

Risk Assessment – Yarralea Children’s Centre –Bush Kinder Program – Darebin Parklands Mt Puffalo Site

Topic	Benefit	Risk	Risk Evaluation			Risk Controls			Further Risk Treatments
			Consequence	Likelihood <i>This is the chance of the event happening without managing the risk</i>	Risk Level <i>(i.e. without risk controls)</i>	How will we manage the risk	Estimated Effectiveness of our Strategies <i>(i.e. do the proposed management strategies reduce the likelihood of the risk?)</i>	New Risk Level <i>(i.e. with risk controls in place)</i>	Further action needed Opportunities for improvement
Normal play in an outdoor environment	Children learn about taking risks and the consequences of taking risks.	Risk 1: Bruises, scratches, minor cuts, minor muscle twists, nose bleeds, and bumps.	Insignificant	Almost Certain	Moderate	Education and discussion with children and educators about safe play practices (appropriate/inappropriate ways to use a stick).	It is estimated that these risk management strategies will reduce the likelihood of injuries occurring due to unsafe play to possible, and therefore the overall new risk rating to 'low'.	Risk 1: Low Risk 2: Moderate/Low	If an injury occurs the following steps will be undertaken: <ul style="list-style-type: none"> • Give First Aid; • Call ambulance if required; • Call injured child's parents/carers; • If necessary gather and calmly evacuate other children; • Notify Park Ranger; • Complete an Incident Report; • Notify DEECD where required by regulations; • Contact VMIA (insurer) for advice (liability/claims management).
	Access to the rich outdoors fulfils children's need for excitement and provides safe avenues to explore risks.		Minor/ Moderate	Possible	Moderate/ High	Constant adult supervision and intervention where required to remind children of the safety rules.	It is estimated that these risk management strategies will reduce the likelihood of danger arising from 'possible' to 'unlikely' and therefore the overall new risk rating to 'moderate/low'.		
	Active outdoor play may avoid illness associated with reduced activity levels.	Children to be reminded of safe running areas and no running through the centre as there are tripping hazards in the long grass							
	Children have the opportunity to engage in active play that requires large motor movements.	Children to be told at the start of the session and during the session if changed conditions present new risks ie slippery logs after rain							
Minor injuries that occur during outdoor play allow children to develop resilience and an ability to assess their behaviour and evaluate what they would do in the same situation next time.	Risk 2: Broken bones, sprains, cuts requiring stitches, facial injuries and other injuries requiring medical attention at a doctor's practice, dentist or hospital.				Stocked First Aid Kit and operational mobile phone carried at all times.				
					Level 2 (HLTFA311A) First Aid trained staff				

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	<p>These strategies hold them in good stead when faced with serious risks and complicated challenges in the future.</p> <p>Risk taking in outdoor play fosters children’s learning and development.</p> <p>Parents/carers can develop an understanding of realistic (as opposed to the exaggerated) risks of outdoor play and therefore provide ample opportunity for their children to engage in these worthwhile experiences.</p>					<p>A <i>Play Benefit and Risk Policy</i> has been implemented to explain to parents why children are allowed these risks, what is an allowable risk and how risks are mitigated.</p>			
Weather	<p>Children have authentic experiences of different weather conditions (i.e. rain, wind, sun, mud, rainbows, warmth and cold).</p> <p>Children have a connection with the seasons and plant cycles.</p> <p>Children have the opportunity to learn about self care and managing their body’s needs.</p>	<p>Heat</p> <p>Storm</p> <p>High Wind</p> <p>Hail</p> <p>Fire</p> <p>Thunderstorm</p> <p>Asthma</p>	<p>Minor</p> <p>Catastrophic</p>	<p>Possible</p> <p>possible</p>	<p>Moderate</p> <p>extreme</p>	<p>Monitor weather conditions on the Bureau of Meteorology (BOM) app ahead of and during each session.</p> <p>On wet days when the grass is still wet in the afternoon, children walking back to YCC may walk across grass in gumboots and change into runners at the path to maintain dry feet as much as possible</p> <p>In accordance with the Bush Kinder Program: Extreme Weather Policy, sessions shall be cancelled if the BOM</p>	<p>Cancelling the session eliminates the risk of danger occurring on that day.</p> <p>It is estimated that these management strategies will reduce the likelihood of danger arising from being caught in hazardous weather from ‘possible’ to ‘unlikely’, reducing the</p>	<p>There is zero risk where session is cancelled</p> <p>Where hazardous weather arises whilst on the site, the new risk level is low.</p>	<p>If injury occurs as the result of hazardous weather, the following steps will be undertaken:</p> <ul style="list-style-type: none"> • Give First Aid; • Continue to evacuate the other children to a safe point; • Call ambulance if required; • Call injured child’s parents/carers; • Notify Park Ranger;

