



SUTHERLAND PRESBYTERIAN CHURCH PRESCHOOL

God said, "I have loved you with an everlasting love," Jeremiah 31: 3

Risk Management Policy

Aims

To describe SPCP policy on risk assessment, risk management, and risk/ benefit.

To describe the benefits of risky play and how SPCP manages risky play safely.

To outline the risk assessments and risk/benefit assessments that SPCP carry out.

Sutherland Presbyterian Church Preschool prioritises the safety, wellbeing and welfare of our enrolled children over all others. The aim of this policy is to allow us to support positive outcomes for all children through our approaches.

Implementation

Careful consideration of risk assessment and management allows SPCP to create an environment for children, families and educators that is safe, while still allowing for freedom, choice making and considered risk.

Risk management has built into daily practice and documentation has been designed to be embedded into the overall design of the program and to show related links.

Risk/ Benefit Analysis

The analysis of risk vs benefit allows us to create a learning environment that is challenging and interesting to children whilst still providing a safe play environment. Where risk outweighs benefit, or where risks cannot be adequately addressed, experiences should be modified or reconsidered to ensure the safety of children.

Where the risk is suitable for children, can be managed through appropriate steps and does not present severe consequences it is expected that the experience will continue. Children will be provided tools or information to help them manage the risks involved and individualised supervision will be provided to support positive outcomes for all.

Risk Assessment

- All risk assessments will be completed based on the following information and using the risk assessment procedure (appendix A).
- There is no one format of risk assessment that is used within the preschool as this will vary based on the needs of the risk assessment, the level of information to be included and the systems surrounding the risk assessment.
- It is also expected that all Responsible Persons (RPs) can use the steps provided in the risk assessment procedure to respond to hazards that may arise throughout the day and address these accordingly to minimise or remove risks.

Description of Hazard: anything that potentially puts at risk

- A person's health & safety – this includes all stakeholders such as children, staff, families, visitors etc.
- Good order of property and resources
- Financial well being and viability
- Reputation & relationships inside and outside the preschool
- Preschool operation

Potential risk associated with hazards

- This should always be assessed based on if there have been no risk minimisation efforts applied.
- While many hazards will have already had some level of controls applied to them to minimise the risk, the potential risk associated with a hazard is based on no controls.
- Consider the worst case scenario when assessing the level of risk that could happen

Assessing the level of risk associated with the hazard

- The higher the level of risk the greater efforts need to be applied to manage the risk and in the most timely manner.
- In order to ensure consistency in assessing risk levels associated with hazards the following definitions will be used:
 - Likelihood:
 - Rare: Less than once every 10 years
 - Unlikely: Every 3-10 years
 - Possible: Every 1-2 years
 - Likely: 2-10 times per year
 - Almost certain: occurs weekly to monthly
 - Consequence
 - Insignificant: Inconvenience only
 - Minor: Simple first aid/Slight disruption to preschool
 - Moderate: Lesser injury/Preschool disruption

- Major: Hospitalisation/major service loss
 - Catastrophic: Death/service closure
- The following time frames will be applied when addressing hazards based on their level of risk
 - Extreme – Immediately (This should be your top priority - either remove the hazard, or make adjustments to prevent access to the hazard while responding to it)
 - High – As soon as possible (Once safe to do so respond to the hazard i.e. once ratio can be maintained or before completing the activity associated with the hazard)
 - Medium – As soon as practical (This risk level is acceptable so long as appropriate controls are in place. Practical efforts may include once there is the capacity to address the hazard such as office time to update documents, after consultation with experts to find alternatives etc.)
 - Low – As appropriate (This risk level is acceptable and so long as managed appropriately does not have any urgency)

Risk Minimisation Efforts (controls)

1. Elimination – where possible the risk should be eliminated from the preschool. This could include not permitting items in the preschool, cancelling plans, removing damaged items etc. Not all hazards can be eliminated, in which case move to the following steps.
2. Substitution – find a less dangerous version of the hazard, for example a less toxic chemical, a different location for placement, taking a different route to an excursion etc.
3. Modifying the environment – where the hazard is important the environment should be modified to protect stakeholders from the hazard. This can include gates, latches, locks, fences, adding shade to an area of direct sun, changing the layout, closing off a section etc.
4. Administrative control – this is often used in combination with any of the other controls to ensure everyone knows how to manage the risk. These can include signs, policies, procedures, guidelines, checklists, training and any other forms of documentation and management systems.
5. Personal Protective Equipment (PPE) – where hazards cannot be removed but are still potentially going to cause an issue, people working directly with them should use PPE. This includes hats, aprons, gloves, hi-vis, masks etc.
6. Transfer the risk – This is where the level of risk will be transferred to a suitable organisation or person who has more expertise in assessing and reducing the risk, such as insurance, or having a medical professional guide practices such as in a medical condition risk minimisation plan.
7. Retain the risk – This is where the risk is known and acceptable and therefore will be retained without any controls being implemented – Not to be applied for a High or Extreme level of risk.

