

# RISK ASSESSMENT ACTION PLAN – SUPERVISION

## Dawson 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 of harm to children.

IN CASE OF EMERGENCY DIAL 000					
SERVICE DETAILS IN CASE OF AN EMERGENCY					
Service name	East Adelaide School OSHC	Phone number	0423782668 or 83626585	Email address	dl.1036.oshc@schools.sa.edu.au
Nominated supervisor name	Lauren Maio	Physical address	59 Third avenue St petters	Nearest cross street	

The risk assessment will be reviewed at least once every 12 months or after becoming aware of an incident or circumstance where the health, safety or wellbeing of children may be compromised. All risk assessments will be regularly assessed and evaluated to facilitate continuous improvement in our Service. If a risk concerning supervision is identified during the risk assessment, the approved provider must update the supervision policy and procedure as soon as possible. The risk assessment must be stored safely and securely and kept for a period of 3 years.

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> ?	Y		
Has the <i>Supervision Policy</i> been reviewed and updated on a regular/annual basis?	Y		
Have staff and families been involved in the review of the <i>Supervision Policy</i> ?	Y		

Is information regarding the <i>Supervision Policy</i> and Procedures available to new and existing employees and educators through the induction and orientation program and <i>Staff Handbook</i> ?	Y		
Is information regarding the <i>Supervision Policy</i> and <i>procedures</i> available to students and volunteers through the induction and orientation program and <i>Student and Volunteer Handbook</i> ?	Y		
Are all staff aware of the <i>Supervision Procedure</i> and active supervision techniques?	Y		
Are educator to child ratios maintained at all times, based on the ages, development needs and number of children being educated and cared for at the Service?	Y		
Are regular safety checks conducted to ensure the environment are free from hazards?	Y		
Is the environment designed and maintained in a way that allows for adequate supervision and provides a clear line of sight of all children?	Y		
Is equipment and furniture positioned within the room/area to support adequate supervision, ensuring no hidden spots or areas that restrict supervision?	Y		
Has supervision been considered during emergency evacuations?	Y		
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?	Y		
Has a <i>Safe Sleep Practices Risk Assessment</i> been completed which takes into consideration supervision practices when children are resting or sleeping?	Y		
Is supervision of sleeping children active, effective and frequent in accordance with the <i>Safe Sleep Policy and Procedure</i> ?	Y		
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?	Y		

Has a <i>Transportation Risk Assessment</i> been completed which takes into consideration supervision practices while children are being transported?	Y		
Are Risk Assessments completed with supervision taken into consideration?	Y		
Are regular 'head counts' or roll calls conducted during the day to ensure staff are aware of each child's location?	Y		
Are activities and experiences planned carefully with consideration to activities or experiences which may require higher supervision?	Y		
Are adequate supervision techniques taken into consideration when preparing a <i>Nappy Change Procedure</i> ?	Y		
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?	Y		
Are educators aware of where children are at all times?	Y		
Has the roster been developed to ensure ratios are maintained at all times?	Y		
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?		N	
Do educators position themselves in a way that enables them to observe the maximum area possible and to avoid areas being unsupervised?	Y		
Do educators communicate and collaborate with others to ensure the effective supervision of children within the Service?	Y		
Do educators ensure that no child is left alone while eating or at nappy change and toileting times?	Y		
Are mealtimes considered during the risk assessment to ensure effective supervision to prevent and manage allergy and anaphylaxis risks?	Y		

Are supervision strategies and techniques discussed and reviewed as a team?	Y		
Do educators respond quickly and immediately to children that appear distressed or in an unsafe situation?	Y		
Do educators implement active supervision techniques where they: <ul style="list-style-type: none"> <li>engage with children during play or learning</li> <li>regularly scan the environment</li> <li>avoid standing with their backs to children</li> <li>avoid undertaking tasks that will distract them</li> <li>observe children's play and intervene where necessary</li> <li>monitor children transitioning between different play spaces</li> </ul>	Y		
Do educators implement vigilant strategies for hygiene requirements including regular handwashing, toileting, cough and sneeze routines?	Y		
Do educators ensure that hazardous equipment and chemicals are inaccessible to children?	Y		
Does management and educators regularly evaluate the effectiveness of the supervision plan and make changes as required?	Y		
Is this supervision risk assessment and supervision strategies reviewed following an incident involving supervision, with areas of improvement identified?	Y		

