

CHCECE041

Maintain a safe and healthy environment for children

I am going to
and I know
ride my
bike. I
have my
the
doll



Learner Guide



Updated to include
National Quality
Framework changes

Aspire
Learning Resources

CHCECE041

Maintain a safe and healthy environment for children

Release 1

Learner Guide

Aspire Version 2.1



CHCECE041 Maintain a safe and healthy environment for children, Release 1

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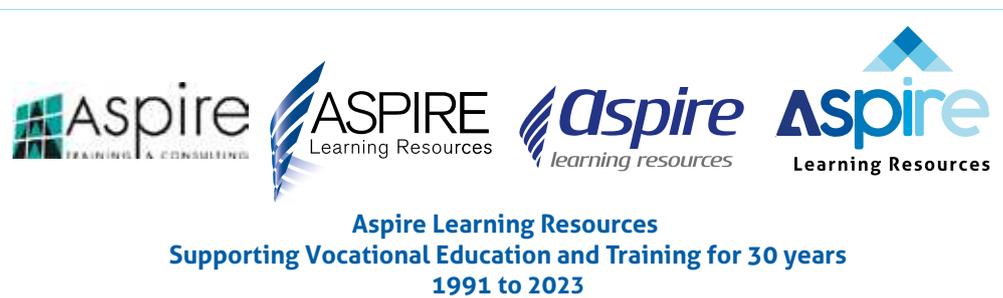
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Before you begin

This Learner Guide is based on the unit of competency *CHCECE041 Maintain a safe and healthy environment for children*, Release 1.

Your trainer or training organisation must give you information about this unit of competency as part of your training program. Information regarding how this Learner Guide relates to this unit of competency is detailed in our mapping guide.

How to work through this Learner Guide

This Learner Guide contains a number of features that will assist you in your learning. Your trainer will advise which parts of the Learner Guide you need to read, and which Practice Tasks and Learning Checkpoints you need to complete.

Feature of the Learner Guide	How you can use each feature
Learning content	<ul style="list-style-type: none"> ➤ Read each topic in this Learner Guide. If you come across content that is confusing, make a note and discuss it with your trainer. Your trainer is in the best position to offer assistance. It is very important that you take on some of the responsibility for the learning you will undertake.
Examples	<ul style="list-style-type: none"> ➤ These highlight learning points and provide realistic examples of workplace situations.
Practice Tasks	<ul style="list-style-type: none"> ➤ Practice Tasks give you the opportunity to put your skills and knowledge into action. Your trainer will tell you which Practice Tasks to complete.
Summaries	<ul style="list-style-type: none"> ➤ Key learning points are provided at the end of each topic.
Learning Checkpoints	<ul style="list-style-type: none"> ➤ There are Learning Checkpoints at the end of each topic. Your trainer will tell you which activities to complete. These activities give you an opportunity to check your progress and apply the skills and knowledge you have learnt.

This table maps each topic in this Learner Guide to the National Quality Standard and national learning framework: Early Years Learning Framework (EYLF).

T = Topic

Topics	National Quality Standard (NQS)
T1, T2	Quality Area 1: Educational program and practice
T1, T2	Quality Area 2: Children’s health and safety
	Quality Area 3: Physical environment
T1	Quality Area 4: Staffing arrangements
	Quality Area 5: Relationships with children
T1	Quality Area 6: Collaborative partnerships with families and communities
	Quality Area 7: Governance and leadership
	Early Years Learning Framework
	Principles
T2	Secure, respectful and reciprocal relationships
T1, T2	Partnerships
T1, T2	Respect for diversity
	Aboriginal and Torres Strait Islander perspectives
T1	Equity, inclusion and high expectations
	Sustainability
T1, T2	Critical reflection and ongoing professional learning
	Collaborative leadership and teamwork
	Practice
	Holistic, integrated and interconnected approaches
	Responsiveness to children
	Play-based learning and intentionality
	Learning environments
	Cultural responsiveness
T1, T2	Continuity of learning and transitions
	Assessment and evaluation for learning, development and wellbeing
	Learning Outcomes
T1	1. Children have a strong sense of identity
	2. Children are connected to and contribute to their world
T1	3. Children have a strong sense of wellbeing
	4. Children are confident and involved learners
	5. Children are effective communicators



Topic 1

In this topic you will learn about:

- 1A** Health, safety and wellbeing guidelines
- 1B** Monitoring and maintaining compliance
- 1C** Improving compliance

Legislation, standards, policies and procedures

A range of laws, regulations, standards, guidelines and support materials assist educators to provide education and care in the most effective and efficient manner possible.

All applicable laws, regulations and standards must be transferred from large, complex documents into service policies and procedures. These must be suitable for staff to understand and access, but also easy for families and the community to understand.