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					<p>forecast on the day of a Bush Kinder Session:</p> <p>a) temperatures above 30 degrees Celsius at 11am (for 4 year old program) or above 22 degrees Celsius at 12 pm (for 3 year old program) on the day of the session .</p> <p>2. b) Or if the BOM forecasted temperature is above 30 degrees at 2pm the group will walk back after lunch (4 year old program only)</p> <p>3. c) Wind speeds above 40kmph;</p> <p>4. d) Thunder Storm;</p> <p>5. e) Heavy rain;20+ mls of rain predicted with 70%+ over course of the day</p> <p>6. f) and/or</p> <p>7. g) a Total Fire Ban Day.</p> <p>8. h) Thunderstorm asthma forecast high</p> <p>If the forecast is above 30 degrees, cancel 4 yo program. If above 22 degrees, cancel 3 yo program. Parents will be notified by SMS by 7am on the day of the session if Bush Kinder is to be cancelled. Alternative, weather-responsive kinder sessions will therefore take</p>	<p>overall new risk rating to 'low'.</p>		<ul style="list-style-type: none"> • Complete an Incident Report; • Notify DEECD where required by regulations; • Contact VMIA (insurer) for advice (liability/claims management). <p>Communicate with Ranger following extreme weather for re-entry site checks.</p> <p>Educators also do a re-entry site check.</p>
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						<p>place at Yarralea Children’s Centre on that day.</p> <p>Where unexpected hazardous weather or environmental factors (i.e. a fire) arise once the session has commenced the children will be gathered, roll calls taken and then evacuated to the Rangers Hut or picnic shelter in the Darebin Parklands in accordance with the <i>Bush Kinder Program: Emergency Evacuation Policy</i>. Educators will assess the most appropriate course of action to take from there, i.e. wait until the weather has passed and resume the session (or walk children back to Centre).</p> <p>Stocked first aid kit and operational mobile phone carried at all times.</p> <p>Level 2 (HLTFA311A) First aid trained staff</p> <p>Further, to manage the risk of sunburn/heat stroke:</p> <ul style="list-style-type: none"> - the Centre’s <i>Sun Protection Policy</i> is applied (i.e. hats must be worn, T-shirt minimum covering, sunscreen application procedure is implemented as per same policy at centre); - Children are reminded about sun 		
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						<p>protection e.g. wear hat, sunscreen, t-shirt minimum, seek shade, drink water regularly;</p> <p>- Children bring water bottles and clean drinking water is provided at the site.</p>			
Transport	Children learn the importance of safety in relation to transport, including road, bike and other vehicles in an authentic and regular way as part of the program	Child being hit by car, truck, bike, vehicle or train	Catastrophic	Possible	Extreme	<p>Discussion with the children about safe walking around the parklands. Children are taught to stop at paths and look each way. Staff are vigilant in being aware of Rangers vehicles.</p> <p>1:7 Adult/child ratio and constant supervision for the walk back from Bush Kinder</p> <p>Discussion with children about the procedure for crossing roads and train tracks.</p> <p>Procedure for crossing the road will be:</p> <p>The Children walk on the footpath in pairs. An adult leads and follows each group and other adults are placed throughout the group if available. To ensure safe passage across the road, the children hold hands in pairs and the group split into two groups. The leading educator stops a few metres away from the curb and puts the croozer brakes on. The children are told to stay behind the croozer while the adult pushes the button. The group crosses</p>	It is estimated that these management strategies will reduce the likelihood of the risk from 'Possible' to 'Rare', reducing the overall new risk rating to 'high'.	High	<p>If a person is hit by a vehicle or train, the following steps will be undertaken:</p> <ul style="list-style-type: none"> • Give First Aid; • Call ambulance and police; • Gather and calmly remove other children from the area; • Call injured child's parents/carers; • Complete an Incident Report; • Notify DEECD where required by regulations; • Contact VMIA (insurer) for advice (liability/claims management); • Organise de-brief counselling for staff, parents and children as necessary.

