

POL3-P1 Providing a Child Safe Environment Policy and Procedure

1. Purpose

This policy and procedure explains how Affinity Education Group (Affinity) provides and maintains a child safe environment during everyday education and care. It focuses on keeping children safe from harm and supporting their physical, emotional, social and online safety, so children can learn, play and participate in safe and supportive environments.

This document supports Affinity's responsibilities under the Education and Care Services National Law and Regulations and sets clear expectations for maintaining a child safe environment across all services.

2. Scope

This policy and procedure applies to all children enrolled at Affinity services and to all staff, students, volunteers, contractors, families and visitors whenever children are being educated and cared for by an Affinity service. This includes indoor and outdoor play, daily routines, transitions, excursions, emergencies, and the use of digital and online technologies.

This policy and procedure must be read together with the following policy, procedure and processes:

- [POL3-P4 Risk Assessment Procedure](#) – when identifying hazards, assessing risks, or planning how risks are managed and reviewed to keep children safe.
- [POL2-P25 Supervision Procedure](#) – when planning, maintaining and adjusting active supervision of children throughout the day.
- [POL2-P6 Excursions Procedure](#) – when children leave the service premises or participate in off-site activities.
- [POL3-P2 Facilities and Maintenance Procedure](#) – when managing building, grounds, equipment maintenance, facilities issues and repairs, including escalation of maintenance risks.
- [POL2-P27 Emergency Response and Evacuation Procedure](#) – when preparing for, practising or responding to emergencies or unexpected events.
- [POL 2-P33 Safe Use of Digital Technologies and Online Environments – Electronic Devices](#) – when children engage with digital devices, online content or online environments, or when technology is used around children.

These documents work together to ensure children are safe in all environments and situations and must be followed alongside this policy and procedure.

This policy and procedure does not set out how to identify, respond to or report concerns about child abuse, neglect or risk of harm. These matters are managed in line with the [POL 2-P5 Child Safety and Protection Procedure](#) and the [POL2-P31 Child Safe Organisation Principles and Standards Procedure](#).

3. Definitions

The following definitions support consistent understanding of the terms used in this procedure.

Term	Definition
Child safe environment	An environment that actively prevents harm, promotes wellbeing and supports children's physical, emotional, social and online safety.
Hazard	A source or situation with the potential to cause harm.
Risk	The likelihood and consequence of harm arising from a hazard.
Risk assessment	A documented process to identify hazards, assess risks and determine appropriate controls.
Supervision	The active, intentional monitoring of children to protect them from harm and support learning.
Staff	All persons employed by Affinity Education Group in centre-based or corporate roles, whether full-time, part-time or casual.

4. Guiding principles

At Affinity, we believe that child safety is everyone's responsibility. We are committed to upholding the safety, rights and wellbeing of all children and promote a culture of child safety with a zero-tolerance approach to child abuse and harm.

Affinity ensures the Paramountcy Principle is applied in all aspects of our work. All decisions and actions related to the operation and delivery of education and care services must prioritise children's safety, rights and best interests above all other considerations.

The following principles guide how Affinity provides and maintains a child safe environment across all services:

- **Children's safety and wellbeing come first** – All decisions are made to protect children from harm and to support safe, caring and inclusive environments that promote children's physical, emotional, social and online safety.
- **A preventative and risk-aware approach** – Risks are noticed early and managed before harm occurs through careful planning and supervision and timely response to concerns.

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- **Shared responsibility** – Keeping children safe is everyone's responsibility, including staff, leaders, families and visitors.
- **Active supervision at all times** – Children are always supervised in a way that suits their age, abilities, activities and surroundings and change as risks change.
- **Respectful, child-safe culture** – Environments treat children with respect, support inclusion and recognise children's rights and voices.
- **Continuous improvement** – Safety practices are regularly reviewed and improved by learning from feedback, incidents and experience.

These principles underpin all actions described in this procedure and guide professional judgement when decisions are required.

4.1. Environmental safety approach

This policy and procedure is guided by an environmental safety approach, which explains how the guiding principles are used in everyday practice.

This approach recognises that children feel safer when environments are well organised, well maintained and predictable. Safe environments help reduce hazards and support children to move, play and learn confidently in indoor, outdoor and online spaces.

