**Road Safety and Safe Transport Policy**

**Rationale:**

Road safety education can help to reduce the risk of serious injury and death among young children by assisting them to develop skills, knowledge and behaviour about the safe use of roads. Working collaboratively with families to help children become safe and responsible road users aligns with the learning outcomes of the Early Years Learning Framework (EYLF).

To define the responsibilities of The Avenue Children’s Centre and Kindergarten to ensure that all children are:

* kept safe while travelling as pedestrians, cyclists or passengers in a vehicle
* able to participate in road safety education to assist them in being and becoming safe and responsible road users.

Under duty of care obligations, we have developed appropriate procedures to guide staff to address situations where a child is observed to be at risk while being transported to or from centre.

This may include instances where a child is observed to be:

* travelling unrestrained
* travelling an inappropriate restraint
* riding a bicycle or wheeled toy without a helmet
* instances where a parent/guardian is in an unfit state to drive due to intoxication or impairment

**Policy:**

The Avenue Children’s Centre and Kindergarten ensure that all children are:

* kept safe while travelling as pedestrians, cyclists or passengers in a vehicle
* able to participate in road safety education to assist them in being and becoming safe and responsible road users.

The Avenue Children’s Centre and Kindergarten is committed to:

* the rights of children to be active citizens in the community
* the rights of children to travel safely as passengers, pedestrians and cyclists
* an evidence-based approach in the provision of road safety education and practice
* the role of parents/guardians and families as children’s first and most influential teachers.

**Definitions**

Adequate supervision: Supervision entails all children (individuals and groups) in all areas of the service, being insight and/or hearing of an educator at all times including during toileting, sleep, rest and transition routines.

Services are required to comply with the legislative requirements for educator-to-child ratios at all times. Supervision contributes to protecting children from hazards that may emerge in play, including hazards created by the equipment used. Adequate supervision refers to constant, active and diligent supervision of every child at the service. Adequate supervision requires that educators are always in a position to observe each child, respond to individual needs, and immediately intervene if necessary. Variables affecting supervision levels include:

* number, age and abilities of children
* number and positioning of educators
* current activity of each child
* areas in which the children are engaged in an activity (visibility and accessibility)
* developmental profile of each child and of the group of children
* experience, knowledge and skill of each educator
* need for educators to move between areas (effective communication strategies).

Attendance record: Kept by the service to record details of each child attending the service including name, date and time of arrival and departure, name or signature of person delivering and collecting the child or of the Nominated Supervisor or educator (Regulation 158(1)).

Authorised nominee: A person who has been given written authority by the parents/guardians of a child to collect that child from the education and care service. These details will be on the child’s enrolment form.

Duty of care: A common law concept that refers to the responsibilities of organisations to provide people with an adequate level of protection against harm and all reasonable foreseeable risk of injury.

Informed consent: (In relation to this policy) a written agreement to do something or to allow something to happen, only after all the relevant facts, including the alternatives and the possible consequences of the action/s, are known.

Risk assessment: A risk assessment must be carried out in accordance with Regulation 101. ACECQA provides a sample Excursion Risk Management Plan. Details of the safest route for travel, type of vehicle and required restraints can be included under Method of transport, including proposed route.

Wheeled toy: A child's pedal car, skateboard, scooter (other than a motorised scooter) or tricycle or a similar toy, but only when it is being used by a child who is under 12 years old.