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						<p>when the pedestrian lights are green whilst continually checking for traffic. The second group repeats. The groups will walk close by, will hesitate at driveways and the teacher will explain the importance of checking for cars at these points.</p> <p>At the rail crossing the teacher will stop and if the gates are open check for trains and will lead the group across if safe. If gates are closed (or closing) the teacher stops the group until the train has passed and gates are open.</p> <p>Boundary rope at the Southern end of the site near the Innovation Centre to be kept up until the end of the session to stop mulch trucks coming on site. The drivers depend on this to know if the space is being used.</p>			<p><u>Opportunities for improvement:</u></p> <p>Regular staff reflection on the crossing process.</p>
<p>Water</p> <p><i>There is a pond approx. 30 metres and another 40 metres away</i></p> <p><i>Children visit the Darebin creek and ponds on walks</i></p>	<p>Children become aware about open water and learn about water safety and risks associated with, and appropriate behaviour around water.</p> <p>Children learn about water habitats for animals, and seasonal and weather changes to the water bodies.</p> <p>Children learn about water contamination.</p>	<p>Falling in water</p> <p>Drowning/ near drowning</p>	Catastrophic	Possible	Extreme	<p>The boundary is at least 30-40 metres from water.</p> <p>1:9 (4s) 1:6 (3s) Adult/child ratio and constant supervision.</p> <p>All adults to be made aware in the induction about the proximity to water access .</p> <p>Head counts conducted regularly and initialled on sign in sheet.</p>	<p>It is estimated that these management strategies will reduce the likelihood of the risk of drowning/near drowning from ‘possible’ to ‘rare’ reducing the overall new risk rating to ‘High’.</p>	High	<p>In the event of a drowning/near drowning occurring, the following actions would be undertaken:</p> <ul style="list-style-type: none"> • Give First Aid; • Call ambulance if required; • Remove other children from environment - gather remaining children away from the area and calmly prepare

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	<p>Children learn about why not to feed the ducks.</p> <p>Children appreciate and develop: group care, group awareness and co-operation.</p>					<p>Lead teacher carries a whistle to raise attention if required.</p> <p>Clear boundaries including rope and witches hats as appropriate.</p> <p>Children revisit the Bush Kinder boundaries at the beginning of each session in the first weeks.</p> <p>Water and environmental awareness education as part of program.</p> <p>Stocked First Aid Kit and operational mobile phone carried at all times</p> <p>Level 2 (HLTFA311A) First Aid trained staff</p>			<p>to evacuate to the entrance of the Parklands at the corner of Yarana St (evacuations will be practiced each Term);</p> <ul style="list-style-type: none"> • Call injured child's parents/carers; • Notify Park Ranger; • Complete an Incident Report; • Notify DEECD where required by regulations; • Contact VMIA (insurer) for advice (liability/claims management); • Organise de-brief counselling for staff, parents and children as necessary <p><u>Opportunities for improvement:</u></p> <p>Arrange for a Lifeguard of local pool to give a water safety/awareness/danger session to the children.</p> <p>Review and refocus our Water Safety Policy as part of the Bush Kinder program and related policies.</p>
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<p>Snakes</p>	<p>Children learn about respecting animals and their habitats and what to do in the event they encounter a snake at bush kinder or in their home lives.</p> <p>Children engage with the Park Ranger during snake education seminars pitched at pre-school level.</p>	<p>Snake Bite</p>	<p>Catastrophic</p>	<p>Unlikely</p>	<p>High</p>	<p>Kindergarten staff will undertake a site inspection prior to each session.</p> <p>The Kindergarten Teacher will liaise with the Park Ranger about close encounters/incidents with snakes on the site.</p> <p>Areas of long grass outside the boundary and on walks will be avoided during the summer months.</p> <p>Park Ranger will conduct a snake education session with children, staff and available parents at commencement of the year and revisited by kinder staff at the beginning of Term 4.</p> <p>Families are encouraged to dress children in long, light pants to offer some protection from insect and snake bites, stick scratches and sunburn.</p> <p>Children will be taught what to do if they see a snake – i.e. cross both wrists above their head, stand still then slowly back away.</p> <p>Pursuant to the <i>Bush Kinder Program: Protective Clothing Policy</i>, children must be appropriately dressed for Bush Kinder.</p> <p>Stocked First Aid Kit and operational mobile carried at all times.</p>	<p>It is estimated that through the proposed risk management strategies the likelihood of a snake bite occurring will be reduced from ‘unlikely’ to ‘rare’.</p> <p>Mitigation of the consequence of a snake bite is achieved through implementation of snake bite first aid.</p>	<p>High</p>	<p>In the event of a snake bite, the following steps will be undertaken:</p> <ul style="list-style-type: none"> • Give First Aid (Snake Bite Management); • Call ambulance; • Gather remaining children away from the area and calmly evacuate to the entrance of the Parklands at Yarana St (evacuations will be practiced at the commencement of the visits); • Call the injured child’s parents/carers; • Notify Park Ranger; • Complete an Incident Report; • Notify DEECD where required by regulations.
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						<p>First Aid trained staff - Level 2</p> <p>Emergency contact numbers for children and staff carried.</p> <p><i>A Bush Kinder Program: Snake Awareness and First Aid Policy</i> has also been implemented setting out process and procedures to undertake. This is to be discussed at the beginning of Bush Kinder in February and in Sept</p>			
Insects and Plants	<p>Children learn about insects that are found in the parklands and how best to share the space.</p> <p>They learn which insects may be safe to handle and appropriate ways to handle insects, and which insects should be left alone or avoided.</p> <p>Children learn about the plants that are found in the parklands and which are safe and unsafe to touch.</p> <p>Children learn about bush tucker and local flora and fauna from research with staff and engagement with an indigenous educator.</p>	<p>Risk 1: General risk of insect bite/sting or ingestion of, or reaction to plant or other material (non-allergic reaction)</p> <p>Risk 2: Allergic reaction to insect bite/sting or ingestion of plant or other material</p>	<p>Minor</p> <p>Catastrophic</p>	<p>Possible</p> <p>Possible</p>	<p>Moderate</p> <p>Extreme</p>	<p>Liaise with Park Ranger about species present in the Darebin Parklands.</p> <p>Park Ranger has confirmed that when European Wasp nests are sighted in the Parklands, they are promptly scheduled to be sprayed and removed.</p> <p>Children and educators are required to be dressed appropriately Parents are made aware of clothing requirements (i.e. long sleeve tops and pants recommended) (lightweight in warm weather) and closed shoes suitable for walking and climbing are compulsory.</p> <p>Any child not appropriately dressed will not be permitted to attend the Bush Kinder session as per the <i>Bush Kinder Program: Protective Clothing Policy</i>.</p>	<p>It is not possible to eliminate the risk of general insect bites and stings in the bush kinder setting. However, it is estimated that through the proposed management strategies for Risk 1, the likelihood of the risk can be reduced from 'Possible to Unlikely', reducing the overall 'new risk' level to 'Low'.</p> <p>In respect of Risk 2: the likelihood of the risk can similarly be reduced to 'unlikely', but given the more serious</p>	<p>Risk 1: Low</p> <p>Risk 2: High</p>	<p>If an child is bitten/stung by an insect, or ingests a plant with known possible adverse effects, the following steps will be taken:</p> <ul style="list-style-type: none"> • Give First Aid • Call ambulance if child has severe reaction • Where necessary; gather remaining children away from the area and calmly explain the situation and prepare to evacuate to the entrance of the Parklands at Yarana St (evacuations practiced at the

