

Vacation Care Risk Assessment

Name of Day: Sports and a
Snag

Date: 9/10/2020

Number of children: 75

Number of Educators/Adults: 7

Transport Method: /

Commencement Time: 10 am

Conclusion Time: 12pm

Venue Address: 128 Kent street, Epping

Description of the Activities: Sports, art

Items to be taken on the excursion: /

Which risk assessment safety points are relevant for today? (Please tick)

☒ Adventure Play

☐ Animals

☒ Art & Craft / Creative activities

☐ Bushland/Water environments

☒ Children with additional needs

☒ Food & Cooking

☒ Media & Entertainment

☒ Sport/Physical activity

☐ Water Play

☐ Excursion travel

☒ Infectious Diseases

Ensure risk assessments are available to parents on the day, that they have been read by all staff involved and any relevant risk preventative measures are illustrated to children.

Is a site visit required? Yes ☒ No

If yes, please record name of staff member conducting site visit as well as the date of the visit.

Is there a site-specific risk assessment for the venue? ☒ Yes ☐ No

If yes, please print and make available to all staff and parents.

Other than risks presented in the above documents, please outline any activity specific risks on the table on page 2.

RISK ASSESSMENT FORM TEMPLATE

Potential Hazard	Who is at Risk?	Existing control measures	Risk Rating	Preventative Measures	Responsibilities
Spills	The children may slip/fall	<ul style="list-style-type: none"> The use of wet floor signs if there has been a large spill 	3	<ul style="list-style-type: none"> Giving clear instructions to not walk around with paintings and water cups for paint brushes 	Educators have a responsibility to keep an eye on all the children and clean up any spills straight away to prevent accidents
Electricity	The children	<ul style="list-style-type: none"> Power points have flip over plastic case to cover electrical points Regular testing of electrical items takes place in line with school policies 	2	<ul style="list-style-type: none"> For vacation care we can bring or use the insertable power point covers as these are safer and harder for children to pull out and play with 	Educators have the responsibility to watch over children and make sure they aren't playing with or touching power points of electrical items
First Aid Requirement (Due to an accident occurring in sporting activities)	The Children	<ul style="list-style-type: none"> Ensure first aid kit present All staff trained First Aid/ CPR 	3	<ul style="list-style-type: none"> Educators to continue to monitor the children and ensure that all children are participating responsibly and safely. 	Educators have a responsibility to keep an eye on all the children and perform first aid when required they can also ask for assistance from sporting company as all coaches are trained in first aid as well.
Allergies, Anaphylaxis and Dietary requirements (Relating to eating sausages and bread)	The Children/Staff	<ul style="list-style-type: none"> Ensure first aid kit present All staff trained First Aid Staff to inform children what the possible allergens and meats are present in the food. Dietary list that will be known to staff at the start of the 	3	<ul style="list-style-type: none"> Educators will identify products in the food that children either have a dietary issue or allergic reaction to. Provide a substitute to these products Identify children at the start of the day that will be impacted by this issue. 	Educators responsibility to perform first aid if required and to know which children are impacted by this risk.

		day with all children that have dietary requirements and allergies.			
Fear of anxiety relating to sport/physical activity	All Children	<ul style="list-style-type: none"> Ensure all children and staff are briefed on the specifics of physical activity before it commences and the appropriate behaviour expected 		<ul style="list-style-type: none"> Aim to provide more one on one assistance, guidance and supervision to the child(ren) effected if required. 	Educators to be performing active supervision.

Risk Assessment Matrix

Consequences / Impact	Probability / Likelihood			
	Very Likely Could happen at any time	Likely Could happen some time	Unlikely Could happen but very rare	Very Unlikely Could happen but probably never will
VERY HIGH - Kill or cause permanent disability or ill health	1	1	2	3
HIGH - Long term illness or serious injury	1	2	3	4
MEDIUM - Medical attention and several days off work	2	3	4	5
LOW - First Aid required and no time off work	3	4	5	6

Risk assessments are conducted to ensure that there is correct and reasonable supervision carried out for activities. If you believe an activity requires ratios other than 1:15 for an in-Centre day and 1:10 for an excursion day, please note this down in the preventive measures column and alert the Centre director to ensure appropriate planning occurs.

Name of educator completing this risk assessment: Jenna Mackaway



Risk Management

Determining the Level of Risk

This document can be used to identify the level of risk and help to prioritize any control measures.
Consider the **consequences** and **likelihood** for each of the identified hazards and use the table to obtain the risk level.