In practice, Educators think about how spaces are set up and used throughout the day. This includes room layout, clear walkways, visibility, access to equipment and safe movement during routines and transitions. Environments are adjusted when needed to keep children safe while supporting their play and learning.

In developing and maintaining safe environments, Affinity draws on recognised child safety and injury-prevention guidance, including advice from organisations such as [Kidsafe Australia](#) and the [Australian Children's Education and Care Quality Authority \(ACECQA\)](#), alongside legislative requirements and Affinity's own policies, procedures and risk management processes.

4.2. Active supervision approach

This policy procedure is guided by an active supervision approach, which supports children's safety through continuous awareness and educator presence.

Active supervision means educators are aware of where children are, what they are doing and how risks may change in the moment. Educators position themselves to see and hear children, adjust supervision as environments and activities change, and respond promptly when risks increase. This approach supports children's safe participation in learning and play across all environments, including routines and transitions. Supervision practices balance children's safety with their right to dignity, privacy and age-appropriate independence, adjusting as children's needs, abilities and risks change.

Active supervision is a key control measure for maintaining a child safe environment. The expectations and practical application of active supervision are outlined in [POL2-P25 Supervision Procedure](#).

4.3. Risk awareness and assessment approach

This policy and procedure is also guided by a risk awareness and assessment approach, which supports planning, prevention and consistent decision-making.

This approach recognises that some risks are predictable, ongoing or higher-risk, and require forethought and planned controls rather than reliance on supervision alone. Educators identify potential hazards, consider the level of risk, and implement measures to reduce the likelihood or impact of harm.

When required, risks are assessed and documented in line with [POL3-P4 Risk Assessment Procedure](#), and control measures are implemented as a result of the risk assessment, communicated and regularly reviewed. This approach supports safe environments by ensuring risks are managed proactively and systematically, particularly when environments, activities or circumstances change.

5. Procedures

The following procedures explain how Affinity provides and maintains a child safe environment in everyday practice.

These procedures are implemented in line with [Promapp Process 3.4.03 Assess and Manage Risk](#), which sets out the steps for identifying, assessing and managing risks.

5.1. Active supervision and accountability

Ensure children are actively supervised at all times so they are protected from harm, educator-to-child ratios are maintained, and children are accounted for while in the service's care.

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Active supervision means educators know where children are, what they are doing, and adjust their supervision as risks change, supporting children's safety while allowing them to learn, play and explore in age-appropriate ways.

The detailed expectations, strategies and processes for active supervision are set out in [POL2-P25 Supervision Procedure](#).

Key active supervision measures

The table below identifies the key supervision contexts that support a child safe environment and where supervision requirements are managed in practice.

Measure	Responsible	Minimum expectation	Policy/Procedure Reference
Ongoing supervision of children	All staff / Educators	Children are actively supervised at all times.	POL2-P25 Supervision Procedure
Routines and transitions	All staff / Educators	Children are supervised during routines and movement between spaces.	POL2-P25 Supervision Procedure
Attendance and accountability	All staff / Educators Centre Manager / Nominated Supervisor	Children are accounted for at all times through accurate attendance practices.	POL6-P2 Arrival, Departure and Collection Policy and Procedure
Indoor and outdoor environments	All staff / Educators	Adequate supervision is maintained across all in-use areas.	POL2-P25 Supervision Procedure
Restricted or higher-risk areas	All staff / Educators	Children do not access restricted or higher-risk areas without direct supervision.	POL2-P25 Supervision Procedure
Excursions and off-site activities	All staff / Educators Centre Manager / Nominated Supervisor	Supervision meets excursion-specific requirements.	POL2-P6 Excursions Procedure
Ratios and staffing	All staff / Educators Centre Manager / Nominated Supervisor	Ratios and qualifications are maintained.	POL4-P5 Grouping of Children Procedure

Escalation and support

When supervision concerns, attendance discrepancies or safety risks are identified, educators and staff must report the matter to the Centre Manager / Nominated Supervisor for assessment and action.

When regulatory, attendance or ongoing safety concerns remain, the Centre Manager / Nominated Supervisor must escalate the matter to the Regional Manager and/or Director of Operations.

5.2. Maintaining safe physical environments

Ensure physical environments are clean, well maintained and suitable for children, so children are protected from harm and can move, play and learn safely.