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					<p>Use of insect repellent authorised by parents on their child’s authorisation form or supplied by parent and clearly named.</p> <p>Aim to invite an indigenous elder to the family visit in February prior to the bush kinder program starting to conduct a smoking ceremony</p> <p>Education from the park ranger as part of the program about bush tucker and local flora and fauna.</p> <p>Carry a guide book and app to the indigenous flora and fauna so children can be educated, and also the educators can identify unknown species.</p> <p>Stocked First Aid Kit and operational mobile phone carried at all times</p> <p>Level 2 (HLTFA311A) First Aid trained staff</p> <p>Further controls to address</p> <p>Risk 2:</p> <p>Allergy information requested from parents as per normal kinder procedure.</p> <p>Carry Emergency Action Plans and Epipens/Asthma Medication for relevant children.</p>	<p>consequences associated with Risk 2, the overall ‘new risk’ level is high.</p>		<p>commencement of the visits);</p> <ul style="list-style-type: none"> • Call injured child’s parents/carers; • Complete an Incident Report; • Notify DEECD where required by regulations.
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<p>Trees/logs and adult approved branch Structures</p>	<p>Children develop their gross motor skills and confidence climbing trees/logs/branch structures.</p> <p>Children explore risk-taking as they assess their climbing capabilities</p> <p>Children learn tree/log/branch safety Children become knowledgeable about tree characteristics (bark/wood) and understand seasonal changes and weather implications to trees. Group co-operation and awareness can be harnessed in tree branch structure climbing.</p>	<p>Fall from tree, log or climbing structure</p>	<p>Major/ Moderate</p>	<p>Possible</p>	<p>High</p>	<p>1:9 (4s) 1:6 (3) adult/child ratio and constant supervision.</p> <p><i>A Bush Kinder Program: Play Benefit and Risk Policy</i> has been implemented outlining the appropriate procedures and elements of risk allowed in tree/log/branch climbing.</p> <p>Supervision includes adults watching children climb by positioning themselves in vantage points that have wide supervision</p> <p>Children to be told at the start of the session and during the session if changed conditions present new risks ie slippery logs after rain</p> <p>Educate children about risk-taking and discuss safe climbing strategies (e.g. only climb live standing trees which have green leaves, only use branches thicker than their wrist to support their weight and only one child per branch).</p> <p>Children climb to their own ability. Adults will not lift children into or out of trees and children are only to climb to a height where staff are able to manage supervising the climbers and the rest of the group.</p>	<p>It is estimated that these management strategies will reduce the likelihood of the risk of a fall from a tree from ‘possible’ to ‘unlikely’, reducing the overall new risk rating to High/Moderate.</p>	<p>High/ Moderate</p>	<p>If a fall from a tree occurs and results in a serious injury the following steps will be taken:</p> <ul style="list-style-type: none"> • Give First Aid; • Call ambulance if required; • Gather remaining children away from the area and calmly evacuate to the entrance of the Parklands at Yarana St (evacuations practiced each term). • Call injured child’s parents/carers; • Notify Park Ranger; • Complete an Incident Report; • Notify DEECD where required by regulations; • Contact VMIA (insurer) for advice (liability/claims management)
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						<p>Supervise children climbing trees and ensure only appropriate trees are climbed – i.e. make sure there are no dangers below the tree to fall on, the tree is not slippery due to weather, there is no dead wood.</p> <p>Liaise with Ranger about tree safety and identify any deemed unsafe with the children and educators.</p> <p>Level 2 (HLTFA311A) First Aid trained staff</p> <p>Stocked First Aid Kit and operational mobile phone carried at all times.</p>		High	<p>Child/Staff hit by branch of tree resulting in injury</p> <p>Catastrophic</p> <p>Rare</p> <p>High</p> <p>Park Ranger checks trees at Bush Kinder Site on a regular basis.</p> <p>Staff to also visually examine the Bush Kinder site prior to each session to check for damaged or partially broken/dislodged trees.</p> <p>Being vigilant about selection of congregation areas and infrastructure placement (i.e. avoid under trees after or during windy periods).</p> <p>Stocked First Aid Kit and operational mobile phone carried at all times.</p>	<p>Since the likelihood of a person being hit by a branch or falling tree is already assessed as rare, despite taking additional risk management steps, the overall risk level rating remains at ‘High’.</p>	<p>If an injury occurs as a result of falling trees/branches, the following steps will be taken:</p> <ul style="list-style-type: none"> • Give First Aid; • Call ambulance if required; • Gather remaining children away from the area and calmly evacuate to the entrance of the Parklands at Yarana St (evacuations practiced at the
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									<p>commencement of the visits);</p> <ul style="list-style-type: none"> • Call injured child’s parents/carers; • Notify Park Ranger; • Complete an Incident Report; • Notify DEECD where required by regulations; • Contact VMIA (insurer) for advice (liability/claims management).
<p>Boundary</p> <p>The boundary is the outer limit within which the children are permitted to play or walk on walks..</p> <p>The boundary at the southern end of the site also acts as a reminder to mulch truck drivers that a bush kinder session is in</p>	<p>Learning the importance of rules and boundaries</p> <p>Development of self-regulation</p> <p>Developing a sense of responsibility and independence</p> <p>Children also feel safe and empowered to be proactive in managing the boundary independently.</p> <p>Children learn how to be safe from mulch trucks or other vehicles entering unexpectedly</p>	<p>Lost child</p> <p>Child hit by mulch truck</p>	<p>Major</p> <p>Catastrophic</p>	<p>Unlikely</p> <p>Rare</p>	<p>High</p> <p>High</p>	<p>1:9 (4s) 1:6 (3s)</p> <p>Adult/child ratio and constant vigilant supervision including a regular head count and roll call prior to leaving the site.</p> <p>Familiarise children with the Bush Kinder boundaries and environments. Children revisit the boundaries at the beginning of each Term.</p> <p>Clear visual boundaries (i.e. rope, witches hats and natural boundaries).</p> <p>Children are educated about the importance of staying within the boundaries and build a relationship that has respect and trust.</p>	<p>It is estimated that these management strategies will reduce the likelihood of a lost child from “unlikely” to “rare” reducing the overall new risk rating to “Moderate”.</p>	<p>Moderate</p>	<p>If a child became lost the following steps would be undertaken:</p> <ul style="list-style-type: none"> • One staff member and one parent helper look for the child and have mobile phones. • Two staff and one parent helper stay with group of children; • Gather all other children and calmly explain the situation;

