

Ongoing Excursion Risk Assessment & Benefit Analysis

Date of Excursion: ongoing 2017

Excursion Destination: Outings to various places throughout the local community surrounding our service, including Keene Park/CV Kelly Park, Portico Plaza and Greystanes Creek.

Departure and arrival times: Various – can be programed or spontaneous.

Proposed activities: walk to location in local area and then participate in activities at location and then walk back to the service: Keene Park/CV Kelly Park, walk to Keene Park and then walk up to CV Kelly Park through the lane way, proposed activities: play on fixed play equipment, play large group games, nature play and activities (collecting sticks, leaves, leaf rubbings etc), and walk back to the service (see attached for the proposed route). Portico Plaza/Shopping Centre walk to the plaza, watch holiday stage show, or go to shops to purchase resources for programmed or free play activities, walk back to the service (see attached for the proposed route). Greystanes Creek Walk to Greystanes creek, walk along the creek, nature play and activities, observations, and then walk back to the centre.

Method of transport: walking

Proposed Route of excursion: see attached map

Name of Excursion Coordinator: varies – depends on day – shift supervisor to determine on day.

Number of Children attending excursion: will vary 1:8 ratio maintained at all times max 24 **Number of Educators:** will vary 1:8 ratio maintained at all times max 3

Educator to child Ratio, including whether this excursion warrants a higher ratio (Include Details): 1 educator: 8 children.

Excursion Checklist: (Please tick off when packed)

- ☐ First aid Kit
- ☐ List of children attending the excursion
- ☐ Medical information for children – Medication for: _____
- ☐ List of Adults participating in the excursion
- ☐ Contact information for children and adults
- ☐ Mobile phone
- ☐ _____
- ☐ _____

RISK BENEFITS LINKED TO MY TOP OUTCOMES: -

Play is great for children's well-being and development. When Planning and providing play opportunities, the goal is not to eliminate risk, but to weigh up the risks and benefits.

Outcome 1 – Children have a strong sense of Identity = Through attending ongoing and regular excursions to places within our local community throughout the holidays children will be able to have a strong sense of identity, through being able to spend leisure time interacting with peers and educators, expressing ideas and confidently explore their local community, allowing children to feel *safe, secure and supported (1.1)*. These locations will allow children to express a wide range of thoughts and views constructively through discussions and activities that children will participate in (both formal and informal), allowing children to reflect and consider issues that may be impacting, benefiting and affecting their local community, showing that children will be *learning to interact in relation to others with care, empathy and respect (1.4)*.

Outcome 2 – Children are connected with and contribute to their world = By engaging in the local community, it will allow children to broaden their understanding of the world in which they live in. It will allow educators the opportunity to promote a sense of community within our service and build connections between the service and the local community. It will also allow an opportunity for educators to provide experiences that allow children to think about the community they live in and investigate ideas, concepts and issues that are relevant to their local communities (eg: litter, wildlife, pollution etc) and get children thinking about the ways in which we can minimise this. This will allow *Children to develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation (2.1)*. The ongoing excursions into our local community throughout 2016 will provide an opportunity for *Children to become socially responsible and show respect for the environment (2.4)*. Through informal and formal discussions and experiences, as well as observations made on these walks, children have an increased knowledge and respect for the natural environment that we live in and have opportunities to show appreciation and care for natural and constructed environments. Children will have increased access to natural materials and let them learn to care for the place we live in.

Outcome 3 – Children have a strong sense of Wellbeing = 'Physical wellbeing contributes to children's ability to socialise, concentrate, cooperate and learn'. Through these ongoing excursions children will be able to take responsibility of their own safety and that of peers and provide children with confidence and independence in being able to achieve things for themselves, this will contribute to their sense of becoming, learning and development. The opportunity to be out in the local community will allow opportunities for children to demonstrate trust and confidence in peers and educators, through collaboration, in addition to sharing moments of humour, happiness, satisfaction and celebration. Group games played, activities and experiences undertaken will challenge children to engage and persevere, and we will have repeated opportunities to build and extend on children's ideas and suggestions. Educators will be present to ensure that while children are challenged they affirm children efforts, to have knowledge, understanding and respect for each child and support children to persevere when faced with a challenge. This will allow *'children to become strong in their social and emotional wellbeing' (3.1)*. In addition a strong sense of wellbeing will be maintained through *'children taking increasing*

responsibility for their own health and physical wellbeing' (3.2). Children will be having fun, while participating in physical play that will challenge them, and be able to negotiate environments to ensure they stay safe as well as their peers.

Outcome 4 – Children are confident and involved learners = Our ongoing excursions will allow 'Children to develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity' (4.1) as well as allow 'Children to use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating' (4.2) Physical activity and exposure to new experiences and environments will challenge children's belief in their own ability, and encourage children to explore, experiment and take appropriate risks. It is an experience that is flexible and open ended, allowing children to experience a positive sense of self and sense of belonging, developing confidence that will allow children to experiment and explore new ideas not just at the venue but in everyday life. Children will be involved in a variety of experiences that will both challenge them and allow them to investigate and explore new ideas and physical abilities. Children will be provided with opportunities and skills to demonstrate and develop leadership skills amongst their peers. Children will be able to make choices and take control of activities and experiences and consider strategies to achieve goals, experiment, have opportunities to engage in trial and error and solve problems. It will provide opportunities for children to demonstrate reflective thinking, and consider why things happen and what they can learn from various experiences. It will also provide an opportunity for children to make connections between different experiences and concepts and use the process of play, reflection and investigation as well as try out different strategies to solve problems, demonstrating that they can *transfer and adapt what they have learned from one context to another* (4.3).