Some of these measures will be temporary while a more permanent solution is implemented. For example you may close off a section with a hazard in it until the hazard can be safely removed, if there was an incident such as a storm causing a tree limb to fall.

Controls can be considered within the following categories:

- Supervision: Supervision is one of the main ways to manage risks as it allows for children and other stakeholders to be monitored, as well as environments to be monitored for any changes or new hazards.
- Procedure: This could refer to a preschool procedure that exists to reduce risks for example hand washing
- Policy: Policies usually refer to expectations around risk minimisation considerations to help ensure consistency in approaches
- System: This could refer to a system that exists within the service to reduce risks such as checklists, practices, documentation, signage etc.
- Other: This could be how children are reminded to manage their own safety or anything else not included in the options above.

Risk assessment currency

- All risk assessments are reviewed at least annually in line with requirements and to ensure they are still appropriate.
- Where situations change, or processes are updated, the associated risk assessment should be updated within 2 weeks.
- **All risk assessments are kept in appendices of their associated policies to ensure they get reviewed when the policy is being reviewed.**
- When additional risk assessments are developed to support specific needs of the preschool they should be added to this list and documented which policy they are included in, OR attached as an appendix to this policy.

In the preschool setting, risk assessments are carried out for:

- Indoor learning environment (classroom, classroom materials, office, bathrooms, kitchen, electrical equipment and appliances, chemicals, supervision and child protection) - supports regulations 103-115 (Appendix B)
- Outdoor learning environment (space, toys and equipment) - supports regulations 103-115 (Appendix C)
- Emergency responses - supports regulation 97 – See Emergency planning policy
- Sleep and rest – supports regulation 84C – see sleep and rest policy
- Photos and videos risk assessment – see Safe digital environment policy
- First aid kit risk assessment – See first aid policy
- Dog interaction – Appendix D

Outside the preschool setting, risk assessments will be carried out for:

- Excursions – each excursion has its own risk assessment to support regulations 100 and 101 – see excursion and outing policy
- Additional considerations for transportation on excursions – Appendix E
- As we currently do not meet the requirements for Safe Arrival of Children (Reg 102AAC) or Transportation of Children other than as part of an excursion (Reg 102B, 102C) we do not have risk assessments for these regulations. Should this change we will add these to our list of risk assessments and update this policy and associated policies accordingly.

Related Policies

- WHS
- Sleep and rest
- Emergency planning
- Safe digital environment
- First aid
- Excursions and outings
- Medical conditions

Compliance evidence

Education and Care Services National Regulations (2025) 77, 84, 84C, 85, 88, 90, 89, 97, 100, 101, 102AAC, 102B, 102C, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115

National Quality Standard 2.1, 2.2, 3.1, 3.2, 4.1, 5.1, 5.2, 6.2, 7.1, 7.2

Supports Child Safe Standards: 1, 5, 7, 8, 9, 10

Review Dates

Date of current review: April 2026

Date of last review: May 2025, April 2024

Date of next review: April 2027

Approved by: Lisa Collins (Director)

Appendix A - Risk Assessment Procedure

All risk assessments completed within the preschool are to be completed in line with this procedure to ensure correct risk minimisation approaches. A copy of this procedure should be stored with risk assessments, in line with the Risk Assessment Policy, to demonstrate the thinking behind all preschool risk assessments.

While different templates may be used, the procedure drives the thought process and approach to all risk assessments and risk minimisation efforts throughout the preschool.

The word 'hazard' is used to describe the item being assessed. This may include a task such as cleaning, an aspect of the environment, a piece of equipment, or an experience such as an excursion or a planned part of the program.

Step 1 – Assess the level of risk associated with the hazard based on the risk matrix below. This risk level should be if no interventions or risk minimisation controls have been applied. For example, the risk of children having access to a variety of strong chemicals would lead to a Likely risk and a Major or Catastrophic outcome, therefore the risk level is Extreme.