**Roles and Responsibilities**

**The Management is responsible for:**

* Ensuring that all children attending the centre are included in road safety education.
* Ensuring access of educators and staff to regular professional development/training in road safety and ensuring they are kept up to date with current legislation.
* Ensuring the availability (in good condition) and use of bicycle helmets which meet Australian/New Zealand Standard 2063 for bicycles and wheeled toys
* Ensuring the provision of location-specific road safety information (e.g. details about where to park safely when delivering and collecting children and local area speed limits etc.) to parents/guardians and visitors.
* Ensuring the provision of general road safety information about transporting children to and from the centre (driveway safety, child restraint information and role modelling safe road use) to parents/guardians.
* Ensuring that buses hired for use on excursions have fitted seatbelts that are correctly used by all children, staff and volunteers for the entire trip.
* Ensuring that appropriate procedures are followed in the event of a vehicle crash or transport-related injury involving any children, staff or volunteers from the centre
* Establishing agreed procedures for staff to follow where a child is observed being transported to or from the premises in an unsafe manner
* Ensuring the embedding in the curriculum of Road Safety Education, based on the National Practices for Early Childhood Road Safety Education
* Working with teachers and educators to develop appropriate strategies to ensure all children attending the cetre are included in road safety education
* Organising access of teachers, educators and staff to regular professional development/training in road safety and are kept up to date with current legislation, regulations, rules, standards and best practice information.
* Providing teachers and educators with access to a broad range of road safety education resources
* Ensuring that teachers and educators provide parents/guardians and visitors with location-specific road safety information.
* Ensuring that general road safety information is displayed at the centre where relevant.
* Ensuring that teachers and educators understand and follow appropriate procedures in the event of a vehicle crash or transport-related injury involving any children, staff or volunteers from the centre
* Ensuring that teachers and educators understand and follow the centre’s procedures where a child is observed being transported to or from the premises in an unsafe manner.
* Implementing the centre’s agreed procedures when notified by a teachers or educator regarding their observation of children being transported in an unsafe manner.
* Ensuring that parents/guardians have access to this policy

**Educators and other staff are responsible for:**

* Providing road safety education, based on the National Practices for Early Childhood Road Safety Education
* Including all children attending the centre in road safety education.
* Participating in regular professional development/training in road safety to keep up to date with current legislation, regulations, rules, standards and best practice information.
* Using a broad range of resources to support the delivery of road safety education.
* Providing bicycle helmets which meet Australian/New Zealand Standard 2063 and ensuring that that they are correctly fitted where bicycles or wheeled toys are used.
* Providing parents/guardians and visitors with location-specific road safety information.
* Providing parents/guardians with information about road safety and actively communicating this information to families.
* Providing parents/ guardians with access to this policy and actively communicating this information to families.
* Ensuring the correct use of seatbelts in buses hired for excursions by all children, staff and volunteers for the entire trip.
* Following appropriate procedures in the event of a vehicle crash or transport-related injury involving any children, staff or volunteers from the centre including notifying the co-ordinator/2IC as soon as possible after the event.
* Implementing the centre’s agreed procedures where a child is observed being transported to or from the premises in an unsafe manner.

**Parents/guardians are responsible for:**

* signing and dating permission forms prior to excursions and regular outings
* ensuring that their child travels in a restraint suitable for their age/size when arriving at or departing from the centre
* being aware of all location-specific and general road safety requirements including details about where to park to deliver and collect children, observing speed limits in the vicinity of the centre, using the ‘safety door’ (the rear kerbside door), driveway safety and role modelling safe road use
* communicating any issues or concerns relating to their child’s safety or wellbeing to the centre
* being aware of this policy and of the centre’s procedures relating to the safe transportation of children to and from the centre.

**Volunteers and students, while at the service are responsible for following this policy and its procedures**

**Strategies and practices:**

**National Practices for Early Childhood Road Safety Education**

The National Practices for Early Childhood Road Safety Education have been developed by early childhood education and road safety experts across Australia and New Zealand. The eight national practices are based on research and are aligned with the Early Years Learning Framework. The national practices guide early childhood educators and policy makers to develop, implement and evaluate evidence-based road safety programs that support children’s and families learning about road safety.

 Refer to: http://roadsafetyeducation.vic.gov.au/resources/early-childhood.html

Holistic approaches

Recognise that children’s learning is integrated and interconnected when making curriculum decisions about road safety education.

Responsiveness to children

Deliver road safety education which is responsive to individual children and extends children’s strengths, knowledge and interests.

Learning through play

Through play-based learning seek opportunities to address road safety in a way that expands children’s thinking and encourages problem solving.

Intentional teaching

Engage in intentional teaching which extends and expands children’s learning about road safety.

Learning environments

Provide opportunities in the learning environment, including the local community, for safe and meaningful interaction with children, parents and carers about road safety.

Cultural competence

Implement road safety education that is culturally relevant for the diversity of children, their families and the community.

Continuity of learning and transitions

Use the opportunity of transitions, in active partnership with children, families and the local community, for road safety education.