			Consequences				
			1 – Insignificant Dealt with by in-house first aid, etc	2 – Minor Medical help needed. Treatment by medical professional/hospital outpatient, etc	3 – Moderate Significant non-permanent injury. Overnight hospitalisation (inpatient)	4 – Major Extensive permanent injury (eg loss of finger/s) Extended hospitalisation	5 – Catastrophic Death. Permanent disabling injury (eg blindness, loss of hand/s, quadriplegia)
Likelihood	A -	Almost certain to occur in most circumstances	High (H)	High (H)	Extreme (X)	Extreme (X)	Extreme (X)
	B -	Likely to occur frequently	Moderate (M)	High (H)	High (H)	Extreme (X)	Extreme (X)
	C -	Possible and likely to occur at some time	Low (L)	Moderate (M)	High (H)	Extreme (X)	Extreme (X)
	D -	Unlikely to occur but could happen	Low (L)	Low (L)	Moderate (M)	High (H)	Extreme (X)
	E -	May occur but only in rare and exceptional circumstances	Low (L)	Low (L)	Moderate (M)	High (H)	High (H)

How to Prioritise the Risk Rating

Once the level of risk has been determined the following table may be of use in determining when to act to institute the control measures.

Extreme	Act immediately to mitigate the risk. Either eliminate, substitute or implement engineering control measures.	Remove the hazard at the source. An identified extreme risk does not allow scope for the use of administrative controls or PPE, even in the short term.
High	Act immediately to mitigate the risk. Either eliminate, substitute or implement engineering control measures. If these controls are not immediately accessible, set a timeframe for their implementation and establish interim risk reduction strategies for the period of the set timeframe.	An achievable timeframe must be established to ensure that elimination, substitution or engineering controls are implemented. NOTE: Risk (and not cost) must be the primary consideration in determining the timeframe. A timeframe of greater than 6 months would generally not be acceptable for any hazard identified as high risk.
Medium	Take reasonable steps to mitigate the risk. Until elimination, substitution or engineering controls can be implemented, institute administrative or personal protective equipment controls. These "lower level" controls must not be considered permanent solutions. The time for which they are established must be based on risk. At the end of the time, if the risk has not been addressed by elimination, substitution or engineering controls a further risk assessment must be undertaken.	Interim measures until permanent solutions can be implemented: <ul style="list-style-type: none">□ Develop administrative controls to limit the use or access.□ Provide supervision and specific training related to the issue of concern. (See Administrative Controls below)
Low	Take reasonable steps to mitigate and monitor the risk. Institute permanent controls in the long term. Permanent controls may be administrative in nature if the hazard has low frequency, rare likelihood and insignificant consequence.	

Hierarchy of Control Controls identified may be a mixture of the hierarchy in order to provide minimum operator exposure.

Elimination	Eliminate the hazard.
Substitution	Provide an alternative that is capable of performing the same task and is safer to use.
Engineering Controls	Provide or construct a physical barrier or guard.
Administrative Controls	Develop policies, procedures practices and guidelines, in consultation with employees, to mitigate the risk. Provide training, instruction and supervision about the hazard.
Personal Protective Equipment	Personal equipment designed to protect the individual from the hazard.



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Risk Management

Physical Education Lessons

Conducted: May 2020

Review date: July 2021

Identify Hazards and subsequent Risks	Analyse Risks Evaluate Risks			Identify and evaluate existing risk controls			Further Risk Treatments
Hazards/Issues/Risks	Consequence	Likelihood	Risk level	What we are doing now to manage this risk.	Effectiveness of our strategies	New risk level	Further action needed Opportunities for improvement
Surface Damage	1	D	L	Inspecting, Fixing and Reporting	Moderate	L	Test and repair surface prior to program
Surface free of obstructions	1	E	L	Checking and maintaining area in a free condition	Moderate	L	Walk around identification of hazards on regular basis
Lesson area should be clear	1	D	L	Allocate area as it's seen as suitable and away from all obstructions	Highly	L	Have a ratio of space to children incorporated into lesson design
Teacher Qualification	1	E	L	All teacher require NESA accreditation and/ or a min. of 2 years teaching experience	Highly	L	Make training compulsory prior to inception into coaching ranks. Develop a mentoring program.
First Aid Qualification	1	D	L	Teacher to have adequate and current first aid training	Moderate	L	Make first aid currency compulsory for our teachers
Sun protection	1	E	L	Reminding and enforcing adequate sun protection guidelines	Highly	L	Reiterate sun smart policy of school and provide positive role model
Equipment or Apparatus is child appropriate & safe	1	D	L	Testing and inspecting the condition and adequacy of equipment for children's use	Moderate	L	Regular safety checks and annual inspections of all equipment and apparatus
Equipment or Apparatus set up and use	2	D	L	Set up and use of the modified equipment specific for primary ages is conducted by a qualified educator	Highly	L	Use of equipment and apparatus is developed based on high concern in safety and appropriate for primary ages
Surrounding structures & supports are padded	1	C	L	Check padding is applied to all posts and safety measures put in place for other structures	Highly	L	Inform school of necessity to this action
Heat Exhaustion	2	D	L	Children more likely to suffer and are advised to use adequate sun protection and sufficient water made available	Highly	L	Remind schools to administer sun safe policy and make sure of easy access to water
Sports shoes to be worn for activity	1	C	L	Checking footwear prior to clinics commencing	Highly	L	Remind participants of this requirement and reduce exceptions. Slow down games if shoes are incorrect type
Medical kit is available, including ice.	1	E	L	Check school provides one and location within the premises	Highly	L	Educator to supply their own as required
External Teachers upholding to safe school expectations	1	E	L	Qualifying and training our teachers on school expectations in respect to safe schools and child protection	Highly	L	Teachers read and complete the list of school expectations shown in Appendix A