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<p>progress and not to enter.</p>						<p>Children learn that if they intentionally go beyond the boundary they have to sit out of play for 5 mins.</p> <p>Children to be taught procedure if they get disconnected from the group to stay in one place</p> <p>Boundary rope at the Southern end of the site near the Innovation Centre to be kept up until the end of the session to stop mulch trucks or other vehicles coming on site unexpectedly. The drivers depend on this to know if the space is being used. Alarm reminders put in the phone</p> <p>If motorbikes enter unexpectedly staff will blow the whistle and gather children on the mulch pile</p>			<ul style="list-style-type: none"> Request the Park Ranger to assist in helping search for missing child; Call police and lost child’s parents/carers; Notify the Centre for additional assistance; Complete an Incident Report; Notify DEECD where required by regulations.
<p>Community</p>	<p>Children are connected with the community</p> <p>Children can observe people being active, connecting with nature, relaxing, enjoying time with friends, pets and alone.</p> <p>Children learn what is appropriate interactions with strangers (i.e. hello) and what is not ok (i.e. leaving with a stranger) and act accordingly.</p>	<p>Stranger interference</p>	<p>Moderate</p>	<p>Unlikely</p>	<p>Moderate</p>	<p>1:9 (4s) 1:6 (3s) Adult/Child ratio and constant vigilant supervision, with an immediate approach or notification to Ranger by kinder staff/parent helper to any unknown adult in the Bush Kinder boundaries or who is approaching children.</p> <p>Teach children about appropriate community engagement.</p> <ul style="list-style-type: none"> Signage to indicate Bush Kinder program 	<p>It is estimated that these management strategies will reduce the likelihood of stranger interference from ‘unlikely’ to ‘rare’ reducing the overall new risk rating to ‘low’.</p>	<p>Low</p>	<p>In the event that a stranger causes unrest or interference with the Bush Kinder program the following steps will take place:</p> <ul style="list-style-type: none"> Gather children; Where any concerns, call police and if considered necessary, safely evacuate children to the Rangers Office;