		Consequence				
		Insignificant	Minor	Moderate	Major	Catastrophic
Likelihood	Almost Certain	Medium	High	High	Extreme	Extreme
	Likely	Medium	Medium	High	Extreme	Extreme
	Possible	Low	Medium	High	High	Extreme
	Unlikely	Low	Low	Medium	High	High
	Rare	Low	Low	Low	Medium	High

Definitions:

Rare: Less than once every 10 years	Insignificant: Inconvenience only
Unlikely: Every 3-10 years	Minor: Simple first aid/Slight disruption to preschool
Possible: Every 1-2 years	Moderate: Lesser injury/Preschool disruption
Likely: 2-10 times per year	Major: Hospitalisation/major service loss
Almost certain: occurs weekly to monthly	Catastrophic: Death/service closure

Step 2 – Based on the level of risk, you should then assess how you will manage the hazard. In some situations if the level of risk is too high, you may need to decide whether or not to proceed. When approaching ways to minimise risks the following time frames must be applied:

Risk Score:	E-Extreme	H-High	M- Medium	L-Low
Hazard to be controlled:	Immediately	As soon as possible	As soon as practical	As appropriate

When minimising risks the following hierarchy of control should be applied:

8. Elimination – where possible the risk should be eliminated from the preschool. This could include not permitting items in the preschool, cancelling plans, removing damaged items etc. Not all hazards can be eliminated, in which case move to the following steps.
9. Substitution – find a less dangerous version of the hazard, for example a less toxic chemical, a different location for placement, taking a different route to an excursion etc.
10. Modifying the environment – where the hazard is important the environment should be modified to protect stakeholders from the hazard. This can include gates, latches, locks, fences, adding shade to an area of direct sun, changing the layout, closing off a section etc.
11. Administrative control – this is often used in combination with any of the other controls to ensure everyone knows how to manage the risk. These can include signs, policies, procedures, guidelines, checklists, training and any other forms of documentation and management systems.
12. Personal Protective Equipment (PPE) – where hazards cannot be removed but are still potentially going to cause an issue, people working directly with them should use PPE. This includes hats, aprons, gloves, hi-vis, masks etc.

Some of these measures will be temporary while a more permanent solution is implemented. For example you may close off a section with a hazard in it until the hazard can be safely removed, if there was an incident such as a storm causing a tree limb to fall.

Using the example of cleaning chemicals –

1. You cannot eliminate the hazard as you need to clean
2. You may be able to substitute for less toxic chemicals in line with Staying Healthy.
3. You can modify the environment to make sure chemicals are safely stored with latches and locks on cupboards, high placement of shelves so not in reach for children etc.
4. You can use administrative controls with policies and procedures on how chemicals are to be used, audits to make sure procedures are followed, even signs to remind staff on where to store chemicals, inductions, and labels on chemical containers.
5. You also use PPE by wearing gloves and aprons to add a barrier between yourself and the chemicals if needed.

Once the hierarchy of control is implemented the level of risk associated with the hazard should decrease. For example without any controls the risk level of chemicals in the preschool was Extreme, however with all of these controls the risk level is reduced to Rare and Major making the level Moderate.

Step 3 – Implement the controls, or if the controls already exist, document these on the risk assessment template being used. Sometimes your risk assessment will be completed after you have already implement controls, due to a new requirement or updated needs. Any existing controls should be added to the risk assessment.

Step 4 – Review risk assessments annually to ensure that controls are still suitable, and reflect current practices. If any additional controls have been implemented add these to the risk assessment.

Appendix B – Indoor learning environment risk assessments

Risk/ Benefit analysis			
<p>The structure and organisation of the Indoor Learning Environment is important to the educational growth of the children. This environment is organised to be safe, whilst allowing and encouraging children to learn how to make wise choices, and to be instrumental in their own learning program. This means that wherever possible children will have daily and regular access to learning materials including scissors, puzzles, manips, imaginative play materials, construction materials and open ended parts, art supplies, paint and more.</p>			
Item	Risk level	Hazards/identified issues	Control measures/Responses
Allergens	E	Children exposed to items they could have known or unknown allergies to, either in the service, or brought in by children/families/staff/visitors	<p>Supervision: Monitor all allergens in the environment</p> <p>Procedure: Medical conditions</p> <p>Policy: Medical conditions</p> <p>System: Signage to alert families</p>
Bathroom	E	These are dangerous spaces due to hard surfaces, water making things slippery, hygiene issues with bodily fluids, chemicals with cleaning supplied and soap.	<p>Supervision: Environments monitored at all times</p> <p>Policy: Physical Environments Policy/Nappy change & toileting</p> <p>System: Daily environment checks</p> <p>Other: Remind children of safe and appropriate behaviour in the bathroom</p>
Bathroom – sand on floor	H	Sand on floor could result in slip hazards	<p>Supervision: Environments monitored at all times</p> <p>Procedure: Sweep floor as part of cleaning register</p> <p>Policy: Physical Environments Policy</p> <p>System: Regular checks when monitoring children in bathroom.</p>
Broken equipment	H	Any equipment or furniture or resources that is broken or damaged could hurt children with sharp edges or small pieces.	<p>Supervision: Regular checks and monitoring throughout the day</p> <p>Procedure: Daily environment checks</p> <p>Policy: Physical Environments Policy</p> <p>System: Maintenance systems</p> <p>Other: Children taught to alert staff of issues</p>

