliance

- The Regulatory Authority will be notified via the NQA ITS portal where required.
- All operations will continue to align with the Education and Care Services National Regulations, including:
 - Regulation 99 – Children leaving the service premises
 - Regulation 158 – Attendance records
- The service will maintain compliance with the National Quality Standard, particularly:
 - 2.2.1 Supervision
 - 2.2.2 Protection from harm and hazards
 - 6.2.1 Continuity of care and communication
 - 7.1.2 Documented policies and procedures
- If an alternative space is needed permanently, the approved provider must apply via the *Amendment to service approval* (SA03) form on [ACECQA's NQA IT System](#).
- It's up to the approved provider (in consultation with the school when the approved provider is a third party rather than a governing council) to find a suitable alternative location.



Communication with Families

- Families will be notified in advance of the change of venue, including dates, times and collection arrangements.

Risk Management

- A daily risk assessment of the alternative venue will be conducted prior to children entering the space.
- Any identified hazards will be reported to school management and addressed promptly.
- Emergency evacuation procedures will be reviewed and an emergency evacuation bag and contact list will be accessible.

Health and Safety

- A first aid kit will be available and stored securely but accessible to educators.
- All allergy action plans and required medication (e.g., EpiPens, Ventolin) will be available at the alternative venue and stored appropriately.
- Sun safety practices will continue to be implemented.

Supervision, Arrival and Departure

- Children will be guided safely to the alternative venue upon arrival.
- All children must be signed in and out using the service's attendance system.
- Parents/guardians will collect children from the alternative venue.
- If a child is not signed out or their whereabouts are unknown, educators will immediately follow the Delivery and Collection of Children procedures, including contacting families, police (if required), and notifying the Regulatory Authority within 24 hours if necessary.
- At closing time, educators will conduct a full check of indoor and outdoor areas to ensure no child remains on the premises.

Program Continuity

- Educators will provide experiences appropriate to the alternative venue that align with the *My Time, Our Place* framework.

- Outdoor play areas (e.g., school oval) may continue to be utilised where safe and appropriate.

Induction and Ongoing training

Recruitment of Staff

At Fun 4 U Helensburgh, we follow a thorough and consistent recruitment process to ensure all staff and educators are suitable, qualified, and committed to child safety. Applicants undergo interviews, reference checks, and must declare any prohibition notices that prevent them from working with children (Reg 175 & 176), which are verified by the approved provider using the [NQA ITS 'register search' tool](#). They must also provide a working with children's check clearance number to prove that they have been cleared by the NSW Government's Office of the children's Guardian. Application forms and instructions are available on: www.kidsguardian.nsw.gov.au/Working-with-children/working-with-children-check. All staff records are kept on file and maintain confidentiality (Reg 145).

New staff, educators, students, and volunteers receive a comprehensive induction covering our Code of Conduct and key policies including *Child Protection, Safe Use of Digital Technologies and Online Environments Policy, Dealing with Complaints, Work Health and Safety Policy*, and other related policies, to ensure a child safe environment (Reg 170). New employees (including the nominated supervisor and staff members), students and volunteers are to familiarise themselves with the *Child Protection Policy* to understand child protection laws and their obligations and mandatory reporting duties to ensure the safety and well-being of children at the Service. This process ensures everyone understands their responsibilities in creating a safe and supportive environment for children.

Working With Children Check (WWC) & Vulnerable Person Check

Anyone working or volunteering with children in NSW must have a valid Working with Children Check (WWCC). This check, managed by the [Office of the Children's Guardian](#), helps ensure that individuals do not pose a risk to children's safety. WWCCs is an overall assessment of whether a person poses an unacceptable risk to children and is valid for five years and include ongoing monitoring. If new concerns arise, a person's clearance may be reviewed and



revoked. The Office of the Children’s Guardian will notify both the individual and any connected organisations of any changes to their status (Reg 175 & 176). If any staff member’s WWCC becomes invalid, the person will be removed from their role working with children immediately until the clearance is renewed or a valid clearance is obtained. It is a criminal offence to continue to engage anyone whose WWCC is not valid, expired or suspended or revoked.

Staff, educators, volunteers and visitors are informed they must notify the approved provider, in writing, of any changes to their WWCC or teacher accreditation or registration within 72 hours, or within 24 hours of becoming aware of the change. The approved provider will notify the regulatory authority, in writing, of changes to an educator, staff member, volunteer or visitors WWCC within 24 hours.

Management will maintain, verify and regularly review all WWCC/Vulnerable Person Check records, including clearance numbers and expiry dates, to ensure all clearances remain valid and current. Documentation will be securely stored on individual staff files, with renewals completed prior to expiry.

