

RISK ASSESSMENT ACTION PLAN – SUPERVISION

The Education and Care Services National Law and Regulations require services to *‘ensure that a risk assessment is conducted to identify potential emergencies that are relevant to the service’* (Section 97 (2)) and *‘ensure that every reasonable precaution is taken to protect children... from harm and from any hazard likely to cause injury’* (Section 167). Taking precautions involves carrying out risk assessments within your Service to assess the risks and plan how to manage them.

Working in conjunction with the *Risk Assessment Guide, Supervision Policy and Procedure*, this Risk Assessment Action Plan identifies potential hazards that may occur at the service while education and care is being provided to children in relation to supervision and specifies actions to be taken to minimise or control the impact of any risk provided at the Service.

IN CASE OF EMERGENCY DIAL 000					
SERVICE DETAILS IN CASE OF AN EMERGENCY					
Service Name	Moama & District Preschool Centre Inc	Phone Number	03 54 821 224	Email Address	moama.preschool@bigpond.com
Physical Address	16-18 Regent St Moama			Nearest Cross Street	Francis st Moama
Nominated Supervisor name	Narelle Blachford	Total number of staff in attendance each day	Minimum two staff for each group. Director and Office manager	Number of children attending each day	Max 40 children.

EMERGENCY SITUATION RISK ASSESMENT STEPS – Refer to the *Risk Assessment Guide*

Step 1	Identify the hazard or potential hazard. Use <i>Guiding Questions</i> to be aware of potential risks.
Step 2	Assessing the risk of harm or potential harm. <i>Likelihood and Consequences</i> .
Step 3	Risk Rating Matrix
Step 4	Risk Assessment Action Plan
Step 5	Evaluate and Review

STEP 1 - GUIDING QUESTIONS	YES	NO	IF NO:
Does the service hold a <i>Supervision Policy</i> ?	*		
Has the <i>Supervision Policy</i> been reviewed and updated on a regular/yearly basis?			New policy separated from child safe environment policy
Have staff and families been involved in the review of the <i>Supervision Policy</i> ?			Staff have, now moving to families and community and children.
Is information regarding the <i>Supervision Policy</i> and Procedures available to new and existing staff through the induction and orientation program and <i>Staff Handbook</i> ?	*		

Is information regarding the <i>Supervision Policy</i> and Procedures available to students and volunteers through the induction and orientation program and <i>Student and Volunteer Handbook</i> ?	*		
Are all staff aware of the <i>Supervision Procedure</i> and active supervision techniques?	*		
Are educator to child ratios maintained at all times, based on the ages and number of children being educated and cared for at the Service?	*		
Are regular safety checks conducted to ensure the environment are free from hazards?	*		
Has supervision been considered during emergency evacuations?	*		
Has a <i>Transportation Risk Assessment Management Plan</i> been completed which takes into consideration supervision practices when transportation is provided or arranged by the service?	*		
Has a <i>Safe Sleep Practices Risk Assessment</i> been completed which takes into consideration supervision practices when children are resting or sleeping?	*		
Is supervision of sleeping children active, effective and frequent in accordance to the <i>Safe Sleep Policy and Procedure</i> ?	*		
Has an <i>Excursion Risk Assessment</i> been completed which takes into consideration supervision practices when children are participating in an excursion or regular outing?	*		
Has a <i>Transportation Risk Assessment</i> been completed which takes into consideration supervision practices while children are being transported?	*		
Are Risk Assessments completed with supervision taken into consideration?	*		
Are regular 'head counts' or roll calls conducted during the day to ensure staff are aware of each child's location?	*		

Are activities and experiences planned carefully with consideration to activities or experiences which may require higher supervision?	*		
Are adequate supervision techniques taken into consideration when preparing a <i>Nappy Change Procedure</i> ?	*		
Are educators who are under eighteen (18) years of age adequately supervised by an educator over the age of 18 at all times and are not left alone with children at any time?	*		
Are educators aware of where children are at all times?	*		
Has the roster been developed to ensure ratios are maintained at all times?	*		
Is a staff member or Nominated Supervisor present at the service to account for children when they embark and disembark the vehicle at the service premises?			Not use vehicles
Do educators position themselves in a way that enables them to observe the maximum area possible?	*		
Do educators communicate and collaborate with others to ensure the effective supervision of children within the Service?	*		
Do educators ensure that no child is left alone while eating or at nappy change and toileting times?	*		
Are supervision strategies and techniques discussed and reviewed as a team?	*		
Do educators respond quickly and immediately to children that appear distressed or in an unsafe situation?	*		
Do educators implement active supervision techniques where they: <ul style="list-style-type: none"> ● engage with children during play or learning ● regularly scan the environment 	*		

<ul style="list-style-type: none"> • avoid standing with their backs to children • avoid undertaking tasks that will distract them • observe children’s play and intervene where necessary • monitor children transitioning between different play spaces 			
Do educators implement vigilant strategies for hygiene requirements including regular handwashing, toileting, cough and sneeze routines?	*		
Do educators ensure that hazardous equipment and chemicals are inaccessible to children?	*		
Does management and educators regularly evaluate the effectiveness of the supervision plan and make changes as required?	*		

STEP 2: ASSESSING THE LIKELIHOOD		ASSESSING THE CONSEQUENCES	
Almost certain	Has occurred on an annual basis (or more frequently) in the past	Critical	Extreme risk. Death or permanent disability or multiple serious injuries. Loss of or catastrophic damage to premises. Risk needs careful planning and consideration required before going ahead- consultation and guidance required-policies/procedures/external professionals.
Likely	Has occurred in the past few years	Major	High risk. Complete a risk assessment and consider if risk is worth accepting. Serious long-term injury or illness could occur. Major damage to premises.