Maintaining safe environments focuses on the overall condition and suitability of indoor, outdoor and shared spaces used by children. Environments are kept organised, clean and in good repair, and are set up to support safe movement, visibility and supervision.

Safety is considered throughout the day during routines, play, transitions and changes to environments. Environments are monitored regularly so potential issues are identified early and addressed promptly. These practices support prevention through good design, routine checks and ongoing upkeep.

Key expectations include:

- environments are kept clean, hygienic and in good condition;
- furniture, equipment and materials are suitable for children's age, abilities and activities;
- room layouts and outdoor spaces support safe movement, visibility and supervision;
- routine environment checks are completed and acted on as required;
- maintenance issues are identified and followed up in a timely way; and
- environments are adjusted when needed to maintain children's safety and wellbeing.

Facilities maintenance and repair activities are managed in line with [POL3-P2 Facilities and Maintenance Procedure](#).

When specific hazards or dangerous items are identified, they are managed in line with [section 5.3 Hazards and dangerous items](#).

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Key safe environment measures

The table below outlines key measures for maintaining safe environments, who is responsible, the minimum expectations for practice, and how environments are adjusted when risks change.

Measure	Responsible	Minimum expectation	When risks change
Environment cleanliness and hygiene	All staff / Educators	Indoor and outdoor environments are kept clean, hygienic and suitable for children's use. Promapp process 3.4.05 Maintain Centre Hygiene and Cleanliness	Cleaning routines or schedules are adjusted when increased risk is identified.
Routine environment checks	All staff / Educators	Required daily and routine environment checks are completed before children use spaces. Required daily and routine checks (including opening, closing, cleaning, outdoor and sleep checks) are completed as scheduled. Promapp process 3.6.06 Manage Rest and Sleep Promapp process 3.4.05 Maintain Centre Hygiene and Cleanliness Promapp process 3.4.07 Manage Outdoor Environments	Additional checks are completed or access to areas is restricted when issues are identified.
Maintenance of environments	Centre Manager / Nominated Supervisor	Hazards and maintenance issues are reported and monitored until resolved. POL3-P2 Facilities and Maintenance Procedure Promapp process 3.4.10 Manage Adhoc Facilities and Maintenance Promapp process 3.3.16 Manage hazards and escalated maintenance requests.	Areas may be restricted or temporary adjustments made while maintenance issues are resolved. When required risk assessment is completed in line with POL3-P4 Risk Assessment Procedure .
Access ways and emergency exits	All staff / Educators	Access ways, room entry and exit points and emergency exits are kept clear of obstructions, furniture, equipment and trip hazards to ensure safe movement, visibility and emergency evacuation. POL2-P27 Emergency Response and Evacuation Procedure	Access to affected areas is restricted, hazards are removed or controlled promptly, and temporary risk controls are implemented until the area is safe for use
Indoor environment layout	All staff / Educators	Rooms are set up to support safe movement, visibility and supervision. Promapp process 3.7.03 Create Engaging Environments	Layouts, equipment placement or activities are adjusted when safety risks increase.
Outdoor environment readiness	All staff / Educators	Outdoor areas are checked and prepared to ensure they are safe before use. Gates, fencing, equipment, shade and surfaces are checked and maintained before use. POL3-P2 Facilities and Maintenance Procedure Promapp process 3.4.07 Manage Outdoor Environments	Use of areas may be modified during extreme weather, environmental changes. POL 2-P14 Sun Protection and Extreme Heat Procedure POL 2-P23 Water Safety Procedure Promapp process 3.4.08 Manage Water Safety
Safe positioning and surfacing of climbing equipment	All staff / Educators	Indoor and outdoor climbing equipment is positioned on stable surfaces and supported by appropriate soft-fall protection and impact areas to reduce the risk of injury. Climbing equipment is maintained, inspected and used in accordance with approved safety requirements.	Equipment is repositioned, removed from use, or additional protective measures are implemented when surfaces, soft-fall areas, impact zones or equipment condition create an increased safety risk.
Suitability of furniture and equipment	All staff / Educators	Furniture and equipment are appropriate for children's age, abilities and activities. Furniture is stable and secured where required to prevent tipping, collapse or unintended movement. Equipment is maintained in safe condition for use, and materials are age appropriate and non-toxic.	Items are repositioned, removed from use, repaired or replaced if they become unsuitable or unsafe. Identified hazards are addressed promptly to ensure furniture, equipment and materials remain safe for use.