Chemicals	E	All chemicals pose a threat and should be kept locked away when not in use. All chemicals should be clearly labelled so they are not mistaken for something else.	Supervision: Children supervised at all times Procedure: Chemical use – keep locked away and stored appropriately Policy: Physical Environments Policy System: SDS folders Other: For chemicals children come in contact with such as soap, remind children how to use appropriately.
Choking hazards – small parts from resources	H	Small items around young children who naturally put things in their mouths create choking hazards.	Supervision: Children directly supervised if small items being used Policy: Physical Environments Policy
Climbing on equipment	H	Children could climb on equipment and fall, they could also pull equipment down onto themselves	Supervision: Children actively supervised at all times Policy: Physical Environments Policy System: All large equipment anchored to walls
Cords/ropes	H	Could cause children to become entangled and can lead to strangling or cutting off circulation to limbs	Supervision: Children actively supervised at all times Policy: Physical Environments Policy
Creatures	H	Insects and animals could come into the service and create issues with biting, leaving droppings or scaring children. They also could be signs of other issues not responded to.	Supervision: Environments monitored at all times Procedure: Dangerous animal Policy: Emergency response System: Daily environment checks
Cultural safety	M	All children deserve a culturally safe environment so consideration should be made for resources, experiences, interactions etc. within the space.	Supervision: Children monitored for issues Policy: Inclusion and diversity
Cupboards	H	Fingers might get caught, children could access dangerous materials stored inside.	Supervision: Environments monitored at all times Policy: Physical Environments Policy System: Door covers to prevent entrapment

			Other: Teach children not to play with doors
Damaged environments	E	Walls, windows, doors, ceilings and floors not kept in good repair could impact children's safety, as well as impact air temp, insects etc.	Supervision: Environments monitored at all times Policy: Physical Environments Policy System: Daily environment checks
Digital environments	M	All digital environments post safety risks for children with their image being recorded, access to inappropriate material and impacting development.	Supervision: Children supervised on digital devices, adults monitored in environment Policy: Child safe digital environments System: Enrolment agreements/Staff agreements
Doors	H	Fingers could get trapped	Supervision: Environments monitored at all times Policy: Physical Environments Policy System: Keep cupboards closed/latched, signage saying what is kept inside if dangerous Other: Teach children not to play with cupboards
Educator isolation	E	Educators, or any other adult, who is able to be alone with children in spaces unsupervised poses a child safety risk.	Supervision: All spaces supervised or closed off Procedure: Communication when moving between spaces Policy: Supervision
Electrical cords	E	All appliances and electrical equipment including lights could be faulty and impact children's safety as well as be a fire risk.	Supervision: Environments monitored at all times Policy: Physical Environments Policy System: Tag and test
Emergencies	E	Any type of emergency such as fire, storm, flood, could have serious impacts on children's safety and needs to be prepared for and managed.	Supervision: Environments monitored at all times Procedure: Emergency rehearsals Policy: Emergency preparation & Emergency Response System: First aid

Emergency medications	E	Children getting access to these could cause serious injury or incident.	Supervision: Children supervised at all times Procedure: Medications storage Policy: Medications/medical conditions System: Medication checks
Food safety	H	Children could have food that is not safe to eat due to how it has been stored, handled or served. This can lead to illness and dietary requirements not being met.	Supervision: Environments monitored at all times Procedure: Food handling procedures Policy: Physical Environments Policy
Items brought in from home	H	Whether intentionally or accidentally items brought in children's bags could be left in there and discovered by another child such as medications which could cause an incident.	Supervision: Environments monitored at all times Procedure: Bag checks Policy: Physical Environments Policy
Kitchen - Appliances	E	All appliances and electrical equipment including lights could be faulty and impact children's safety as well as be a fire risk.	Supervision: Environments monitored at all times Policy: Physical Environments Policy System: Tag and test
Kitchen – Food access	H	Children could access their food or other children's food causing distress, or potential food safety issues.	Supervision: Environments monitored at all times Policy: Physical Environments Policy System: Keep doors closed and any latches on fridges/cupboards. Store all adult food appropriately.
Light switches	H	Children could electrocute themselves	Supervision: Environments monitored at all times Policy: Physical Environments Policy Other: Teach children not to play with switches
Medical condition triggers	E	If children's medical conditions are not managed and communicated well children could be exposed to triggers that could make them very unwell.	Supervision: Environments monitored at all times Procedure: Medical conditions Policy: Medical conditions System: Communication of medical conditions