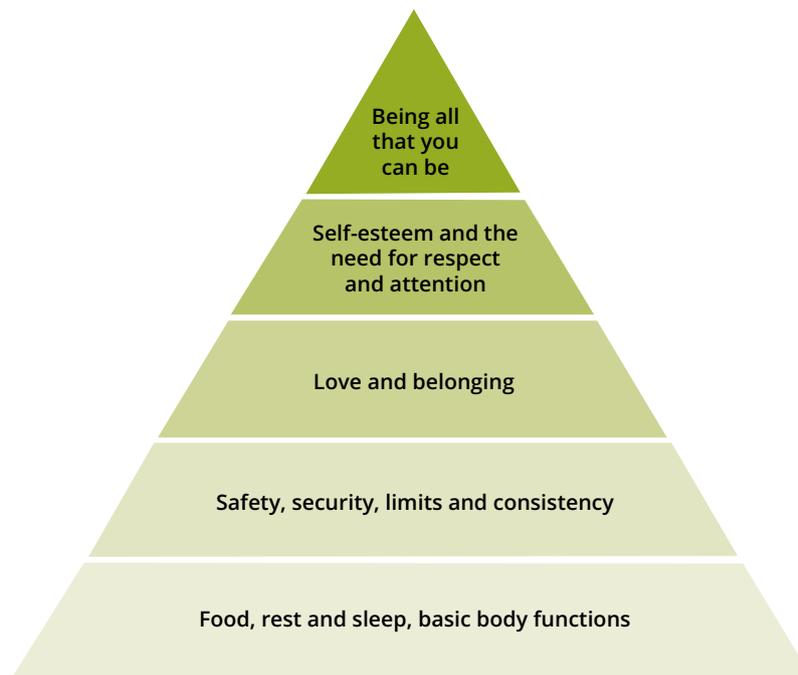
Policies should reference legislation, regulations and standards as a source, and should give clear details of the research they are based on. When policies include this information, it allows educators and families to easily identify sources, check their currency and extend their knowledge.

Regulation 171 states that policies and procedures must be readily accessible to all staff members and volunteers (including students) at all times that the service is educating and caring for children.

1A Health, safety and wellbeing guidelines

Children's basic needs must be met before they are able to participate in activities in ways that are beneficial to their learning and relationships.

Psychology theorist Abraham Maslow identified basic needs that must be met before people can progress to satisfying other, more complex needs. Maslow's hierarchy of needs applies to both children and adults. You may recognise Maslow's theory, presented as a pyramid below.



The hierarchy of needs demonstrates that health needs are the most important, including having adequate food, rest and sleep. It also includes body functions, such as toileting and swallowing. Safety and security are just above health needs and, when met, help children feel that they can explore the world safely and develop relationships.

Physical activity

Physical activity expectations and requirements are likely to be outlined in service policies and procedures.

These include:

- Health and safety policy
- Physical activity policy
- Program development policy
- Curriculum policy
- Philosophy
- Movement policy

The make-up of the service, its spaces, staff and curriculum will all contribute to how the regulations are expressed. The following provides a basic outline of how guidelines can be implemented in a service.

Requirement	Component	How to implement
National Quality Standard (NQS)	Element 2.1.3: Healthy eating and physical activity are promoted and appropriate for each child	<ul style="list-style-type: none"> ➤ Provide healthy food choices at mealtimes ➤ Promote physical activity appropriate to a child's age, developmental stage and skill level
The Early Years Learning Framework of Australia (EYLF)	Principles: <ul style="list-style-type: none"> ➤ Equity, inclusion and high expectations ➤ Critical reflection and ongoing professional learning 	<ul style="list-style-type: none"> ➤ Provide challenges and opportunities to take risks ➤ Support the learning of new skills ➤ Reflect on the child as an individual, including their skills and how their needs can be met
	Practices: <ul style="list-style-type: none"> ➤ Responsiveness to children ➤ Play-based learning and intentionality ➤ Learning environments ➤ Assessment and evaluation for learning, development and wellbeing 	<ul style="list-style-type: none"> ➤ Acknowledge children's strengths ➤ Respond to children's ideas and play ➤ Be open to children wanting to adapt the environment for their play ➤ Stimulate activity through participation ➤ Provide time for learning ➤ Model, demonstrate, question, explain and engage children ➤ Plan, evaluate and reflect to increase the suitability of the environment and its experiences
	Outcome 1: Children have a strong sense of identity Sub-outcome: Children develop their emerging autonomy, inter-dependence, resilience and sense of agency Outcome 3: Children have a strong sense of wellbeing Sub-outcome: Children become strong in their physical learning and wellbeing Sub-outcome: Children are aware of and develop strategies to support their own mental and physical health and personal safety	<ul style="list-style-type: none"> ➤ Provide choices and a range of activities ➤ Maintain high expectations ➤ Show enthusiasm for children's attempts and successes ➤ Support children to persist in their activity ➤ Plan and provide energetic activity ➤ Share familiar physical games ➤ Support the balance of activity and rest

Children's health and safety

Managing hazards and risks is a basic requirement of all services.