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Exceptions

When immediate repair or removal of a hazard is not possible, temporary safety measures must be put in place to protect children until the issue is resolved.

Temporary safety measures may include, but are not limited to:

- restricting or closing access to unsafe areas;
- removing or isolating damaged equipment or furniture;
- increasing supervision in affected areas;
- using barriers or signage to prevent access; or
- adjusting routines or room use to avoid the hazard.

Escalation and support

When environmental or maintenance risks cannot be resolved promptly through routine action or temporary controls, immediate steps must be taken to protect children and the matter escalated to the Centre Manager / Nominated Supervisor for assessment and action.

When specialist support, technical expertise or organisational oversight is required, or risks cannot be adequately managed at service level, the Centre Manager / Nominated Supervisor must manage the matter in line with [POL3-P2 Facilities and Maintenance Procedure](#).

5.3. Maintaining safe online environments

Ensure online environments used by or around children are safe and appropriately supervised, so children are protected from harm and their privacy and wellbeing are supported.

Online environments form part of the service environment and are managed alongside physical environments. This includes ensuring children are supervised when digital devices or online content are used and that the use of technology around children does not reduce supervision or compromise safety.

Key expectations include:

- children are supervised when digital devices or online content are used as part of learning or programs;
- online content used with children is appropriate for their age and stage of development;
- educator/staff use of digital technology does not reduce active supervision or compromise children's safety;
- children's personal information and images are handled securely and respectfully; and
- only devices, systems and platforms approved by Affinity and authorised through relevant policies and procedures are used.

The safe use of digital technologies with children, the protection of children's personal information and images, and the management of digital devices, systems, online platforms and external communications are governed by the following Affinity policies and procedures:

- [POL 2-P33 Safe Use of Digital Technologies and Online Environments – Electronic Devices](#);
- [POL 7-P15 Management of IT Resources Procedure](#); and
- [POL HR4 Social Media and External Communication Policy](#).

Key online environment measures

The table below identifies key online-environment contexts and where detailed requirements are managed in practice.

Measure	Responsible	Minimum expectation	Policy/Procedure Reference
Supervision during digital use	All staff / Educators	Children are supervised whenever digital devices or online content are used.	POL 2-P33 Safe Use of Digital Technologies and Online Environments – Electronic Devices
Educator/staff technology use around children	All staff / Educators	Use of technology does not distract from active supervision or child safety.	POL 2-P33 Safe Use of Digital Technologies and Online Environments – Electronic Devices
Protection of children's information and images	All staff / Educators	Children's personal information and images are protected at all times.	POL 2-P33 Safe Use of Digital Technologies and Online Environments – Electronic Devices
Use of approved devices and systems	All staff / Educators	Only approved devices, systems and platforms are used.	POL 7-P15 Management of IT Resources Procedure
Online posting and external communications	All staff / Educators	Online posting and external communication occur through authorised channels only.	POL HR4 Social Media and External Communication Policy

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	Centre Manager / Nominated Supervisor		
Informing children and families about online environments	All staff / Educators Centre Manager / Nominated Supervisor families	Children and families are informed about the use of online environments in ways that are clear, respectful and culturally appropriate. Information is shared using accessible formats and language, and families are supported to understand how digital technologies, images and online platforms are used.	POL 2-P33 Safe Use of Digital Technologies and Online Environments – Electronic Devices POL HR4 Social Media and External Communication Policy

Escalation and support

When online safety, supervision or privacy concerns are identified, educators and staff must report the matter to the Centre Manager / Nominated Supervisor for assessment and action.

When additional guidance, technical support or people-related advice is required, the Centre Manager / Nominated Supervisor must escalate the matter to the Compliance Team, IT Team or People and Culture, as appropriate.

5.4. Hazards and dangerous items

Ensure hazards and dangerous items are identified, controlled and managed safely, so children are protected from harm and regulatory safety requirements are met.

Hazards and dangerous items are specific risks that may cause injury or illness if children can access them. These risks may arise from substances, equipment, materials, fixed structures or environments that are unsafe or unsuitable for children.

