Child Safe Environment Policy

At a glance

This policy explains how Our Patch Group provides a child safe environment and how we meet our legal and ethical responsibilities under the National Law and Regulations, the National Quality Standard, the 10 National Principles for Child Safe Organisations, and the Queensland, Victorian, and South Australian child safe standards. This policy applies to every educator, staff member, contractor, volunteer, student, family member and visitor in any Our Patch Group service.

1. Policy statement

Our Patch Group puts children first. Every child who comes to one of our services has the right to feel safe, be safe, and be treated with respect — regardless of their age, background, ability, culture, gender, or family situation.

We are committed to creating environments where:

- children are protected from physical, sexual, emotional, psychological, cultural, and online harm
- children know they are listened to and taken seriously
- families are partners in keeping their children safe
- educators and staff are trained, supported, and held accountable
- Aboriginal and Torres Strait Islander children, children with disability, children from culturally and linguistically diverse backgrounds, and children who identify as LGBTQIA+ feel they belong and are safe to be themselves
- any concern about a child's safety is acted on quickly and properly.

We have zero tolerance for child abuse, neglect, or harm of any kind. We take all concerns, disclosures, and allegations seriously, no matter who they are about.

2. Why this policy exists

Children depend on adults to keep them safe. The Royal Commission into Institutional Responses to Child Sexual Abuse showed what happens when organisations don't take child safety seriously enough. The reforms that followed — the National Principles, state-based Child Safe Standards, and the National Quality Framework — exist to make sure organisations like ours build child safety into everything we do.

This policy explains, in plain language: what a child safe environment means at Our Patch Group; how we provide one in everyday practice; who is responsible for what; and how we know it's working — and how we improve it.

3. Who and what this policy covers

This policy applies to:

- all approved providers, nominated supervisors, persons in day-to-day charge, educators, educational leaders, and support staff
- volunteers, student placements, casual and agency staff
- contractors and visitors (e.g. incursion providers, maintenance workers, allied health professionals)
- families and any other adults entering our services
- all children enrolled in our services.

It applies in all environments we operate in, including:

- indoor and outdoor spaces at our services
- excursions, incursions, and transport
- online and digital environments (including photos, communication apps, learning platforms)
- any place where we are responsible for children, even temporarily.

4. Key terms (plain English)

So everyone reads this policy the same way, here is what we mean by the most important terms.

Term	What it means at Our Patch Group
Child	Any person under 18 years of age.
Child safe environment	A place — physical and online — where children's safety, wellbeing, voices, and rights are actively prioritised. It's not just the absence of harm; it's a culture where harm is prevented, identified early, and responded to properly.
Harm	Damage to a child's health, safety, or wellbeing. This includes physical, sexual, emotional, and psychological abuse; neglect; family violence exposure; bullying; cultural harm; and harm caused by other children (peer-to-peer harm). Under the Queensland CSO Act 2024, harm does not need to be 'significant' to require action.
Duty of care	Our legal obligation to take reasonable steps to protect children from harm that we could reasonably have predicted.
Active supervision	Constant, alert, and responsive monitoring of children — not standing in one spot, not chatting with another educator, not on a phone. It involves scanning, listening, positioning, anticipating risk, and engaging.

Risk assessment	A documented process of identifying what could harm a child, how likely it is, and what we do to prevent or reduce it.
Mandatory reporter	A person required by law to report suspected child abuse or neglect. In ECEC settings, this includes all educators and staff in QLD, VIC, and SA.
Reportable conduct	Alleged or proven conduct by a worker that involves sexual offences, sexual misconduct, physical violence, significant emotional/psychological harm, or significant neglect of a child. Schemes exist in VIC and (from 1 July 2026 for ECEC) QLD.
Cultural safety	An environment where a child's cultural identity — particularly Aboriginal and Torres Strait Islander identity — is respected, visible, and valued, and where racism is identified and not tolerated.
Working with Children Check (WWCC)	A background check required before working with children. Known as the Blue Card in QLD, Working with Children Check in VIC, and Working with Children Check in SA (from DHS).

5. The legal and standards framework we work to

Our Patch Group operates under one nationally consistent quality framework (the NQF) and additional state-based child safe schemes in the states where we deliver services.