Medications	E	All medications need to be handled and stored appropriately so that they do not pose a risk to children as they cannot access them.	Supervision: Environments monitored at all times Procedure: Medication Policy: Medical conditions System: Expiry date checks
Mouthed items	H	Children naturally explore items orally. Having mouthed items not removed leads to cross contamination issues	Supervision: Environments monitored at all times Policy: Physical Environments Policy System: Remove and put aside to wash
Nappy change area	H	Cross contamination issues if procedures not followed, children left in unsafe positions where they can fall, items within reach of the child, poor supervision, poor response to children's needs	Supervision: Environments monitored at all times Procedure: Nappy change Policy: Physical Environments Policy/Nappy change & toileting System: Environment check
Office - appliances	E	All appliances and electrical equipment including lights could be faulty and impact children's safety as well as be a fire risk.	Supervision: Environments monitored at all times Policy: Physical Environments Policy System: Tag and test
Office - general	H	There are a number of items inside the office that could create danger for the children, there are also confidential records stored in the office.	Supervision: Children supervised at all times Procedure: Keep confidential records stored locked away Policy: Physical Environments Policy/Record keeping/Privacy and confidentiality/Safe digital environments System: Keep door closed and locked when not in the office to prevent access by children. Lock computers when not in use. Other: Remind children to not come in without an educator.

Paints/glues	H	Children could ingest or get in eyes, children could have a reaction to the items	Supervision: Environments monitored at all times Policy: Physical Environments Policy System: Purchase non-toxic items, keep SDS up to date Other: Teach children how to safely engage with paints and glues
Pins in pin board	H	Child could become injured by pins or younger children may mouth/ingest them accidentally	Supervision: Environments monitored at all times Policy: Physical Environments Policy System: Keep pin boards above child height to limit access to pins. Other: Educate children on the safe use of pins and notifying any educator if they find one
Power outlets	E	Children should not be able to access uncovered electrical outlets as they can put things in them and get an electrical shock.	Supervision: Environments monitored at all times Policy: Physical Environments Policy System: Covers provided
Scissors	H	Children could injure themselves/others, or use the scissors inappropriately causing undesired outcomes	Supervision: Environments monitored at all times Policy: Physical Environments Policy System: Child safe scissors provided as an option for children developing skills Other: Teach children how to safely engage with scissors
Sharp corners on furniture	H	Child could trip and hit head/ other body part on edge causing injury	Supervision: Environments monitored at all times Policy: Physical Environments Policy System: Purchase furniture with rounded edges or add corner protectors if at child height.

Sleep and rest	E	Sleep is a risky time as there are so many factors that can impact young children's safety and lead to SIDS or similar. Children are also able to spread germs being close to each other for extended periods.	Supervision: Children supervised and sleep checks conducted Procedure: Sleep and rest Policy: Sleep and rest System: Sleep and rest risk assessment/safe sleep training
Storage spaces	H	These spaces often contain items that are stacked and can fall, unclear spaces, and items children should not have access to.	Supervision: Children directly supervised if brought into spaces Policy: Physical Environments Policy System: Doors closed/locked when not in use
Supervision blind spots	E	Children going into areas where they cannot be seen means they are at risk of something happening and no one knowing.	Supervision: Environments monitored at all times Procedure: communicate movements Policy: Supervision System: Supervision plan
Toys left out	H	Children move items around as they play which create trip hazards leading to slips and falls from children, and can impact adults who can fall on children or while holding a child.	Supervision: Environments monitored at all times Procedure: Reset room Policy: Physical Environments Policy Other: Children reminded to reset areas before moving away
Unclean environments	H	Spills, bodily fluids, foods dropped all can lead to cross contamination, present allergens and create opportunities for mould/bacteria/creatures.	Supervision: Environments monitored at all times Procedure: Cleaning Policy: Physical Environments Policy System: Cleaning schedule
Unsafe equipment	E	There are lots of things inside the service that are needed for operational reasons that are not intended for access by children as they can cause injuries or incidents.	Supervision: Children directly supervised if brought into spaces Policy: Physical Environments Policy System: Doors closed/locked when not in use

Unsafe persons (employees)	E	Hiring people who do not have appropriate safety checks and requirements can create a risk for the children.	Supervision: Staff monitor each other within environments Policy: Child safe recruitment System: WWCC/Reference checks/Probation/Induction
Unsafe persons (other)	E	Having any adult in the service have access to the children unsupervised can create safety risks for the children.	Supervision: Visitors not left unsupervised in child spaces Policy: Visitors/students/volunteers System: Sign in, accompanied around service, monitored by all
Wet floors	E	Create slips and falls leading to injuries or incidents.	Supervision: Environments monitored at all times Procedure: Wet floor sign Policy: Physical Environments Policy
Child Protection	H	Risk to children from both without (parents, relatives, others) and within preschool's settling (preschool staff, visitors). Risk relates to this going un-noticed and un-attended to.	Child protection policy in place (PSS). Child Safe Standards policy is in place. Child safe standards are promoted. All staff hold valid and current WWCC. WWCC check confirmations are all recorded in the Staff Records folder. All educators have completed Child Protection training. Dates and records in Staff Records folder. Full Training is renewed every 3 years and update webinars are also carried out every 12 months. Staff are aware of their obligations under the law. Two staff on premises at all times. Two staff within hearing or sight at all times.
Incident, Injury, Trauma & Illness records.	E	Some injuries may occur more regularly and safety may need to be addressed.	Keep a record of Incident, Injury, Trauma & Illness records and quarterly, review for commonalities or areas of improvement.

