



Dara School

Out of School Hours Care

Risk Assessment Policy

RISK ASSESSMENT OSHC POLICY

1. BACKGROUND

The policy on risk assessment is not specifically identified by Regulation 168. However, risk assessment is required in several key aspects of service delivery and services will need to be able to demonstrate a familiarity with the process.

With the implementation of the Regulations, there is a change in the adult to child ratio to be applied for excursions. Services must base the ratio on a risk assessment of each excursion. There remain very clear descriptions of adequate supervision (refer to the Guide to Education and Care Services National Law and Education and Care Regulations 2011). In short, the onus is on the Approved Provider and educators to ensure that every effort is applied to ensure that children are safe and to minimise risks. There should be a regular risk assessment undertaken of emergency procedures. The application of a risk assessment process is valuable in any situation where there is some concern about an operational change, to assess the potential risks and determine how these can be most effectively minimised.

In summary, risk assessments:

- are a requirement of the National Quality Framework
- are best practice
- will minimise risks
- will provide documented evidence which may be used as defence in a court of law and assisting
- educators meet their duty of care responsibilities.

2. SCOPE

This policy applies to children, families, educators, management, and visitors of the Service.

3. POLICY STATEMENT

The Dara OSHC Service complies with the requirements of the National Quality Framework and undertakes risk assessments of excursions, emergency procedures and other activities that are deemed necessary.

4. IMPLEMENTATION

4.1 Description of a Risk Assessment

What is the context in which risk is to be assessed?

- Identify the risks—Brainstorm ideas and group under appropriate risk headings. Consider the effects on other people (staff, children and others), information, physical assets and finances, and reputation. Write the final list onto a table that is a risk assessment summary.
- Analyse risks—Determine the consequences and likelihood of each risk. Write these onto the table next to each risk. Consequences and likelihood could be described in the following way:

Consequences		Likelihood	
Level	Descriptor	Level	Descriptor
1	Insignificant	A	Almost certain
2	Minor	B	Likely
3	Moderate	C	Possible
4	Major	D	Unlikely
5	Catastrophic	E	Rare

Evaluate the risks—Use the grid below to identify the level of risk. If you are not happy with the level of risk, then proceed to the next step.

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

- Identify and evaluate risk controls—Identify what happens already to manage the risks and consider how well these strategies are working (eg good, adequate, variable). How does this affect the level of risk? Fill these items in on the table. If you are not happy with the level of risk at this stage, proceed to the next step.
- Further risk treatments and opportunities for improvement—What actions are needed to bring risks to an acceptable level (these actions are incorporated into other planning processes and include responsibilities, resources and timelines)? What opportunities are there for improvement? Write these onto the table.
- Communicate and consult, monitor and review—Incorporate these actions throughout the whole process.
- Review the assessment on a regular basis.
- Review the risk assessment after the activity.
- File the documentation.
- You can find a template for risk assessment in the references that follow.

Be aware of the composition of the group of children participating in the excursion as it is unlikely that the same group dynamics will be in place from one excursion to the next. A second significant variable is the skills and experience of the educators and staff involved in an excursion.

4.2 A Risk Assessment for an excursion must:

- Identify and assess risks that the excursion may pose to the safety, health or wellbeing of any child being taken on the excursion; and
- Specify how the identified risks will be managed and minimised.

4.3 A Risk Assessment must consider:

- The proposed route and destination for the excursion; and
- Any water hazards; and
- The transport to and from the proposed destination for the excursion; and
- The number of adults and children involved in the excursion; and
- The educator to child ratio required under the Law, and whether a higher ratio of educators or other responsible adults to children may be appropriate to provide supervision, given the risks posed by the excursion; and
- The proposed activities; and
- The likely length of time of the excursion; and
- The items that should be taken on the excursion (eg mobile phone and a list of emergency contact numbers).

4.4 Other considerations

Seek approval from the Approved Provider (or nominee) counter signing the risk assessment.

5. RELATIONSHIP TO REGULATIONS

National Quality Standards (NQS)

Quality Area 2: Children’s Health and Safety

Education and Care Services National Regulations

Regulation 100 – *Risk Assessment must be conducted before excursion*

Regulation 101 – *Conduct of Risk Assessment before excursion*

Regulation 102 – *Authorisation for Excursions*

Regulation 102B *Transport risk assessment must be conducted before service transports child,*
102C *Conduct of risk assessment for transporting children by the education and care service*
and 102D *Authorisation for service to transport children*

6. REFERENCES

- Guide to Education and Care Services National Law and the Education and Care Services National Regulations 2011 at www.acecqa.gov.au (the appendices of this document also present a template for Risk Assessment Forms)
- Education and Care Services National Regulations under the Education and Care Services National Law—2011 at www.acecqa.gov.au
- CESA Guidelines <http://online.cesamet.adl.catholic.edu.au/docushare/dsweb/HomePage>
- EYLF Belonging, Being and Becoming: The Early Years Learning Framework for Australia [BELONGING, BEING & BECOMING \(acecqa.gov.au\)](http://www.acecqa.gov.au)
- MTOP My Time, Our Place: Framework for School Age Care in Australia [My Time, Our Place \(acecqa.gov.au\)](http://www.acecqa.gov.au)

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