5.1 National Law and National Regulations

The Education and Care Services National Law and National Regulations are the foundation of how we operate.

Reference	What it requires us to do
s165	Adequately supervise children at all times.
s166	Not subject children to inappropriate discipline.
s167	Protect children from harm and hazards.
r82, r83, r84	Tobacco, drug, alcohol-free environment; child protection training; awareness of obligations.
r84A–84D	Awareness, response and prevention of child sexual abuse (where applicable to setting).
r85–87	Incident, injury, trauma and illness procedures and recording.
r97	Emergency and evacuation procedures and rehearsals.

r99–100, r157–159	Children leaving the premises and excursions — written authorisations and risk assessments; delivery and collection of children.
r103	Premises, furniture and equipment are safe, clean and well maintained.
r115	Premises designed to facilitate supervision.
r122, r123	Educator-to-child ratios and educator qualifications.
r168, r170	Required policies and procedures, including child safe environment, incident management, and complaints.
r175, r176	Notifications to the regulatory authority (with s174 of the National Law and r176 prescribing serious-incident and abuse notifications) (e.g. serious incidents, complaints alleging breaches, and physical/sexual abuse incidents or allegations — within 24 hours since the September 2025 reforms).

5.2 National Quality Standard (NQS) — Quality Areas most relevant to this policy

Quality Area 2 — Children's Health and Safety:

- 2.1.2 – Health practices and procedures are effective.
- 2.2.1 – Supervision: at all times, reasonable precautions and adequate supervision protect children from harm and hazard.
- 2.2.2 – Incident and emergency management: plans are developed, practised and implemented.
- 2.2.3 – Child protection: educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

Quality Area 7 — Governance and Leadership:

- 7.1.2 – Management systems are in place to support effective service operation, including risk management.
- 7.1.3 – Roles and responsibilities are clearly defined and understood.
- 7.2.1 – Continuous improvement: effective self-assessment and quality improvement processes.
- 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.

5.3 National Principles for Child Safe Organisations

The 10 National Principles give effect to the Child Safe Standards recommended by the Royal Commission and are endorsed by all Australian governments. They are the

foundation that the state-based standards are built on. Each principle is addressed in Section 7 of this policy.

5.4 State-based Child Safe Standards

Although the National Principles provide consistency, each state we operate in has its own legislated Child Safe Standards. We comply with all of them in the states where we deliver services.

Queensland — Child Safe Organisations Act 2024:

- 10 Child Safe Standards (aligned to the National Principles) became mandatory for ECEC services from 1 January 2026.
- A Universal Principle: every Child Safe Standard must be implemented in a way that promotes and upholds the right to cultural safety of Aboriginal and Torres Strait Islander children.
- Oversight by the Queensland Family and Child Commission (QFCC).
- Broader definition of harm — includes peer-to-peer harm, and harm does not need to be 'significant' to require action.
- Reportable Conduct Scheme applies to the ECEC sector from 1 July 2026.
- Blue Card (Working with Children Check) requirements continue to apply.

Victoria — 11 Child Safe Standards (Child Wellbeing and Safety Act 2005):

- Victoria has 11 Child Safe Standards (since 1 July 2022). Standard 1 — cultural safety for Aboriginal children — is a stand-alone standard.
- Reportable Conduct Scheme applies through the Social Services Regulator (responsibilities transferred from the Commission for Children and Young People in February 2026).
- Working with Children Check (Victorian WWCC) required for all educators and staff.
- Mandatory reporting and 'failure to disclose' / 'failure to protect' offences under the Crimes Act 1958 (Vic) apply.

South Australia — Children and Young People (Safety) Act 2017:

- All SA ECEC services must have a Child Safe Environments policy aligned with the National Principles for Child Safe Organisations.
- Lodgement of a Child Safe Environments Compliance (CSEC) statement with the SA Department of Human Services is required, with re-lodgement on policy review (at least every 5 years).
- Working with Children Check (DHS) required for all staff and volunteers in child-related work.

- Mandatory reporting — all educators must complete 'Responding to Risks of Harm, Abuse and Neglect — Education and Care' (RRHAN-EC) training and refresh it every 3 years.
- We monitor the transition to the Children and Young People (Safety and Support) Act 2025 and will update this policy as new requirements commence.