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Identify Hazards and subsequent Risks	Analyse Risks Evaluate Risks			Identify and evaluate existing risk controls			Further Risk Treatments
Participants to remove all loose jewellery	1	D	L	Students are checked and instructed on this regulation	Moderate	L	Have the teachers re-enforce this rule and perform regular checks
Collision due to poor movement skills	2	C	L	Make activities and games progressive for skill development and appropriate for Stage of pupils	Highly	L	Recognise pupils skill levels and any disabilities within the group. Educators trained in class management
Assert that contact is not allowed and not tolerated	1	C	L	All participant are taught and reminded of this rule throughout the lesson	Highly	L	Have the teachers re-enforce this rule and educators remind pupils of fair play
Trip due to nature of the game	2	D	L	Develop skills in order of program design to minimize this possibility	Highly	L	Educators are trained in generic teaching principles and class management for prevention
Possible facial injury with players hit in the face by ball	2	D	L	If participant is seen as playing unsafely or not by instruction they will be removed from lesson	Moderate	L	Teacher or supervisor is made aware of this situation
Students playing unsafely	2	C	M	Instruct students about expected behaviour and control activity with rules and specifically modified games	Moderate	L	Incorporate safe play message into every lesson
Injury to adult member requiring medical attention	1	D	L	Notify centre/school. Find an immediate replacement to remove students and control the situation.	Highly	L	Assessments made on continued capability of adult
Responsibility for first aid and process	1	D	L	Establish who is responsible for any first aid requirements and the process involved	Highly	L	Communicate with teachers and Principals to establish protocol
Balls and inflatable equipment	1	D	L	Be aware that balls need to be properly inflated to correct capacity and handled with safety in mind	Highly	L	Instruct pupils of the safety considerations when playing with balls and develop skills accordingly
Use of small equipment and tools	2	D	L	Supervise pupils with solid equipment at all times and caution on use or misuse	Highly	L	Instruct pupils of the safety considerations when playing with equip and develop skills accordingly
Large portable equipment that's constructed onsite	2	E	L	Maintain, assemble and secure portable equipment as per instructions	Highly	L	Maintain parts and assembly. Secure as required if left on site and instruct teachers on availability to use outside the lesson delivered
Unsafe and stressful subject skills in PDHPE syllabus	3	C	H	Deliver highly modified lessons that eliminate stressful activities such as forward rolls and handstands	Highly	L	Replace these subject skills with activities that promote success and provide modified equivalent outcomes
Highly contagious virus and spreading via contact	3	C	H	Heightened hygiene and social distancing measures as per appendix B	Highly	L	Instruct students of new safety considerations in respect to preventing the spread of viruses
External teacher illness and school attendance	3	D	M	Closely monitor the wellness of our teaching staff before and during attendance	Highly	L	Immediately replace any teacher showing signs of illness with available staff member



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Risk Management

A. Safe School expectations and Child Protection obligations

As an external teacher engaged to work in various schools, our conduct is subject to a high level of scrutiny to ensure a safe school environment for all. Our attendance on the school site or involvement in a school activity is subject to standard safe school expectations as set out below;