Key expectations include:

- educators/staff remain alert to hazards as environments, activities and routines change;
- hazards are identified and addressed immediately, in line with the [POL3-P4 Risk Assessment Procedure](#);
- action is taken to prevent children's access or exposure to hazards;
- appropriate controls are implemented, such as safe storage, restricted access, isolation of items, supervision, or temporary changes to environments or routines;
- where hazards cannot be removed immediately, temporary safety measures are put in place to protect children until the risk is resolved; and
- educators/staff follow service procedures for managing higher-risk items, substances and activities.

Key hazard and dangerous item measures

The table below outlines how hazards and dangerous items are managed in practice, who is responsible, the minimum expectations for safety, and the controls applied when risks change.

Measure	Responsible	Minimum expectation	When risks change
Hazard identification	All staff / Educators	Hazards in indoor, outdoor and shared spaces are identified and addressed immediately. POL3-P4 Risk Assessment Procedure	Areas are restricted or activities adjusted until the hazard is controlled.
Storage of dangerous substances	All staff / Educators	Cleaning chemicals, medications and harmful substances are stored securely and out of children's reach. Promapp process 3.2.06 Manage and Store Chemicals	Storage arrangements are reviewed and adjusted when access or exposure risks are identified.
Safe use of chemicals	All staff / Educators	Chemicals are labelled, used as directed, and not used when children are present. Promapp process 3.2.06 Manage and Store Chemicals	Additional ventilation, PPE or alternative products used when required.
Sharps and high-risk items	All staff / Educators Centre Manager/ Nominated Supervisor	Sharps and high-risk items are handled, stored and disposed of safely. Promapp process 3.4.06 Manage Waste	Areas are secured and specialist support sought when required.

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Electrical safety	All staff / Educators	Electrical equipment is safe to use, kept out of children's reach and removed when damaged.	Equipment is isolated, tagged out or replaced when safety concerns are identified.
Lift / elevator / escalator use	All staff / Educators Families, Visitors	Children are accompanied by an adult when using lifts, elevators or escalators. Lifts and elevators are not used during emergency evacuation.	Staff, families or visitors are reminded of safety requirements. Access is controlled or restricted when safety risks are identified.
Fire pit	All staff / Educators	A risk assessment, approval by Regional Manager and detailed Incursion Authorisation forms must be completed and parent permission sought prior. The Fire Weather Warning (Bureau of Meteorology) and local Rural Fire Service advice must be checked before use. Do not light a fire pit on High, Extreme or Catastrophic fire danger days, or on Total Fire Ban days. Fines apply for non-compliance. Promapp process 3.6.13 Manage Fire Pits	Children with permission to attend are guided on responsible and appropriate behaviours must be conducted in the lead up, on the day and during the event. Children without written permission are engaged in alternative suitable activities. Activities are modified or cancelled when weather conditions, risk assessments or approvals indicate increased risk.
Car park and road-related hazards	All staff / Educators, Families, Visitors	Car park and road areas are treated as higher-risk environments and children's exposure to traffic hazards is minimised. Staff and visitors are encouraged to follow safe car park practices, including never leaving children unattended, using the safety-side door, holding children's hands, driving cautiously, parking correctly, and always using approved child restraints.	Visitors or staff are reminded of requirements when needed. Additional controls or restrictions are applied when traffic, visibility or supervision risks increase.
Prohibited and inappropriate items	All staff	Prohibited and inappropriate items are not accessible to children. Items brought into the service are identified, removed and stored safely, and managed in line with service procedures. Families are informed of safety expectations relating to prohibited items.	Items are removed, stored securely and reported to the Centre Manager / Nominated Supervisor. Supervision, access or activities are adjusted based on the level of risk. Additional controls are implemented when higher-risk items or repeated incidents are identified, and communication with families is reinforced.
Smoke-free and substance-free environment	All staff / Educators, Families, Visitors	Children are not exposed to tobacco, vaping, drugs or alcohol at any time. POL HR5 AEG Code of Conduct POL6-P7 Family Code of Conduct and Termination of Care Procedure POL HR6 Management of Drugs and Alcohol Policy	Visitors or staff are reminded of requirements or asked to comply immediately. Immediate action is taken to remove exposure or address non-compliance.

Prohibited and inappropriate items

Prohibited and inappropriate items must not be brought into the service, as they may present a risk to children's safety and wellbeing.