5.5 Other operational guidance

Alongside the National Law, NQS, and Child Safe Standards above, our everyday physical and online safety practices (Section 9) are also guided by the following.

- ACECQA's Online Safety Guide and digital-devices information sheets, covering children's own use of technology.
- ACECQA policy and procedure guidelines on the delivery and collection of children, and on the acceptance and refusal of authorisations.
- ACECQA QA2 guidance on minimising the risk of children being mistakenly locked in or out of service premises.
- My Time, Our Place: Framework for School Age Care v2.0 (2022), which informs how we support children's wellbeing and belonging in our physical and digital environments.

6. Who does what — roles and responsibilities

Keeping children safe is everyone's job. Below is who is accountable for which parts.

Role	Key responsibilities under this policy
Approved Provider / Board / Senior Leadership	Sets the child safe culture from the top. Ensures policies, training, resources and oversight are in place and funded. Reviews child safety as a standing agenda item at governance meetings. Submits regulator notifications and CSEC statements where required.
Children	Have the right to feel safe, be heard, and have a say. Are taught (age-appropriately) about their rights, body safety, and how to tell a trusted adult.
Educational Leader	Embeds child safety, voice and rights in curriculum and reflective practice. Coaches educators on protective behaviours and trauma-aware practice.
Educators and staff	Actively supervise children at all times. Follow the Code of Conduct. Listen to children, respect their rights, respond to disclosures. Report any concern — internal or external — through the steps in Section 11.

Families	Partners in their child's safety — we share information, listen, and act on concerns. Are encouraged to raise concerns through our complaints process at any time.
Nominated Supervisor	Day-to-day responsibility for safe operations, supervision plans and ratios. Ensures the physical environment is safe and supports line-of-sight supervision. Responds to incidents immediately and notifies the regulator within required timeframes.
Safeguarding and Compliance Team	Primary contact for child safety concerns, disclosures, and complaints. Tracks training currency, WWCC/Blue Card status, and risk assessments. Reports to leadership on trends, incidents, and improvements.
Volunteers, students, contractors	Hold a current WWCC/Blue Card and complete child safe induction before contact with children. Are supervised at all times; never alone with a child. Follow the Code of Conduct.

7. How we provide a child safe environment

Our Patch Group works to the 10 National Principles for Child Safe Organisations. These principles are also reflected in the Queensland Child Safe Standards (with the Universal Principle running through each one), the Victorian 11 Child Safe Standards, and the South Australian Child Safe Environments framework.

The 10 National Principles that guide our practice are:

- Child safety and wellbeing is embedded in organisational leadership, governance and culture.
- Children and young people are informed about their rights, participate in decisions affecting them, and are taken seriously.
- Families and communities are informed and involved in promoting child safety and wellbeing.
- Equity is upheld and diverse needs are respected in policy and practice.
- People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.
- Processes to respond to complaints and concerns are child-focused.
- Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.
- Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.
- Implementation of the Child Safe Principles is regularly reviewed and improved.

- Policies and procedures document how the organisation is safe for children and young people.

How we measure and improve our practice against these principles

We commit to an ongoing cycle of self-assessment and improvement that allows us to honestly measure where we are, identify what needs to change, and take action.

At the organisation level:

- Our Patch Group conducts an annual organisational self-assessment against the 10 National Principles and the relevant state-based Child Safe Standards.
- The self-assessment identifies our maturity against each principle, our strengths, and the areas needing improvement.
- Findings are reported to the Approved Provider and used to set organisation-wide priorities for the year ahead.
- Progress is reviewed by leadership on an ongoing basis as part of our governance cycle.

At the service level:

- Each service completes an annual self-assessment against the Child Safe Standards as part of its Quality Improvement Plan (QIP) cycle.
- Key actions for improvement are documented in the QIP, with clear responsibilities and timeframes.
- Progress against QIP actions is reviewed regularly and updated as the service matures its practice.
- Service-level findings inform the organisation-wide self-assessment, ensuring improvement happens at both levels and is connected.

This self-assessment cycle is consistent with the continuous-improvement intent of the National Quality Framework (NQS 7.2.1) and the expectations of state-based Child Safe Standards regulators. It allows us to be honest about where we are, transparent about where we are going, and accountable for getting there — rather than overstating what is already in place.