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	Children learn the importance of communicating with staff about people they meet in the community and use this discussion to reflect on what’s appropriate behaviour.					in progress will be displayed If needed, staff can request in a diplomatic fashion that interested onlookers move on so as not to disturb the education program underway.			<ul style="list-style-type: none"> • Where a child is affected, call their parents/carers; • Notify Park Ranger; • Inform parents of incident as soon as practical; • Complete an Incident Report; • Notify DEECD where required; • Contact VMIA (insurer) for advice (liability/claims management).
Rocks Including rock pile onsite and Mt Puffalo rocks	<p>Opportunities for children to climb on challenging and uneven surfaces.</p> <p>Group co-operation and awareness can be harnessed in rock scrambling and climbing.</p>	<p>Fall or foot entrapment</p> <p>Child hit by rock thrown</p>	Moderate	Unlikely	Moderate	<p>Children are educated not to throw rocks and this rule is strictly enforced.</p> <p>Children to be told at the start of the session and during the session if changed conditions present new risks ie rain making rocks slippery</p> <p>Educate the children on how to test the rocks for stability before climbing in accordance with the <i>Bush Kinder Program: Play Benefit and Risk Policy</i>.</p> <p>Children to sit (not Stand) on the Mt Puffalo rocks and staff to support closely to avoid bumps by other children</p>	It is estimated that despite these effective management strategies, it is not possible to reduce the likelihood of a fall from rocks or rock entrapment where rocks are present in the area, therefore the overall risk level remains ‘moderate’.	Moderate	<p>If an injury from a rock incident occurs, the following steps will be undertaken:</p> <ul style="list-style-type: none"> • Give First Aid; • Call ambulance if required; • Call injured child’s parents/carers; • If necessary gather and calmly evacuate other children; • Notify Park Ranger; • Complete an Incident Report;

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									<ul style="list-style-type: none"> Notify DEECD where required by regulations; Contact VMIA (insurer) for advice (liability/claims management).
<p>Dogs</p> <p>(site is in an “on lead” area but walks occur near and within Dog off lead areas)</p> <p>Walking through dog off lead area on walks</p>	<p>Opportunities for children to authentically practise their dog safety skills learnt at kinder</p> <p>Practice responsible pet safety strategies.</p>	<p>Dog bite</p> <p>Dog bite Being knocked over by a dog.</p>	Major	Unlikely	High	<p>1:9 (4s) 1:6 (3s) Adult/Child ratio and constant supervision.</p> <p><i>A Bush Kinder Program: Dogs Policy</i> has been implemented incorporating procedures, such as:</p> <ul style="list-style-type: none"> Staff to remain vigilant concerning the presence of dogs and other animals. Discussion and education about dog safety. Practise with a dog in the Responsible Pet Program which visits the centre once a year at the start of the year. Policy set that parents do not bring dogs onto the Bush Kinder Site and that Staff request other Parkland users not to interfere/interact with children in the Bush Kinder Program. <p>Education with the children about service dogs and not</p>	<p>Since it is not possible to prevent an unsupervised dog entering the area, despite these effective management strategies the likelihood of a dog bite remains at “unlikely” so the overall new risk level remains ‘high’.</p>	High	<p>If a dog bite occurs, the following steps will be undertaken:</p> <ul style="list-style-type: none"> Give First Aid; Call ambulance if required; Call child’s parents/carers; If necessary gather and calmly evacuate other children; Notify Park Ranger; Complete an Incident Report; Notify DEECD where required by regulations; Contact VMIA (insurer) for advice (liability/claims management).