STEP 2: ASSESSING THE LIKELIHOOD		ASSESSING THE CONSEQUENCES	
Almost certain	Has occurred on an annual basis (or more frequently) in the past	Critical	<b>Extreme risk.</b> 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	<b>High risk.</b> 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	<b>Medium risk.</b> 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	<b>Low risk.</b> 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	<b>Very low risk.</b> 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

		CONSEQUENCE LEVEL				
		Critical	Major	Moderate	Minor	Insignificant
LIKELIHOOD	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	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.	Possible/Major or <b>(HIGH)</b>	<ul style="list-style-type: none"> <li>• Door/gates to remain closed at all times</li> <li>• Educator ratios to be maintained at all times</li> <li>• Regular 'head counts' conducted every 30 minutes</li> <li>• Educators to avoid having their backs to children</li> <li>• Educators to be standing in an area with open views of all areas.</li> <li>• Educators to be in view of any areas where children are moving to &amp; from.</li> </ul>	All staff/ educators	At all times
2	Children moving between allocated OSHC areas	<ul style="list-style-type: none"> <li>• Missing child. Wandering off</li> <li>• Child not arriving to the area.</li> </ul>	Possible / Major <b>(HIGH)</b>	<ul style="list-style-type: none"> <li>• Educators to take and collect children from different areas</li> <li>• Children to be in eye sight of educators at all times.</li> <li>• Notifying on walkie-talkies</li> <li>•</li> </ul>	All Staff	At all times
3	Child entering into a room without an educator in the room or aware	<ul style="list-style-type: none"> <li>• Children being unaccounted for as they aren't aware they are in this area</li> <li>• Child wanders off.</li> </ul>	Possible/ Moderate <b>(Low)</b>	<ul style="list-style-type: none"> <li>• Educators should supervise children's movements and conduct regular head counts every 30 minutes, ensuring these are communicated clearly across all team members.</li> </ul>	All Staff	At all times
4	Child entering kitchen area unsupervised	<ul style="list-style-type: none"> <li>• All sharp objects are stored away in a locked cupboard, there is a possibility that children can access sharp objects, and be exposed and come in contact with chemicals, and other potential hazards.</li> </ul>	Possible/ Moderate <b>(Low)</b>	<ul style="list-style-type: none"> <li>• Staff should conduct regular checks of the kitchen, as the bench area can be difficult to see over.</li> <li>• Children are to be reminded that the kitchen is not a play area, and staff should discuss the associated risks with them</li> <li>• All children entering the kitchen area must be supervised by staff.</li> <li>• Any child that enters the kitchen must only be in there for breakfast</li> </ul>	All Staff	At all times

	Children moving into unsupervised area such as outdoors when the group is inside.	<ul style="list-style-type: none"> <li>Open to potential risk as there is no educator present to support and supervise.</li> <li>Child wandering off</li> </ul>	Possible/ Moderate (Low)	<ul style="list-style-type: none"> <li>Educators to supervise children's movements</li> <li>regular head counts communicated across the team.</li> <li>Educators to be in a position they are able to see the doors, and situate themselves in the appropriate areas outside.</li> </ul>	All Staff	At all times
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STEP 5: EVALUATE AND REVIEW						
This Supervision risk assessment has been developed in consultation with management/educators and families of the Service						
Plan prepared by	Full Name	Lauren Maio	Role/Position	Director	Signature	
Plan prepared in consultation with	Full Name	Ellie Pezos	Role/Position	Assistant Director	Signature	
Plan prepared in consultation with other agencies (if applicable)	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			
Comments						