8. Cultural safety for Aboriginal and Torres Strait Islander children

Cultural safety is not the same as cultural awareness. A culturally safe environment is one where Aboriginal and Torres Strait Islander children, families and communities are not just welcomed, but actively respected, included, and protected from racism.

Because the Queensland Child Safe Organisations Act 2024 makes this a Universal Principle that runs through every Child Safe Standard, and because it is a stand-alone Standard 1 in Victoria, we treat cultural safety as a core child safety practice — not an extra.

As with the other principles, our approach to cultural safety is reviewed through our annual self-assessment cycle (Section 7), with specific actions identified at the organisation and service level. We are committed to ongoing improvement, guided by local Aboriginal and Torres Strait Islander Elders and community-controlled organisations as those relationships are built.

9. Safe physical routines

Safe outcomes for children depend on clear, consistent practices across all aspects of our services. The procedures outlined in this section help ensure children are accounted for, protected within our environment, and supported to engage safely online.

Safe arrivals, departures, and the delivery and collection of children

Every child in our care must leave with someone who is authorised to have them, and staff must be able to verify who that person is, every time, without exception. We check the identity of anyone collecting a child against the authorised nominees on that child's enrolment record, and we never release a child to someone who is not listed, no matter how familiar they seem, without following our authorisation process first. If a child is not collected by closing time, staff follow a clear, unhurried process to keep that child safe and calm while we contact families and, if needed, authorised emergency contacts. These requirements meet our obligations under the National Regulations (regs 99, 157–159) and are set out step by step in the Delivery and Collection of Children Procedure.

Assessing authorisations

Families give us written authorisations for a range of things, who can collect a child, medical treatment, excursions, and more. We take these seriously: an authorisation is only accepted when it is complete, current, and from someone with the legal right to give it. Where an authorisation is incomplete, unclear, disputed between parents or guardians, or raises a safety concern, we pause and seek clarification before acting on it rather than assuming it is valid. How we assess, accept, and (where necessary) refuse an authorisation is detailed in the Acceptance and Refusal of Authorisations Procedure.

Keeping our premises and equipment safe

A child safe environment is also a physically safe one. We keep our premises, furniture and equipment clean, well maintained, and free of hazards, and we check them routinely rather than waiting for something to go wrong. While the school manages the site's permanent

infrastructure, we consider supervision requirements when setting up and using the spaces available to us. These standards reflect National Regulation 103 and are supported by our Environment Safety Checklist and Safe Physical Environment Procedure.

Preventing children from being locked in or out

Children are most vulnerable to being unaccounted for during transition periods. We therefore place particular emphasis on arrivals, departures and movements between activities or locations. By actively supervising doors, gates and access points, maintaining accurate attendance records, and reconciling headcounts at every transition, we ensure children are accounted for at all times and prevent lock-in, lock-out and unaccounted for child incidents. Our approach is detailed in the Ensuring Children are Accounted for and Safe Transitions Procedure.

Children's use of digital technology and online safety

Digital media is not a routine part of our program. Where it is incorporated into planned experiences, educators actively supervise and monitor its use to ensure content is appropriate, safe, and suitable for the age and developmental stage of the children involved. Digital media is selected purposefully and must align with the educational, recreational, or wellbeing objectives of the experience. Educators remain aware of what children are accessing, support responsible and respectful use, and intervene immediately if content is inappropriate or inconsistent with the service's expectations for child safety, inclusion, and wellbeing. Our approach to the safe and appropriate use of digital media is outlined in the Digital Media and Online Safety Procedure.

A documented opening and closing routine

Every service day begins and ends with a consistent routine designed to support children's safety and wellbeing. Opening procedures include checking the environment for hazards, reviewing medication and health management requirements, and ensuring educators are aware of the children attending and any relevant support needs, medical conditions, or allergies. Closing procedures include confirming all children have been signed out and conducting a final check of the premises to ensure no child remains on site. These routines help ensure that safety is not left to memory or chance and are detailed in the Opening and Closing Procedure, with completion recorded on the Opening and Closing Checklist.

10. Active supervision — what it looks like every day

Supervision is the single most important thing educators do to keep children safe. It is not passive watching — it is active, planned, and continuous.