All staff are required to notify the Approved Provider of any changes to their WWCC, in accordance with legislative requirements. All visitors, students and volunteers who may have direct contact with children must provide a valid WWCC/Vulnerable Person Check for verification prior to engagement. Records of student and volunteer participation will be maintained, including dates and hours of attendance.

Training

To uphold best practices and meet the National Regulation (S. 162A), all educators at Fun 4 U are required to complete **approved child protection training** through a registered training organisation. To stay informed and compliant, educators will also complete **annual Child Protection Awareness and First Aid Training** to maintain up-to-date knowledge of child safety and mandatory reporting responsibilities (Reg 136).

Code of Conduct

At Fun 4 U Helensburgh, all management, educators, staff, students, and volunteers are expected to uphold the highest standards of professional behaviour by adhering to our *Staff Code of Conduct Policy*. This policy outlines the values, principles, and expectations that guide appropriate conduct and interactions within our service. We are committed to fostering a culture of child safety and wellbeing, ensuring that all individuals working with children are trained, supervised, and supported to act in ways that protect and respect every child's rights, dignity, and safety.

All staff are made aware that breaches of this policy and their Staff Code of Conduct or failure to fulfil role responsibilities may result in disciplinary action, including possible termination (Reg S.165 to S.167). Any concerns about inappropriate behaviour involving a child must be reported to management immediately, so they can be addressed promptly and appropriately.

Key responsibilities include:

- Upholding child safety and privacy at all times
- Maintaining supervision and safe online practices
- Being respectful, inclusive, and acting as positive role models
- Avoiding behaviour that could be perceived as favouritism or misconduct
- Never working under the influence of alcohol or drugs

For full details of staff expectations, please refer to our *Staff Code of Conduct Policy*.

Monitoring Evaluation and Review

At Fun 4 U, we proactively monitor updates from ACECQA and Childcare Centre Desktop to ensure our Child Protection Policy remains current and compliant. The policy is reviewed at least annually, in consultation with families, staff, educators, and management, to reflect best practices and evolving regulatory requirements. In addition to this, our policies are made readily available to families on our Facebook page and next to our sign in and out register (ipad) we have a folder with a QR code to each policy. (Reg 171 & 172)

Links to other policies

Related Polices	Child Care Centre Desktop Polices
Administration of Medication and First Aid Policy Child Protection Policy Code of Conduct Policy Complaints Policy Dangerous Products, Plants, Vermin and Objects Policy Dealing with Infectious Diseases Policy Dealing with Medical Conditions Policy Delivery and Collection Policy Emergency and Evacuation Policy Excursions and Incursion Policy Family Communication Policy Food, Nutrition and Beverages Policy Hygiene and Infection Control Policy Incident, Injury, Trauma and Illness Policy Interactions with Children, Family and Staff Policy Operating out of an Alternative Venue Policy Privacy and Confidentiality Policy Safe Sleep/Rest Time Policy Safe storage of Dangerous Products Policy Safe Transportation of Children Policy Staff Code of Conduct Policy Sun Protection Policy Supervision Policy In Indoor/outdoor Policy Tobacco, Drug and Alcohol Policy Water Safety Policy	Adventurous (Risky and Nature) Play Policy Behaviour Guidance: Bullying Policy Child Protection Policy Code of Conduct Policy Dealing with Complaints Policy Delivery of Children to, and Collection from Education and Care Service Premise Policy Emergency and Evacuation Policy Excursion/Incursion Policy Furniture and Equipment Safety Policy Injury, Incident, Trauma and Illness Policy Interactions with Children, Families and Staff Policy Managing an Unidentified Dog Policy Medical Conditions Policy Nutrition and Food Safety Policy Physical Environment Policy Privacy and Confidentiality Policy Probation Induction and Orientation Policy Recruitment Policy Protected Disclosures (Whistleblower) Policy Safe Arrival of Children Policy Safe Use of Digital Technologies and Online Environments Policy Safe Storage of Hazardous Chemicals Policy Safe Transportation of Children Policy Rest Policy Staffing Arrangements Policy Student, Volunteer and Visitor's Policy Sun Safe Policy Supervision Policy Tobacco Drug Alcohol Free Policy Water Safety Policy Work Health and Safety Policy

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- [Education and Care Services National Regulations](#). (Amended 2025)
- NSW Department of Education (2021). [Guide to the Child Safe Standards for early childhood education and care and outside schools hours care services](#)
- [United Nations Convention of Rights of the Child, \(1989\). \(UNCRC\)](#)
- Work Health and Safety Act (2011).

Record of services' compliance (Reg 167)

Date Created: August 2015

Date Reviewed by Fun 4 U: 30/09/2026

Childcare Centre Desktop Policy Update: August 2026

This Policy Follows ACEQA: [Child Safety | ACECQA](#)