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	To experience a seeing eye service dog in training as part of the program					<p>interacting when they have their coats on.</p> <p>Owner/carer to be aware of the impact of the dog in the program and tie it in a location that does not impede on the program</p> <p>When bush kinder walks pass through the dog off lead area the teacher will remind children and educators that they are entering a dog off lead area and the dog safety strategies. Educators will be on higher alert to the presence of dogs around. The group will leave the area immediately if any safety concerns arise.</p>			
Fire	<p>Opportunities for children to safely explore the properties of fire.</p> <p>Learning about the uses and benefits of fire (eg. Cooking and warmth)</p>	Burn	Moderate	Likely	High	<p>Liaise with Ranger about suitable timing and location of fires at the site.</p> <p>Notify park rangers when intending to light a fire.</p> <p>Discussion about fire and fire safety.</p> <p>Introduction of fire circle (adult supervised, children to ask permission and initially 2 at a time).</p> <p>flints to the children at home kinder and explored in the fire circle 2 at a time with close adult supervision.</p> <p>Cotton wool added to flints in metal colander for the children to explore making fire.</p> <p>Fire exploration transitions to bush kinder where children can build a fire with sticks and use the cotton wool and flints to make the fire.</p>	With detailed discussion and careful planning the risk is minimised and now becomes low.	Low	<p>If a burn occurs: Apply first aid as required Call parents/carers Complete incident report Call ambulance if required Notify DEECD where required by regulations. Contact VMIA (insurer) for advice</p>

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						Following children’s interests cooking on the fire. Involving children in how to extinguish the fire responsibly. Revisit fire safety rules and behaviour around the fire.			
Rope and slackline	Opportunities for children to balance across horizontal ropes to develop core strength, grip strength, balance, confidence. Opportunities for tying rope for imaginative play and fine motor development. Rope can be used for an clear boundary	Strangulation Entrapment Rope burn Flicking	Catastrophic	Possible	Extreme	Children are taught rope safety measures such as no rope around necks, no flicking/whipping rope and no pulling it fast from other children. If children want to put it up in a tree they need to ask for adult assistance. Close supervision will occur with rope play	Thorough education and close supervision this risk is significantly reduced but do to the potential consequence is still considered high	high	If an accident occurs: Apply first aid as required Call parents/carers Complete incident report Call ambulance if required Notify DEECD where required by regulations. Contact VMIA (insurer) for advice
Tower	Opportunities to - extend physical climbing skills - to experience the view and build community context and sense of community belonging - assess and practise stair climbing - assess children’s depth perception and proprioception	Falls	Major	Possible	High	Visit to tower does not occur until Term 3 Education about safe climbing Staff to know children well and their climbing capabilities Staff to ensure any ground hazards are removed. Children to climb in small supervised groups.	Thorough education and close supervision this risk is significantly reduced but do to the potential consequence is still considered high	High	If a fall occurs: Apply first aid as required Call parents/carers Complete incident report Call ambulance if required Notify DEECD where required by regulations. Contact VMIA (insurer) for advice
Mulch Pile	Opportunities for children to -extend physical skills and build confidence -use imagination/creativity -investigate minibeast -engage in private play -engage in adventurous play	Falls Trips Slides Stick injuries Increased bacterial risk for immunocompromised children,	Minor	Possible	Moderate	Staff assess the mulch pile state at the start of each session as part of the site check A Staff member is stationed to supervise the mulch area when children are playing there Children are educated not to run down the mulch pile with sticks	Thorough education and close supervision this risk is significantly reduced but due to the potential consequence is still considered high	High	If an accident occurs: Apply first aid as required Call parents/carers Complete incident report Call ambulance if required Notify DEECD where required by