Prohibited items may include, but are not limited to:

- toy (or real) knives, guns, swords, spears or other weapons;
- items containing button batteries;
- fragile, expensive or special items;
- electronic devices;
- thumb tacks or pins;
- cigarettes, vapes, lighters or matches;

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- plastic bags;
- alcohol;
- medications (unless required and managed in line with [POL2-P1 Administration of Medication Procedure](#)); and
- inappropriate dress-ups (e.g. frightening characters or those that promote aggressive or unsafe behaviour).

Exceptions

When immediate removal or repair of a hazard is not possible, temporary safety measures must be put in place to protect children until the issue is resolved.

Escalation and support

When hazards or dangerous items cannot be controlled immediately, or when there is uncertainty about safety, immediate steps must be taken to protect children. The matter must then be escalated to the Centre Manager / Nominated Supervisor for assessment and action.

When risks cannot be adequately controlled by the Centre Manager / Nominated Supervisor, the matter must be escalated in line with [POL3-P2 Facilities and Maintenance Procedure](#), [POL3-P4 Risk Assessment Procedure](#) and [Promapp process 3.3.16 Manage hazards and escalated maintenance requests](#).

5.5. Emergency readiness

Ensure the service is prepared to respond to emergencies, so children are protected from harm and can be supported safely during and after an emergency.

Emergency readiness means the service is prepared to respond to emergencies in a timely and appropriate way. This supports children's safety by ensuring emergency arrangements are in place and followed when required.

All emergency preparedness, response actions, rehearsals, supervision during emergencies and communication requirements are managed in accordance with the [POL2-P27 Emergency Response and Evacuation Procedure](#) and the service's Emergency Management Plan.

Measure	Responsible	Minimum expectation	Policy/Procedure Reference
Emergency preparedness	All staff / Educators	The service maintains emergency readiness to protect children's safety in the event of an emergency.	POL2-P27 Emergency Response and Evacuation Procedure
Emergency exits and equipment	All staff / Educators	Emergency exits, assembly points and equipment are known to staff and kept accessible.	POL2-P27 Emergency Response and Evacuation Procedure
Emergency rehearsals	Centre Manager / Nominated Supervisor	Emergency rehearsals are completed and documented as required. Evacuation and lockdown rehearsals are practised and documented at required intervals.	POL2-P27 Emergency Response and Evacuation Procedure
Supervision during emergencies	All staff / Educators	Children are actively supervised and accounted for during emergencies and rehearsals.	POL2-P27 Emergency Response and Evacuation Procedure
Emergency communication	Centre Manager / Nominated Supervisor	Communication with families and authorities occurs through approved processes.	POL2-P27 Emergency Response and Evacuation Procedure
Emergency Management Plan (EMP)	Centre Manager / Nominated Supervisor	A centre-specific Emergency Management Plan is maintained and easily accessible.	Centre Emergency Management Plan managed in line with Promapp process 8.2.11 Maintain Emergency Response Compliance

Escalation and support

When emergency preparedness requirements cannot be maintained, the Centre Manager / Nominated Supervisor must ensure appropriate escalation and seek support to manage risk to children, including guidance from the Compliance Team and other specialist functions as required, in line with the [POL2-P27 Emergency Response and Evacuation Procedure](#).

5.6. Promoting safety awareness

Ensure safety awareness is embedded in everyday practice, so children, families and staff understand safety expectations, recognise risks early and share responsibility for maintaining a safe environment.

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Promoting safety awareness means safety is discussed, understood and reinforced as part of everyday practice, not only when incidents occur. Safety awareness supports children to learn about safety in age-appropriate ways, helps families understand safety expectations, and ensures staff remain informed and engaged with safety matters. These practices support early identification of risks and contribute to a consistent, child-safe environment.

Key expectations include:

- children are supported to learn about safety in ways that suit their age and development;
- staff communicate safety expectations clearly to children and families;
- safety information, alerts and updates are shared, discussed and reflected on as part of everyday practice;
- families are provided with relevant safety information when appropriate; and
- safety concerns, hazards or changes in risk are raised, discussed and responded to proactively.

Key responsibilities:

- Educators and staff support safety awareness through everyday interactions, communication and modelling safe behaviours.
- The Centre Manager/Nominated Supervisor supports safety awareness by ensuring safety information is shared, discussed and reflected on as part of service practice.
- The organisation supports safety awareness through policies, procedures, guidance and communication that reinforce safe practice.