Possible	May occur at some stage (has occurred at least once in the history of the Service)	Moderate	Medium risk. Deal with the hazard as soon as possible. Complete risk assessment to implement control measures to manage and reduce risk. Medical attention may be required.
Unlikely	Has never occurred within the Service but has been known to infrequently occur in similar early education and care services in the local geographic area	Minor	Low risk. Deal with the hazard when able- implement effective control measures to reduce risk. First aid may be required. Minor damage to premises. Unlikely to cause long-term problems.
Practically impossible	It is not known to have occurred in any similar early education and care service within the local geographic area	Insignificant	Very low risk. Deal with the hazard when able. No first aid required. No interruption to general operations. Damage to premises unlikely.

STEP 3: RISK RATING MATRIX. Use the Risk Score Matrix to identify and assess risks. Record the Risk Ranking within the Risk Assessment below						
LIKELIHOOD	CONSEQUENCE LEVEL					
		Critical	Major	Moderate	Minor	Insignificant
	Almost Certain	Extreme	Extreme	Extreme	High	Medium
	Likely	Extreme	Extreme	High	Medium	Medium
	Possible	Extreme	High	Medium	Medium	Low

	Unlikely	High	Medium	Medium	Low	Very Low
	Practically Impossible	Medium	Medium	Low	Very Low	Very Low

STEP 4: RISK ASSESSMENT ACTION PLAN						
ITEM	EVENT OR ACTIVITY	HAZARD IDENTIFICATION (What could go wrong?)	RISK RANKING [use matrix]	ELIMINATION OR CONTROL MEASURES	RESPONSIBILITY	
					WHO	WHEN
1	e.g. Child leaving the environment without educator supervision	The child may be at risk of wandering off, or being exposed to potential hazards, such as unsafe equipment or chemicals.	High	Door/gates to remain closed at all times Signage on door to remind families to keep the door/gates closed at all times Educator ratios to be maintained at all times Regular 'head counts conducted every hour Educators to avoid having their backs to children	All staff/ educators	At all times
2	Child entering into a room without an educator in the room or aware	Child could play indoors, hurt themselves and no educator is aware	low	Educators to supervise children's movements, regular head counts communicated across the team.	All staff/ educators	At all times
3	Child opening small side gate at the building and going into this area	Could be dangerous items/rubbish stored in this area	low	Door/gates to remain closed at all times Signage on door to remind families to keep the door/gates closed at all times Educator ratios to be maintained at all times Regular 'head counts conducted every hour Educators to avoid having their backs to children Educators to be aware of children playing in this area near the fence	All staff/ educators	At all times

4	Child leaving the building when parent/carer is still in locker room (eg another parent holds front door open)	Child in front yard unsupervised, could easily sneak out front gate and onto road	med	Door/gates to remain closed at all times Signage on door to remind families to keep the door/gates closed at all times Educator ratios to be maintained at all times Regular 'head counts conducted every hour Educators to avoid having their backs to children	All staff/educators	At all times
5	Child leaving the building/premises when parent is still in the Centre, eg another parent opens front gate and child walks out	Child entering the road where cars are parked etc	low	Door/gates to remain closed at all times, remind families to supervise their children in particular not stop and chat to families if children have gone out the front door. Signage on door to remind families to keep the door/gates closed at all times	All staff/educators	At all times
6	Child going out locker room when no educators inside or when group is inside	Child enters foyer, unsupervised, could potentially move a chair to open larger foyer door front entrance. (there is gates here still)	low	Door to be locked 15 minutes after session begins. Staff to do regular checks Children reminded the locker area is not a play area Staff to be aware of children if they enter locker area to ensure they come back out. Door/gates to remain closed at all times, remind families to supervise their children in particular not stop and chat to families if children have gone out the front door. Signage on door to remind families to keep the door/gates closed at all times	All staff/educators	At all times
7	Child entering kitchen area unsupervised	Even though all items here that are dangerous are in locked cupboards, child may well be able to open these access to chemicals such as dishwasher liquid etc,.	low	Kitchen door to be closed 15 minutes after session begins. Staff to do regular checks of this area as bench area can be hard to see over. Children reminded the kitchen area is not a play area and talk to children about risks in this area. Staff to supervise all children who enter this area.	All staff/educators	At all times

8	Children moving into unsupervised area such as outdoors when the group is inside.	Open to potential risk as there is no educator present to support and supervise.	med	Educators to supervise children's movements, regular head counts communicated across the team.	All staff/educators	At all times
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STEP 5: EVALUATE AND REVIEW						
THE SUPERVISION RISK ASSESSMENT HAS BEEN DEVELOPED IN CONSULTATION WITH MANAGEMENT/EDUCATORS/FAMILIES OF THE SERVICE						
Plan prepared by	Full Name		Role/Position		Signature	
Plan prepared in consultation with	Full Name		Role/Position		Signature	
Communicated to all relevant staff	Y / N	Comment if needed				
Approved provider authority	Full Name		Signature		Date	
Risk assessment evaluation and review date Monitor the effectiveness of the controls and change if necessary	Date		Actions required			