Our supervision rules:

- Children are supervised at all times — including during arrivals and departures, transitions, mealtimes, quiet/homework time, and outdoor and active play. Appropriate risk assessments are in place to support and manage high-risk supervision requirements.
- Educator-to-child ratios are met or exceeded at all times (regulations 122, 123).
- Each room/space has a documented high-risk Plan that names supervision 'hot spots', educator positioning, and the rota for breaks.
- Educators use scanning techniques — sweeping eyes across the whole environment every 10–15 seconds.
- One-to-one situations are avoided where possible. When individual support is required, educators ensure the interaction is visible, accountable and appropriate to the child's needs, with oversight from another educator wherever practicable.
- Educator phones are off or stored away during contact time with children — except for service-issued devices being used for documented work tasks.
- Volunteers, students and visitors are never left alone with a child.

Supervision in higher-risk moments:

- Arrivals and departures — designated educator at the gate or sign-in point.
- Excursions — increased ratios where assessed, written risk assessment, named lead educator.
- Bathrooms — line-of-sight while preserving dignity.
- Water play — constant visual contact, no distractions.

11. Recognising, responding to, and reporting concerns

11.1 Signs that might indicate a child is being harmed

Harm includes physical abuse, sexual abuse, emotional/psychological abuse, neglect, family violence exposure, bullying, online harm, and harm caused by other children. Signs can be physical, behavioural, emotional, or developmental — and one sign on its own does not confirm abuse, but a pattern, a sudden change, or a disclosure must always be acted on.

If a child discloses harm to you:

1. Stay calm. Let them talk. Don't interrupt or fill silences.
2. Believe them. Tell them they did the right thing by telling you.
3. Don't ask leading or 'why' questions. Don't promise confidentiality.
4. As soon as the child has finished, record their exact words.

5. Report immediately to the Nominated Supervisor / Safeguarding and Compliance Team.
6. Make a mandatory report yourself if your professional judgement requires it — your obligation does not transfer to anyone else.

11.2 Mandatory reporting — by state

State	Who to call / report to
Queensland	Child Safety Service Centre or after-hours Child Safety After Hours Service Centre (1800 177 135) where you reasonably suspect significant harm. Queensland Police Service (000 if immediate danger; otherwise 131 444). QFCC for reportable conduct allegations (ECEC from 1 July 2026).
Victoria	DFFH Child Protection (regional intake; or after hours 13 12 78). Victoria Police (000 if immediate danger). Sexual Offences and Child Abuse Investigation Teams (SOCIT) Contact us | Child Protection Manual | CP Manual Victoria Social Services Regulator for reportable conduct allegations. Remember: 'failure to disclose' and 'failure to protect' are offences under the Crimes Act 1958 (Vic).
South Australia	Child Abuse Report Line (CARL) – 13 14 78 (24 hours). SA Police (000 if immediate danger).
All states	Notify the regulatory authority (ACECQA portal) within timeframes set by section 174 of the National Law and regulation 176 — within 24 hours for serious incidents and for physical or sexual abuse incidents and allegations, and within 7 days for other circumstances posing a risk to a child. Notify Our Patch Group's Approved Provider immediately.

11.3 Allegations against a worker

- Any allegation against an educator, staff member, contractor, or volunteer is treated extremely seriously and reported immediately to the Safeguarding and Compliance Team.
- The Head of Safeguarding and Compliance assesses the risk to children as soon as the allegation is received, and recommends the protective steps needed while the matter is investigated. Any decision to stand a person down is approved by the COO.
- Where an allegation is serious (for example, sexual misconduct, physical harm, or conduct that may be reportable conduct or a criminal offence), or there is any immediate risk to children, the person is stood down from all contact with children pending investigation, with COO approval. Where there is an immediate risk, the

person is removed from contact with children straight away while COO approval is obtained.

- Where an allegation is minor and there is no immediate risk to children, the person may continue working with interim safeguards in place, such as increased supervision, a change of duties or location, or no contact with the child or children involved. The risk assessment and the reasons for the decision are documented, and the decision is reviewed if new information arises.
- Standing a person down, or putting interim safeguards in place, is a protective step, not a finding of guilt.
- Whatever the protective steps, the allegation is reported to police (where a criminal offence is alleged), child protection (where a child is at risk), the regulator (under National Law s174 and r176), and the Reportable Conduct Scheme where applicable.
- The child and their family are supported by the Safeguarding and Compliance Team.
- Procedural fairness applies to the worker; confidentiality is maintained on a need-to-know basis.

