

Providing a Child-Safe Environment policy

Policy Statement

Fun 4 U Helensburgh aims to provide a stimulating, comfortable and safe indoor and outdoor environment that allows flexibility and access to a variety of quiet, active, group and individual activities. This policy guides educators and visitors on how to behave with the children at Fun 4 U Helensburgh and the importance of promoting children's participation in our organisation to make a safer environment for all.

Links Education and Care Centres National Regulations 2018, National Quality Standard 2018

Regs:

- 84 Awareness of child protection law
- 88 Infectious diseases
- 99 Children leaving the education and care service premises
- 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
- 123 Educator to child ratios
- 136 First Aid qualifications
- 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

NQS

- 2.1 Each child's health and physical activity is supported and promoted.
- 2.2 Each child is protected
- 3.1 The design of the facilities is appropriate for the operation of a service.
- 3.2 The service environment is inclusive, promotes competence and supports exploration and play-based learning.

Procedure

CHILD-SAFE CHILD-FRIENDLY ENVIRONMENT

Definitions:

Child-safe means taking active measures to keep children safe from physical, sexual or emotional abuse.

Child-friendly means creating a trusting environment that values, respects and welcomes children.

Our Service is committed to being a child safe organisation and endorses the National Principles for Child Safe Organisations, placing the protection of children as a priority of our responsibilities and obligations. The Child Safe Standards recommended by the Royal Commission provide guidance for our Service to ensure our policies and procedures, strategies and attitudes, ensure children's safety is paramount.

Our Service has a zero tolerance to child abuse, and we are committed to the safety, participation and empowerment of all children. We promote diversity and tolerance and aim to form equitable and positive relationships with children. We ensure children participate in decisions affecting them and listen and respond to their views.

The Indoor and Outdoor Environment Policy

Policy Statement

The education and care service will ensure the environment is safe, clean and well maintained. Children's awareness of the environment and sustainable practice will be supported through daily practices, resources and interactions. The physical environment, both in and outdoors will support children's learning, safety, levels of engagement and access to positive experiences and inclusive relationships.

Links to the Education and Care Centres National Regulations 2018, National Quality Standards 2018

Regs	103	Premises, furniture and equipment to be safe, clean and in good repair
	104	Fencing
	105	Furniture, materials and equipment

NQS	3.1	The Physical Environment
-----	-----	--------------------------

Procedures:

All Educators will ensure that:

- Fencing and barriers which enclose outdoor areas used by children in the OOSH service are maintained by the local school, to ensure they are of a height and design that prevents children of school age from going through, over or under the structure. Considerations about minimising access to the service by unauthorised people and animals will also inform the height and design of fencing and barriers.
- Sufficient furniture, materials and developmentally appropriate equipment are provided and maintained in the service in order to support all children to engage and access the program and develop their developing skills and independence.
- Adequate space requirements are maintained in both the indoor and outdoor environments.
- Education and care environments are well ventilated and have adequate natural light.
- Indoor temperatures are maintained at levels that support children's safety and wellbeing.
- The play spaces in the education and care service provide children with opportunities to explore and experience the natural environment.
- The outdoor playground has adequate shaded areas to protect children from ultraviolet radiation from the sun.
- Ensure that plants are selected to minimise risks to children. No poisonous or dangerous plants will be included in the environment. See fact sheet on Poisonous Plants - www.gtp.com.au/kidsafeqld/inewsfiles/inews.5250.1.pdf
- Educators will carefully select and provide adequate numbers of resources in order to contribute to children's sense of belong and to provide new learning opportunities that extend and challenge children's learning and development.

The Educational Leader will collaborate with educators to:

- Equally value both the outdoor and indoor learning environments as places that support children's learning, creativity, social engagement and sense of belonging.

- Seek to develop learning environments that are secure and predictable and that support children to take increasing responsibility for their health, hygiene and personal care.
- Design learning environments that are welcoming and accessible for all children and families, considering cultural diversity, social and physical inclusion.
- Design environments that reflect children's different cultures, interests, abilities and learning styles.
- Design environments that support small group work in ways that minimise the risk of injury, minimise disruption between activities, minimise conflict between children and reduce prolonged exposure to excess internal and external noise.
- Design outdoor learning experiences that complement and extend the indoor activities and learning experiences.
- Ensure that outdoor environments provide opportunities to learn through play, enabling access to materials that stimulate investigation and reflection, and enriched with natural resources and opportunities to connect with nature.
- Design indoor environments that are enriched by natural resources and opportunities to engage with nature.
- Offer children opportunities to be active, messy and noisy and play on a large scale.
- Select resources and design learning environments that foster children's connections with the natural environment.
- Select natural materials and fibres if possible, when purchasing new equipment and resources. These include items such as wooden shelving and natural materials. Such resources enhance the look and feel of nature within the environment.
- Encourage children and families to collect and bring recycled equipment and natural resources into the environment.
- Encourage children to care for plants by growing plants from seeds.
- Design areas for appreciation of nature, where educators and children can observe the natural play environment and reflect on nature. This will include the introduction of indoor plants into the indoor area. Educators and children will be responsible for the care of these plants ensuring they have enough sunlight and water.

All Educators will ensure:

- The Service's indoor environment will be smoke free. The Service will only enroll the number of children in the Service, which can comfortably fit into the building space and in accordance with the National Standards.
- Where children are indoors for long periods together due to weather conditions, special activities will be planned and other areas sought to disperse the group such as the school hall and verandas.

Separate areas in the indoor environment will be provided for:

- Parents to sign their children in/out of the Centre on the online system.
- Staff to answer phones, and maintain daily records.
- Staff and parents to talk in confidence.
- Children to store their bags and belongings.

- Storage of equipment, food, dangerous materials, and family records.
- Preparation of food and drinks.
- Kitchen and other refuse.
- Cleaning of equipment.
- Male and female toilet, hand basins and hand drying facilities.
- Creative and other activities.
- Large and small group activities.
- Display of children's activities and work.
- Quiet space for children to retreat to, or do homework or lie down if unwell.

The indoor area is to be set up to allow children to participate in a variety of activities with easy access to equipment. Easy access to areas should be maintained by making clear easily definable passageways and walkways through the building.

Staff will ensure that children properly store their bags and those bags and other items are not thrown into walkways or play areas. All items obstructing areas are to be removed and placed in the correct storage areas.

Access for families with disabilities will be maintained ensuring all necessary requirements are considered in the building environment.

Areas must be set up to ensure that proper supervision can be maintained at all times.

Access to the outdoor environment should be clear and easily accessible by the children and staff.

Sources:

<http://cccncsw.org.au/wp-content/uploads/indoor-and-outdoor-environment.pdf>

Comments:

Date created: December 2015
Date reviewed: December 2022