- ☐ I will operate under the supervision and direction of staff at all times while on the school site and/or during the school activity
- ☐ I will abide by all relevant Work, Health and Safety legislation while on the school site and/or during the school activity
- ☐ I will maintain appropriate boundaries with all students and staff
- ☐ I will not be alone with any student unless approved by the Principal or Principal's delegate for the purpose of providing an educational service
- ☐ I will not exchange any phone number or connect with any student through social media unless approval is otherwise provided by the Principal
- ☐ I will not take photographs of any student unless approval is otherwise provided by the Principal
- ☐ I will immediately advise the Principal or the Principal's delegate if I witness student behaviour that concerns me
- ☐ I will immediately advise the Principal or the Principal's delegate if a student approaches me with a concern
- ☐ I will not use student bathrooms or change areas
- ☐ I will not use the school canteen facilities without prior approval from the Principal or the Principal's delegate
- ☐ I will not consume alcohol, tobacco or any illegal substance on the school premises or prior to arriving at school
- ☐ I will address critical incidents according to school policy and guidelines
- ☐ I will respect the privacy and confidentiality of all student and staff information that I become aware of in the course of my work with the school
- ☐ I have not been refused a Working with Children Check (WWCC) under the Child Protection (Working with Children) Act 2012 (NSW)
- ☐ I have not had a Working with Children Check (WWCC) cancelled under the Child Protection (Working with Children) Act 2012 (NSW)
- ☐ I am not currently subject to a bar on engaging in child-related work under the Child Protection (Working with Children) Act 2012 (NSW)
- ☐ I have not been charged with or convicted of any criminal offence involving a child under the age of 18 either in Australia or overseas
- ☐ I have not been accused of any sexual offence or abuse of a child or adult; physical or emotional abuse of a child, or neglect of a child
- ☐ I have not been the subject of an apprehended violence order involving a child
- ☐ I have not been the subject of a complaint relating to a breach of professional boundaries
- ☐ There is no reason that I might be considered unsafe to work with children
- ☐ I have not been in close contact with a person or persons who has been assessed as having COVID-19
- ☐ I do not have any signs and symptoms: such as fever, cough, shortness of breath that could relate to COVID-19



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B. Guidelines during virus risks and restricted conditions

1. Heightened hygiene measures
 - a. Everyone must practice vigilant hygiene to protect against infection and prevent viruses spreading.
 - b. Heightened hygiene includes:
 - i. covering your coughs and sneezes with your elbow or a tissue
 - ii. disposing of tissues properly
 - iii. washing your hands often with soap and water, including before and after lessons
 - iv. actively promote good hand hygiene
 - v. providing and using alcohol-based hand sanitisers
 - vi. cleaning and disinfecting all equipment & used surfaces
 - vii. if you show signs of any sickness, do not attend school
 - viii. if you have been in contact with infected person, do not attend school
 - ix. controlling and maintaining social distance of more than 1.5 metres
2. Social distancing
 - a. One way to slow the spread of viruses is by social distancing
 - b. Obvious measures:
 - i. staying at home when you are unwell
 - ii. avoiding large groups and classes if they're not essential
 - iii. keeping a distance of 1.5 metres between you and students whenever possible
 - iv. avoiding physical contact at all times
 - c. Teach modified programs and lessons to cater for social distancing, i.e. Individual PE
 - d. Teach modified programs and lessons that limit use of shared equipment, i.e. no gymnastics
3. Instruct students to use personal water bottles and not allow use of shared water dispensing systems, i.e. bubblers
4. Replace any teacher showing signs of any sickness resembling virus symptoms, i.e. dry cough, mild fever, shortness of breath
5. Take practical steps to ensure that proposed activities do not increase a risk to the health and safety of themselves or students



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Risk Management

C. Extra guidelines for safety during lessons

1. Teacher has current First Aid qualifications.
2. Control Process for Risk;
 - a. Eliminate
 - b. Substitute
 - c. Isolate
 - d. Protect
3. Use common sense when assessing the safety of a situation.
4. Teacher Ratio is met as per DET guidelines.
5. Assess the safety of venue and personnel involved.
6. Active supervision.
7. Ensure special medical needs are noted and met
 - a. Asthmatic
 - b. Anaphylaxis
8. Sun Smart and Hydration policy
 - a. Always wear a hat
 - b. Apply sunscreen
 - c. Provide adequate drink breaks
9. Appropriate clothing/footwear is worn.
10. Loose jewelry is removed or taped, long hair is contained, long fingernails are taped.
11. Appropriate warm-up and cool-down procedures are followed appropriate for conditions
12. Infectious diseases (Blood Rule Procedure);
 - a. All clothing, equipment and surfaces contaminated by blood must be viewed as potentially infectious and treated accordingly.
 - b. A student who is bleeding must be removed immediately from the activity and not permitted to return until:
 - i. the source of the bleeding has been controlled, the wound dressed and securely covered
 - ii. any blood covered body area has been cleaned thoroughly and any blood covered clothing or equipment has been cleaned or removed.
13. Respond to critical incidents as per school policy. This relates to any experience with unusually strong emotional reactions which have the potential to interfere with students ability to function either at the time the situation arises or later, i.e. witnessing a serious injury