11.4 Complaints from children, families, or community

- Complaints can be raised verbally, in writing, in person, by email, anonymously, or through a family member or advocate.
- They are acknowledged within 2 business days and resolved within 30 days where possible — families are kept informed of progress.
- Complaints involving alleged child safety breaches are escalated immediately under Section 11.3.
- Families have the right to escalate to the regulator (ACECQA / state regulator) at any time, and we tell them how.

12. Monitoring, review, and continuous improvement

Ongoing monitoring:

- Daily safety checks of environments, attendance records, WWCC/Blue Card register.
- Weekly review of incident, injury, illness, and 'near-miss' records.
- Monthly supervision plan review and educator practice observations.
- Quarterly Child Safety Report to the Approved Provider, including trends and actions.

Annual review of this policy includes:

- Self-assessment against the National Principles and the relevant state Child Safe Standards.

- Feedback from children (age-appropriate methods), families, staff, and community partners.
- Analysis of incidents, complaints, and regulator interactions.
- Updates from ACECQA, QFCC, the Social Services Regulator (VIC), and SA DHS.
- Review of training currency and outstanding actions.

Triggers for an early review:

- A serious incident or allegation.
- A regulatory change (e.g. commencement of the QLD Reportable Conduct Scheme for ECEC on 1 July 2026).
- A pattern of complaints or incidents.
- Significant change in service operations.

Legislative Requirements

This policy supports compliance with:

Related Legislation/Standards
Education and Care Services National Law and National Regulations
ACECQA Online Safety Guide and digital-devices information sheets
ACECQA policy and procedure guidelines — delivery and collection of children; acceptance and refusal of authorisations; minimising lock-in/lock-out risk
My Time, Our Place: Framework for School Age Care v2.0 (2022)
National Quality Standard (ACECQA), particularly QA2 and QA7
National Principles for Child Safe Organisations (National Office for Child Safety / AHRC)
Child Safe Organisations Act 2024 (Qld) and QFCC guidelines
Child Wellbeing and Safety Act 2005 (Vic) — 11 Child Safe Standards
Children and Young People (Safety) Act 2017 (SA) and SA DHS Child Safe Environments framework
Working with Children (Risk Management and Screening) Act 2000 (Qld); Worker Screening Act 2020 (Vic); Child Safety (Prohibited Persons) Act 2016 (SA)
Crimes Act 1958 (Vic) — 'failure to disclose' and 'failure to protect' offences
Royal Commission into Institutional Responses to Child Sexual Abuse — Final Report (2017)

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Acknowledgement Required	☒Yes ☐No

Related Policies and Procedures
POL- 001 Code of Conduct
POL- 003 Safeguarding Response Policy
PRO- 2.1 Supervision Planning Procedure
PRO- 2.2 Cultural Safety Procedure
PRO- 2.3 Children's Digital Technology and Online Safety Procedure
PRO- 2.4 Acceptance and Refusal of Authorisations Procedure
PRO- 2.5 Delivery and Collection of Children Procedure
PRO- 2.6 Lone Worker Procedure
PRO- 2.7 Opening and Closing Procedure
PRO- 2.8 Safe Physical Environment Procedure
PRO- 2.9 Headcounts and Safe Transitions Procedure

Version Control History				
Version	Date	Owner	Description of Changes	Approved by
1.0	26/03/2026		Initial policy created.	CEO
2.0	May 2026		Enhanced major revision: merged prevention and safeguarding-response content; added Section 9 "Safe physical routines" (delivery/collection, authorisations, premises safety, lock-in/lock-out prevention, children's digital technology, opening/closing); added supporting legal references.	CEO
3.0	September 2026	Head of Safeguarding & Compliance	With the introduction of the new Framework, this policy has been updated to include references to the relevant procedures required under the Framework. These additions are documented in Section 9. A minor amendment has also been made to the Active Supervision section. The previous reference to two-adult interactions has been revised to recognise that some services operate with lone workers, making a two-adult approach not always practicable.	CEO