Outcome 5 – Children are effective communicators = Our ongoing excursions will allow children to interact with one another to explore ideas, challenge thinking, debate, negotiate and share new understandings. It will allow children to contribute ideas, and participate in small and large discussions and well as express new ideas and use language to share and project meaning. All demonstrating that *Children interact verbally and non-verbally with others for a range of purposes* (5.1).

Activity/Hazard	Risk (use matrix)	Risk Control	Who	When
Walking to and from Locations in community → Struck by vehicle on road → Trip on uneven footpath	Low Moderate	✓ Ensure enough adults attending to supervise excursion. ✓ Remain on pedestrian pathways and crossing at all times. Educators to cross roads with children and to teach children safety when crossing roads. ✓ Brief children on rules and behaviour prior to excursion.	Excursion Supervisor All Educators All educators	Prior excursion On excursion Prior Excursion
Child becomes lost during Transition from one point to another.	Low	✓ Roll taken before we leave centre and again when leaving park. ✓ Head count taken on a regular basis. ✓ Children informed prior to leaving the service of what to do if they become lost from the group.	Excursion Supervisor All Educators All Educators	On Excursion " " " " " "
Child protection issues	High	✓ Supervision at all times to ensure that at no time member of public is alone with an individual or group of children in our care. ✓ Educator to accompany groups of children to toilets throughout the excursion – no child is to go unaccompanied. ✓ Supervision at all times to ensure that at no time driver or member of public is alone with an individual or group of children in our care. ✓ Educators to check toilets prior to children entering to ensure there is no individuals lurking etc... ✓ Report any suspicious behaviour of general public to excursion supervisor – maintain active supervision at all times.	All Educators All Educators " " " " " " " " "	On excursion On Excursion " " " " " " " " "
Walking through Park land (Keene Park/CV Kelly Park/Greystanes Creek) → Snake/Spider bite → Needle/syringe prick	Moderate	✓ Inform children of rules. ✓ Maintain educator/child ratios at all times. ✓ Have a fully stocked first aid kit at all times and educators with current first aid certificate on excursion. ✓ Play equipment and play areas checked before children enter the area. Educator needs to walk over to the park and check for spiders, snakes and needles or any other hazard comprehensively – if any hazard present then children will not travel to the park – Hazard needs to be reported to the council.	Responsible Person Educators Excursion coordinator " " "	Prior excursion On excursion Prior Excursion " " "

Activity/Hazard	Risk (use matrix)	Risk Control	Who	When
Creek → Falling into water	Moderate	<ul style="list-style-type: none"> ✓ Educators to talk about being safe in and around the creek and how to safely play around the creek. ✓ Educators to keep close supervision at all times in and around the creek. ✓ If it has just rained and the creek is very full and flowing then we will not go to the creek. 	Educators Educators Responsible Person	On excursion/Prior Excursion On Excursion Prior to Excursion
Climbing Frame → Collisions with other children → Slippery dip → Fall, trip and slip	Moderate	<ul style="list-style-type: none"> ✓ On arrival an educator will visually look over equipment to ensure it is safe to play on with no broken parts. –Children not permitted to play until hazard fixed. ✓ On arrival children will be told the rules of the play equipment and the consequences of not following rules. ✓ When Activity Centres Inc children are on equipment, educators will be continually supervising children to ensure they are playing safely and monitoring rules. 	Educators Educators Educators	Every time children use equipment “ “ “ “ “ “
Falls from climbing apparatus Cuts / abrasions, broken limbs, other physical injuries	Moderate	<ul style="list-style-type: none"> ✓ Restrict and control numbers on apparatus at one time (specify the maximum number of pupils – only 4 children on a platform on any given time) ✓ Ensure that the equipment is appropriate for the age of the pupils using it. ✓ Consider segregating age groups (Specify the age or year groups if appropriate) ✓ Supervision of use required at all times ✓ Apparatus not to be used when wet and slippery or too hot to avoid burns. ✓ Clear rules about appropriate behaviour (for example not to hang upside down from monkey bars) ✓ Children to wear appropriate footwear 	Educators Educators Educators Educators Educators Educators	Every time children use equipment “ “ “ “ “ “ “ “ “ “ “ “ “ “ “ “ “ “
Weather Conditions → Over exposure to sun → Dehydration	Moderate Moderate	<ul style="list-style-type: none"> ✓ Service sun Protection Policy to be followed. . ✓ Ensure if going to be out for long periods of time in sun and UV over 3 children have hat, sunscreen and appropriate sun protection ✓ Children to bring refillable water bottle with them 	All Educators All educators	Every time children use equipment

Plan Prepared By: Rachael Bajo

Position: Vacation Care Coordinator/Assistant Manager

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