<p>Record of Safety Data Sheets (SDS).</p> <p>Poisons Contact Number</p>	<p>E</p>	<p>Chemicals used within centre may be ingested/ accessed by a child and centre might not know best treatment.</p>	<p>Safety Data Sheets (SDS's) kept on all chemicals on the premises (stored in locked chemical cupboard).</p> <p>Poisons Contact Number is kept near 2 main phones (1 in classroom and 1 in office)</p> <p>Ph: 131 126</p>
<p>Medical Conditions:</p> <p>Children within the preschool may have medical conditions.</p>	<p>E</p>	<p>Children with medical conditions might be exposed to triggers or may get sick while at preschool. Staff might not know how to manage their illness appropriately.</p>	<p>Each child with a medically diagnosed condition will have an up to date Medical Conditions Management Plan, Risk Minimisation Plan & Communication Plan and an Action Plan based on their doctor's advice.</p> <p>A risk assessment will be carried out for each child with an identified medical condition (with the parent/ doctor) addressing the potential triggers, methods of reducing & treatment of the condition specific to that child.</p> <p>Staff will be aware of the contents of the plans in order to manage each child's medical needs.</p> <p>All educators will hold full first aid certificates which include training recognising and understanding potential triggers, methods of reducing potential triggers and treatment of medical conditions.</p>
<p>Test & Tag of Electrical Items:</p> <p>Electrical Items used in centre.</p>	<p>E</p>	<p>Electrical items could become faulty and injure children, staff , parents, visitors or church members.</p>	<p>Test and Tag every year</p> <p>Staff will also monitor electrical items when used and check for obvious faults.</p> <p>Faulty items will be removed from use immediately and replaced as soon as possible.</p>
<p>Check of Fire Safety Tools</p> <p>(extinguishers, fire blanket)</p>	<p>E</p>	<p>Fire safety tools (extinguishers, fire blanket) must be kept in good repair and checked yearly, to be useful.</p>	<p>Check of Fire Safety Tools (extinguishers, fire blanket) carried out annually (Oct - Dec).</p> <p>Fire safety training for staff carried out.</p>

Termite & Pest Spray	H	Termites and other insects could invade and damage the building or yard.	Regular pest inspection and spray. Records kept in orange WHS folder.
Tree Check	E	Large gum tree in yard might become unsafe. Branches might fall on children/ educators/ parents/ visitors and injure them.	Regular inspection and continued supervision by Charles from Perpetual Tree Care. Records kept in orange WHS folder.

Appendix C - Outdoor learning environment risk assessments

This risk assessment does not include general risks that overlap with the indoor risk assessment.

Risk/ Benefit analysis			
<p>Risky and active play are important elements of our outdoor play environment. In the right environment, risky play allows children to learn the limits of their own bodies and how to make wise judgments about what is safe and what is not. Children offered these opportunities from a young age tend to injure themselves less than those kept in a more restrictive environment.</p> <p>The analysis of risk vs benefit allows us to create a learning environment that is challenging and interesting to children whilst still providing a safe play environment for children.</p>			
Item	Risk level	Hazards/identified issues	Control measures/Reponses
Sandpit	H	<p>Sand may become unsanitary</p> <p>Sand may get into eyes</p>	<p>Supervision: Environments monitored at all times</p> <p>Policy: Physical Environments Policy</p> <p>System: Daily yard checks, cover sand put at end of day, sweep sand back into sandpit, top up/replace sand annually</p> <p>Other: Encourage children to play appropriately</p>
Colourbond metal poles	M	<p>Children or Adults can walk /run into them</p>	<p>Supervision: Environments monitored at all times</p> <p>Policy: Physical Environments Policy</p> <p>System: Add padding to poles</p> <p>Other: Remind children of poles and encourage walking near poles</p>
Dirt Pit	M	<p>Dirt becomes very dry and raises dust which may get into lungs</p>	<p>Supervision: Environments monitored at all times</p> <p>Policy: Physical Environments Policy</p> <p>System: Staff to monitor condition of dirt and wet if necessary, Cover dirt pit with tarp at night, rake dirt in the morning and remove any foreign objects.</p>