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	-opportunities to sit, enjoy the view and just be Opportunities to sit and connect with adults					Children are taught about the changeable nature of the mulch pile. Immunocompromised children encouraged to wash hands after playing on the mulch pile.			regulations. Contact VMIA (insurer) for advice
Whittlers	Opportunities for children to develop fine motor control Learn to use real tools for real work Build strength and stamina Concentrate Learn how to stay safe around tools and how to safely use them. Patience and persistence When holding the whittler building strength to it hold it properly and have success	Injury to self or others	Insignificant	Possible	Low	Children to sit down with Whittlers and only 3 at a time.. Adults to model whittler use. Children to hold the whittler correctly by the handle. Whittle away from body. Never put near another person’s body. Adult supervision.	Thorough education and close supervision this risk is significantly reduced to unlikely and remains low	Low	If an accident occurs: Apply first aid as required Call parents/carers Complete incident report Call ambulance if required Notify DEECD where required by regulations.

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This document can be used to identify the level of risk and help to prioritise 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	2 – Minor	3 – Moderate	4 – Major	5 – Catastrophic
			Dealt with by in-house first aid, etc	Medical help needed. Treatment by medical professional/hospital outpatient, etc	Significant non-permanent injury. Overnight hospitalisation (inpatient)	Extensive permanent injury (eg loss of finger/s) Extended hospitalisation	Death. Permanent disabling injury (eg blindness, loss of hand/s, quadriplegia)
L i k e l i h o o d	Almost certain	Almost certain to occur in most circumstances	Moderate (M)	High (H)	High (H)	Extreme (X)	Extreme (X)
	Likely	Likely to occur frequently	Moderate (M)	Moderate (M)	High (H)	Extreme (X)	Extreme (X)
	Possible	Possible and likely to occur at some time	Low (L)	Moderate(M)	High (H)	High (H)	Extreme (X)
	Unlikely	Unlikely to occur but could happen	Low (L)	Low (L)	Moderate(M)	High (H)	High (H)
	Rare	May occur but only in rare and exceptional circumstances	Low (L)	Low (L)	Low (L)	Moderate (M)	High (H)

Excursion details			
Date(s) of excursion	4 year olds- Walert Mondays, Dulaiwurrung Wednesdays during Term time starting 27/2/23 and 2/3/23 3 year olds- Thursdays during Term time starting	Excursion destination	Darebin Parklands (Mt Puffalo site)
Departure and arrival times	8.00am arrival at site, pick up at 4pm (12pm for 3s) and remainder walk back to kinder		
Proposed activities	Participating in Bush kinder program	Water hazards? <u>Yes</u> /No If yes, detail in risk assessment below. <i>See attached risk assessment</i>	

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Method of transport, including proposed route	Walking one-way from the Bush Kinder Site with children staying for aftercare: Leaving Darebin Parklands at corner of Yarana St and Parklands Ave, walk down path, cross Wingrove Ave and use safe rail crossing to cross railway. Walk down the west side of Yarralea Rd and cross Heidelberg Rd with pedestrian traffic lights. Cross Yarralea St directly adjacent Yarralea Children’s Centre.		
Name of excursion coordinator	4s- Jenny van Woerkom/Stephanie Willey 3s-Melissa Samartzis		
Co-ordinator contact number	Yarralea 94992251	(M)0423130383	
Number of children attending excursion	27 4s 23 3s	Number of educators/parents/volunteers	4s -3 educators (and 1 parent from Term 2 optional) 3s -3 educators and 1 parent
Educator to child ratio, including whether this excursion warrants a higher ratio?	1:9 4s 1:6 3s		
Excursion checklist			
<input checked="" type="checkbox"/> First aid kit	<input checked="" type="checkbox"/> List of adults participating in the excursion		
<input checked="" type="checkbox"/> List of children attending the excursion	<input checked="" type="checkbox"/> Contact information for each adult		
<input checked="" type="checkbox"/> Contact information for each child	<input checked="" type="checkbox"/> Mobile phone / other means of communicating with the service & emergency services		
<input checked="" type="checkbox"/> Medical information for each child	<input checked="" type="checkbox"/> Toilet and toilet tent, Tarp, boundary cones, attendance Ipad, spare clothes, small tables x 2, water for drinking and washing hands		

	Name(s)	Date	Review Notes
Plan prepared by:	Steph Willey (Nominated Supervisor) and Jenny Van Woerkom (4yo Kindergarten Teacher) Melissa Samartzis (3yo teacher/Ed leader) Bush Sub-Committee	February 2023	
Approved by:	Committee of Management	February 2024	

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Communicated to:	All Staff All parents of children attending bush kinder Darebin Parklands Ranger	February 2023	
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