Assessment for learning

Together with children and families, reflect on each child’s learning and application of road safety to plan for future

learning.

**Procedure when a child is observed to be at risk of harm while being transported to or from an early childhood premises**

Where a parent/guardian or authorised nominee is observed not using a child restraint, using the wrong child restraint, using a child restraint inappropriately or engaging in other unsafe behaviours such as parking illegally or not using a bicycle helmet, the early childhood educator should:

* talk with the parent/guardian/co-ordinator/2IC about the importance of safe transport procedures, including the correct use of child restraints and/or relevant road safety behaviours
* provide/refer the parent/guardian/authorised nominee to relevant information regarding safe transport
* inform the management

If the parent/guardian or authorised nominee persists with unsafe road use behaviours, the early childhood educator must notify the management, who should:

* contact the parent/guardian/authorised nominee directly and discuss the importance of child restraint use and/or safe road user behaviour, including legal requirements and implications
* provide the parent/guardian/authorised nominee with a copy of the Road Safety and Safe Transport Policy
* offer/provide assistance to the parent/guardian/authorised nominee with the choice/purchase/installation/fitment of the correct restraint or bicycle helmet for their child
* follow up with the parent/guardian/authorised nominee, where required, to ensure that they have the most appropriate restraint for their child and that it is being used correctly.

If a parent/guardian or authorised nominee appears to be impaired or intoxicated when arriving to collect their child, the early childhood educator should:

* encourage the parent/guardian or authorised nominee to use an alternative form of transport or contact another authorised person to collect the child.

If the parent/guardian or authorised nominee is not willing to use an alternative form of transport, the educator cannot prevent the parent/guardian or authorised nominee from taking the child

* notify the police and/or child protection authorities immediately if the educator is of the opinion that the child may not be safe in the care of the parent/guardian or authorised nominee

**Links to other policies:**

* Excursions Policy
* General Outings Policy
* Supervision of Children Policy
* Incident, Injury, Trauma and Illness Policy
* Acceptance and Refusal of Authorisations Policy
* Child Safe Environment Policy
* Planning and Programming Policy
* Delivery and Collection of Children Policy
* Inclusion and Equity Policy
* Occupational Health and Safety Policy
* Supervision of Children Policy

**Sources and further reading:**

* Early Learning Association Australia ELAA: www.elaa.org.au
* Road Safety Education Victoria: www.roadsafetyeducation.vic.gov.au
* VicRoads: [www.vicroads.vic.gov.au](http://www.vicroads.vic.gov.au)
* Charter of Human Rights and Responsibilities Act 2006 (Vic)
* Child Wellbeing and Safety Act 2005 (Vic) – Part 2: Principles for Children
* Children Youth and Families Act 2005 (Vic)
* Competition and Consumer Act 2010 (Cth)
* Education and Care Services National Law Act 2010: Section 167
* Road Safety Act 1986
* Education and Care Services National Regulations 2011: Regulations 99, 100, 101, 102,159, 160, 161
* Road Safety (Drivers) Regulations 2009
* Road Safety (General) Regulations 2009
* Road Safety (Vehicles) Regulations 2009
* Road Safety Road Rules 2009 (Vic)
* AS/NZS 1754 Australian/New Zealand Standard: Child restraint systems for use in motor vehicles
* AS/NZS 4370 Australian/New Zealand Standard: Restraint of children with disabilities, or medical conditions, in motor vehicles
* AS/NZS 8005 Australian/New Zealand Standard: Accessories for child restraints for use in motor vehicles
* AS/NZS 2063 Australian/New Zealand Standard: Bicycle helmets
* National Quality Standard (refer to Attachment 2 for road safety links to the NQS)- Quality Area 2: Children’s Health and Safety - Quality Area 6: Collaborative Partnerships with Families and Communities
* Competition and Consumer Act 2010 – Consumer Protection Notice – Safety standard: Child restraint systems for use in motor vehicles
* Victorian Government Gazette, Approval of Child Restraints, Booster Seats and Child Safety Harnesses

**Date ratified:** 11/09/2020

**Date Reviewed**:

**Approved by**: COM **Date**:15/09/2020