Garden beds	H	Garden may grow over There could be sharp edges on vegetable garden beds if rubber capping comes off.	Supervision: Regular checks and monitoring throughout the day Procedure: Daily environment checks Policy: Physical Environments Policy System: Maintenance systems
Perimeter Fencing Reg 104	E	A car may hit and go through the fence.	Extra posts have been added and filled with cement to slow a moving car. Educators will monitor cars in the car park and move children away from the fence if concerned about movement in the car park. New posts/ concrete were added 2019.
Sandstone blocks	M	A person may trip over the blocks	Keep areas clear around blocks to aid visual sighting Teach adults and children to be aware of the space they are moving around.
Deck (raised)	H	Children may climb over the railing, fall and injure themselves.	This area is always supervised when children are present. Children are encouraged to stay off the railings and taught about safety in the environment. Deck renovation completed Oct 2019.
The wooden ramp	H	Children, Educators , parents or visitors may fall and injure or harm themselves.	Make sure the ramp is not slippery when its wet-encourage everyone to only walk on the ramp. Dry the ramp if it becomes slippery or remove sand by sweeping the ramp. Encourage the children not to ride bikes or play on the ramp for everyone's safety so it's cleared to use.
Creatures	H	Insects and animals could come into the service and create issues with biting, leaving droppings or scaring children. They also could be signs of other issues not responded to.	Supervision: Environments monitored at all times Procedure: Dangerous animal Policy: Emergency response System: Daily environment checks

Dangerous plants	H	Child may touch or eat dangerous plants	Dangerous plants register is kept in orange WHS folder in office, and is checked when purchasing plants.
Entry/ Exit gates	E	Children could exit the environment. Children could harm themselves by exiting the centre eg get hit by car, taken by stranger.	Encourage safety procedures. Encourage the gates are closed at all times. Encourage the Educators to be aware if a child is near the gates - supervision. Encourage parents to be aware of other children near the gates and to practise safety procedures. Encourage the children not to climb on the gates.
Lilly Pilly Shrub in the far corner of the garden. Added 20/8/23 after a discussion between staff and children in relation to risk assessment and safe choices.	H	The children LOVE to climb this tree. But it is up against the fence and they can get quite high. Some of the children are amazing climbers and we want to make sure they cannot get too high (and therefore over the fence) or fall and injure themselves on the tree.	If there are children in the tree there will be an educator nearby to supervise them for safety. The children are being gently coached by the educators to not climb any higher than where their head reaches the top of the fence. We will get our handyman to trim any sharp edges off the tree so children will not injure themselves when climbing. When we know we have a climber who doesn't understand safety extra monitoring will occur for this child and all educators will be informed of the plan.
Large rocks Added 15/9/23	M	The children love to carry around the large rocks - these are heavy and are good for body regulation, however they could be dropped on their toes or thrown.	Teach the children how to interact with the rocks and how to use them safely. Supervise appropriately. We removed any very large rocks (big enough to carry but a bit too heavy to carry safely).
Monkey frame	H	May get cracks in frame Child may fall from monkey frame and be injured	All climbing equipment is checked for cracks on a daily basis (see Outdoor WHS checklist). Encourage the children to be careful. Adults to supervise. The monkey frame is dried with a towel if wet and becomes slippery.

			<p>Monkey frame will only be used on padded grass.</p> <p>Teach children safe climbing techniques.</p> <p>Monkey frame is kept 1.5m from the deck railing, the obstacle course and the sun shade poles. A 1.5m pole can be used by educators and children to check this is correct and to teach the children the process.</p> <p>The educators teach the children how and why we position the monkey frame 1.5m from items they could hit if they fall.</p> <p>Last Replaced in 2019</p>
Swings	H	<p>Child may fall from swing and be injured.</p> <p>Child could be hit by swing when in use.</p>	<p>Swing is only used when supervised by an educator.</p> <p>Area in the swing area is kept clear of items or children.</p>
Outdoor Gross Motor Equipment eg A frame trestles	H	<p>Children could fall from and harm or injury themselves.</p>	<p>Encourage the children to be aware of the equipment.</p> <p>Encourage them to play safety on it and around it.</p> <p>Trestles and planks will only be used on padded areas.</p> <p>Plank will only be used on high setting when an educator is standing immediately by - otherwise it will be kept on a lower setting. The children will be taught about this safety guideline so they understand and can monitor also.</p>
Outdoor Equipment (other)	M	<p>Children could fall and harm or injury themselves.</p>	<p>Encourage the children to be aware of the equipment.</p> <p>Encourage them to play safety on it and around it.</p> <p>Supervise appropriately</p>