Key safety awareness measures

The responsibilities outlined above are reflected in the safety awareness measures below.

Measure	Responsible	Minimum expectation	Policy/Procedure reference
Children's safety learning	All staff / Educators	Children are supported to learn about safety through everyday interactions, play and routines in age-appropriate ways.	POL1-P1 Pedagogy and Practice Procedure
Communication with families	All staff / Educators Centre Manager / Nominated Supervisor	Families are informed about safety expectations, changes and relevant safety information.	POL2-P31 Child Safe Organisation Principles and Standards Procedure
Staff safety training and awareness	All staff / Educators	Staff receive safety training and awareness at induction and regular updates to understand	Promapp process 6.2.01 Manage Centre-based Induction
Staff awareness and communication	All staff / Educators	Staff remain informed about safety matters and participate in discussion and reflection to support safe practice.	POL2-P31 Child Safe Organisation Principles and Standards Procedure
Raising and discussing safety concerns	All staff / Educators	Safety concerns or emerging risks are raised, discussed and addressed proactively.	POL 2-P5 Child Safety and Protection Procedure
Safety information and updates	Centre Manager / Nominated Supervisor	Safety alerts, updates and learning are shared with staff and reflected on to support continuous improvement.	POL2-P31 Child Safe Organisation Principles and Standards Procedure

Escalation and support

When safety concerns or risks are raised, educators and staff must report the matter to the Centre Manager / Nominated Supervisor for consideration and action.

When concerns indicate ongoing risk, repeated issues or a need for organisational or regulatory guidance, the Centre Manager / Nominated Supervisor must escalate the matter to the Compliance Team or other relevant support teams.

6. Roles and responsibilities summary

The following table provides a summary of role responsibilities that align with the procedures and Promapp processes referenced.

Role	Responsibilities
Approved Provider	• Ensures policies, procedures, systems and resources are in place to provide and maintain a child safe environment across all services. • Ensures compliance with legislative, regulatory and child-safe standards. • Provides organisational oversight, guidance and support for supervision, environment safety, hazard management, emergency preparedness, online safety and safety awareness.

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POL3-P1 Providing a Child Safe Environment Policy and Procedure

	Monitors implementation and supports continuous improvement across services.
Centre Manager / Nominated Supervisor	- The service-level decision-maker for child safety and safe environment matters. - Assesses and manages supervision concerns, safety risks, hazards and incidents at the service. - Ensures appropriate controls, staffing responses, environment adjustments and temporary safety measures are implemented. - Communicates relevant safety information to staff and families. - Escalates matters to organisational support teams when risks cannot be adequately managed at the centre or specialist support is required.
Staff / Educators, students and volunteers	- Actively supervise children and prioritise children's safety and wellbeing at all times. - Maintain safe physical and online environments through everyday practice. - Identify and take immediate action within their role to reduce risks or prevent children's exposure to hazards. - Promptly report supervision concerns, hazards, safety risks or uncertainties to the Centre Manager / Nominated Supervisor. - Follow relevant supervision, safe environment, hazard, emergency, online safety and child-protection procedures.
Families and visitors	- Follow service safety expectations while on the premises or participating in service activities. - Comply with requirements relating to supervision, prohibited items, smoke-free and substance-free environments, and online safety. - Raise safety questions or concerns with Educators or the Centre Manager / Nominated Supervisor as appropriate.

7. Related legislation and internal documents

The following legislation, regulations and internal documents inform and support this policy and procedure, ensuring compliance with legal requirements and consistent implementation across Affinity services.

Legislation	Education and Care Services National Regulations 2011 Education and Care Services National Regulations WA 2012 National Quality Framework for Early Childhood Education and Care United Nations Convention on the Rights of the Child Early Childhood Australia: Code of Ethics Children and Young People Act 2008 (ACT) Children and Young Persons (Care and Protection) Act 1998 (NSW) Care and Protection of Children Act 2007 (NT) Child Protection Act 1999 (Qld) Children, Youth and Families Act 2005 (Vic.) Senior Practitioners Act 2018	Children and Community Services Act 2004 (WA) Crimes Amendment (Protection of Children) Act 2014 (Vic.) Victorian Child Safe Standards Working with Vulnerable People (Background Checking) Act 2011 (ACT) Child Protection (Working with Children) Act 2012 (NSW) Care and Protection Act of Children (NT) Working with Children (Risk Management and Screening) Act 2000 (QLD) Working with Children Act 2005 (VIC) Working with Children (Criminal Record Checking) Act 2004 (WA) Family Assistance Law
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Accountable (Owner)	Chief Risk and Quality Officer	Accountable (Expert)	National Quality Manager
Responsible	All staff, students, volunteers, families	Document Version	V13.1
Consulted	Legal, Operations	Date Approved	August 2026
Informed	All staff, students, volunteers, families	Date next reviewed	May 2027
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POL3-P1 Providing a Child Safe Environment