Water play - trough, stepping stones	E	Child could fall in water and drown. Water could stagnate and become unclean.	Any activity involving water will be closely supervised by an educator. Fresh water will be used each day. Water will be tipped out when not being supervised and at the end of the day. See water play policy
Dangerous animals	E	Proximity to bush could lead to snakes, spiders and other dangerous animals that could hurt children.	Supervision: Environments monitored at all times Procedure: Dangerous animal Policy: Emergency response System: Daily environment checks
Obstacle course	H	Children could fall and hurt themselves using larger equipment	Supervision: Children actively supervised at all times. Procedure: 1.5m clearance around 50cm or higher. Policy: Physical Environments Policy
Steps/changes in height	H	Could cause falls and lead to injuries or incidents	Supervision: Children actively supervised at all times. Procedure: Closely monitor children. Policy: Physical Environments Policy System: Daily environment checks/Maintenance Other: Visible alert of changes in height – tape
Sun exposure	H	Could lead to sunburn or sun stroke	Supervision: Environments monitored at all times Procedure: Utilise shade Policy: Sun safety (Cancer Council approved policy) System: Sunscreen/UV checks
Uneven ground	H	General movement of the earth and tree roots could cause uneven ground leading to trips and falls.	Supervision: Environments monitored at all times Policy: Physical Environments Policy System: Daily environment checks /Maintenance

Appendix D - **Dog Interaction Risk Assessment and Plan - Keep with Dog Safety Kit**

Explanation			
<p>As a very community minded preschool we are often interacting with members of our community and this often includes the local dogs and their owners. We even have some doggy friends who stop at the fence for a chat while on their daily walk and we have got to know them well.</p> <p>We have also met the Therapy dogs at Sutherland Courthouse, who also like a pat and a chat.</p> <p>We love this opportunity for the children and community to develop their relationship, we also want to ensure the children are kept safe in their interactions with our doggy friends.</p>			
Item	Risk level	Hazards/identified issues	Control measures/Responses
We don't know the dog	E	<p>Dog's behaviour may be unpredictable.</p> <p>Dog could be aggressive or dangerous.</p> <p>Child could be physically injured or scared.</p>	<p>Only interact with dogs when we have the owners permission</p> <p>Get to know the dog and owner over time</p> <p>Follow any cues from the owner and dog.</p>
Dogs are unpredictable	E	<p>Dog's behaviour could be unpredictable.</p> <p>Child could be physically injured or scared.</p>	<p>Close supervision by educators at all times during interactions with a dog.</p> <p>Training for both educators and children about safe interactions with dogs.</p>
Child may be afraid of dogs.	H	<p>Seeing the dog or it coming near the child might cause emotional trauma for the child.</p>	<p>All interactions between dogs and children will be voluntary and children do not have to be involved if they don't want to.</p> <p>Children are always able to walk away from the area the dog is.</p> <p>Give the children the opportunity to talk (or not talk) about their feelings and fears.</p> <p>Keep parents informed about interactions with dogs so they can provide feedback about their child's experiences and/ or fears.</p>
Hygiene when touching dogs	H	<p>Touching the dogs will introduce new germs to the children</p>	<p>The children will be taught hand hygiene as a part of this interaction ie we always wash our hands after touching an animal.</p> <p>Educators will remind the children to wash their hands then they have finished patting the dogs and will supervise to ensure this happens.</p>

A focussed program to teach the children about interacting safely with dogs will be built around our interactions with the local doggies.

Living Safely with Dogs Preschool Program - free program, suitable for 4 years and up. Victor and Victoria's Pet Town.

From vic.pet@rpobookings.com.au

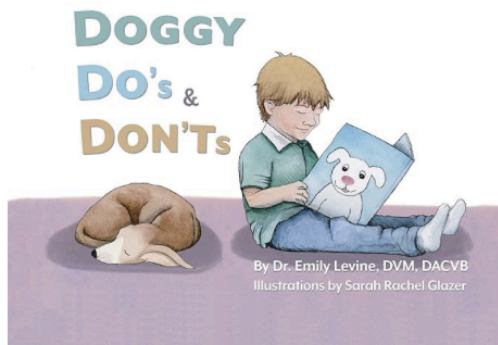
Ph: 1800 000 776

Online learning hub: <https://learninghub.nsw.rpobookings.com.au>

Presentations, activities, safety messages, songs, game, movie.

Email: info@pets.nsw.gov.au

Book:



Videos (on YouTube)

Dogs you know - Be safe (1 min 37 sec)

4 guidance rules for interaction with dogs

<https://www.youtube.com/watch?v=JZGOEYkfVwE>

Be Safe - Dog bite prevention video for kids - Good Dog in a Box

<https://www.youtube.com/watch?v=HqIFuQfL8Lo>

Dog Safety for Children - Woodgreen Pets Charity (6min 5sec)

<https://www.youtube.com/watch?v=CgEC7kBjujk>