Policy and Procedure

Policy, Procedure and Process	POL HR5 AEG Code of Conduct POL HR6 Management of Drugs and Alcohol Policy POL1-P1 Pedagogy and Practice Procedure POL2-P1 Administration of Medication Procedure POL 2-P5 Child Safety and Protection Procedure POL2-P6 Excursions Procedure POL 2-P14 Sun Protection and Extreme Heat Procedure POL 2-P23 Water Safety Procedure POL2-P25 Supervision Procedure POL2-P27 Emergency Response and Evacuation Procedure POL2-P31 Child Safe Organisation Principles and Standards Procedure POL 2-P33 Safe Use of Digital Technologies and Online Environments – Electronic Devices POL3-P2 Facilities and Maintenance Procedure POL3-P4 Risk Assessment Procedure POL4-P5 Grouping of Children Procedure POL6-P2 Arrival, Departure and Collection Policy and Procedure	POL6-P7 Family Code of Conduct and Termination of Care Procedure POL 7-P15 Management of IT Resources Procedure Promapp process 3.2.06 Manage and Store Chemicals Promapp process 3.3.16 Manage hazards and escalated maintenance requests Promapp Process 3.4.03 Assess and Manage Risk Promapp process 3.4.06 Manage Waste Promapp process 3.4.07 Manage Outdoor Environments Promapp process 3.4.08 Manage Water Safety Promapp process 3.4.05 Maintain Centre Hygiene and Cleanliness Promapp process 3.4.07 Manage Outdoor Environments Promapp process 3.4.08 Manage Water Safety Promapp process 3.6.06 Manage Rest and Sleep Promapp process 3.6.13 Manage Fire Pits Promapp process 3.7.03 Create Engaging Environments Promapp process 6.2.01 Manage Centre-based Induction Promapp process 8.2.11 Maintain Emergency Response Compliance

8. Version history

Version Control	Date	Author	Description of Change
1	Oct 2013	AEG	Update ECSNR
1.2	Feb 2015	AEG	Update ECSNR
V4.16	April 2016	AEG	Full revision
V7.16	July 2016	AEG	Minor amendment
V10.16	Oct 2016	AEG	Family Assistance Law
V7.17	July 2017	AEG	Added prohibited items
V1.18	Jan 2018	AEG	Minor amendment
V7.18	July 2018	AEG	Added reference to fire pit
V1.19	Jan 2019	AEG	Added ref to R82
V3.20	Mar 2020	AEG	Scheduled review
V11.21	Nov 2021	AEG	Name change, removed Child Safe Standards to own policy
V12.21	Dec 2021	AEG	Wall adhesives
V12.22	Dec 2022	AEG	Scheduled Review
V3.23	Mar 2023	AEG	Ground surfaces, secure shelving
V6.23	June 2023	AEG	Included referencing excursions
V7.23	June 2023	AEG	Added smart watches
V9.23	Sept 2023	AEG	Added step ladder safety
V10.23	Oct 2023	AEG	Added safety commitment and online safety
V3.24	Mar 2024	AEG	Added spill containment, SDS, separated chemicals, linked chemical register
V11.24	Nov 2024	AEG	Scheduled review. No material change.
V4.25	April 2025	AEG	Added further reference to supervision risk assessment
V12	Apr 2026	AEG	Added NSW reform information
V13	May 2026	AEG	Scheduled review Renamed from Safe Environment Procedure to reflect ACECQA advice Update to the policy document structure and alignment with ACECQA guidance.
V13.1	August 2026	AEG	Update to section 5.2 - Key safe environment measures table. Addition of section on: - Safe positioning and surfacing of climbing equipment - Access ways and emergency exits Added clarification to: - Suitability of furniture and equipment

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