While policies and procedures might vary between services, the expectations for maintaining safety are of high priority and widely recognised in all education and care settings.

The following provides an outline of how health and safety can be maintained in a service.

Requirement	Component	How to implement
Education and Care Services National Law	Section 167: Offence relating to protection of children from harm and hazards	Ensure that every reasonable precaution is taken to protect children from harm and from any hazard likely to cause injury.
Education and Care Services National Regulations	Regulation 82: Tobacco-, drug- and alcohol-free environment	Ensure that children are provided with an environment that is free from the use of tobacco, illicit drugs and alcohol.
	Regulation 83: Staff members and family day care educators not to be affected by alcohol or drugs	Ensure staff members are not affected by alcohol or drugs (including prescription medication) so as to impair their capacity to supervise or provide education and care to children.
	Regulation 168: Education and care service must have policies and procedures	Ensure the service has policies and procedures in place in relation to health and safety, including: <ul style="list-style-type: none"> ➤ safety, including safety during any water-based activities ➤ providing a child-safe environment.
National Quality Standard (NQS)	Element 3.1.1: Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child	Provide appropriate furniture and equipment for children based on their age and stage of development.
	Element 3.1.2: Premises, furniture and equipment are safe, clean and well maintained	Regularly check and repair damaged furniture and equipment.
The Early Years Learning Framework (EYLF)	<p>Outcome 3: Children have a strong sense of wellbeing</p> <p>Sub-outcome: Children become strong in their physical learning and wellbeing</p> <p>Sub-outcome: Children are aware of and develop strategies to support their own mental and physical health and personal safety</p>	Allow children to serve themselves food and water at mealtimes (based on their developmental stage and skill level).

Examples of related service policies and procedures include:

- Health and safety policy
- Alcohol and drug policy
- Healthy environment policy
- Injury and illness policy
- Hazard checklist
- Risk analysis
- Equipment maintenance policy

Staffing and supervision

Supervision laws and regulations are in place to make sure services provide children the safest possible education and care.

These laws and regulations state that there must be a leadership structure in the service and outline how staff are to be allocated. The service’s philosophy, organisational culture and development will influence the way supervision is applied. This applies to the daily practices of the service, but also to the drop off and collection of children.

The following provides an outline of relevant components of the law and regulations.

Requirement	Section/Regulation
Education and Care Services National Law	Section 165: Offence to inadequately supervise children
	Section 169: Offence relating to staffing arrangements
	Section 170: Offence relating to unauthorised persons on education and care service premises
	Section 171: Offence relating to direction to exclude inappropriate persons from education and care premises
Education and Care Services National Regulations	Regulation 99: Children leaving the education and care service premises
	Regulation 119: Family day care educator and family day care educator assistant to be at least 18 years old
	Regulation 120: Educators who are under 18 to be supervised
	Regulation 122: Educators must be working directly with children to be included in ratios
	Regulation 123: Educator to child ratios – centre based services
	Regulation 123A: Family day care coordinator to educator ratios – family day care
	Regulation 124: Number of children who can be educated and cared for—family day care educator
	Regulation 126: Centre-based services—general educator qualifications
	Regulation 127: Family day care educator qualifications
	Regulation 128: Family day care coordinator qualifications
	Regulation 136: First-aid qualifications
	Regulation 151: Record of educators working directly with children
Regulation 168: Education and care service must have policies and procedures	

For more information on the law and regulations, go to:

- aspirelr.link/education-and-care-national-law
- aspirelr.link/education-and-care-national-regulations

The following table shows how to implement elements from the NQS that relate to staffing and supervision.

Element	How to implement
Element 2.2.1: At all times, reasonable precautions and adequate supervision ensure children are protected from harm	Regularly identify and minimise hazards throughout the service.
Element 4.1.1: The organisation of educators across the service supports children's learning and development	Ensure sufficient educators are present to support children's learning and development.
Element 4.1.2: Every effort is made for children to experience continuity of educators at the service	Wherever possible, ensure children have the same educators throughout their time at the service.

Examples of related service policies and procedures include:

- Staffing policy
- Supervisor policy
- Management and leadership policy
- Child–staff ratio policy
- Roster
- Timetable
- Visitor policy
- Visitor record
- Educator qualifications policy
- Staff code of conduct
- Staff expectations
- Arrival and departure policy

Collection of children

Regulations outline requirements for children leaving the premises.

They state that children may only be:

- given into the care of their family member or an authorised person named in the child's enrolment form
- taken outside of the premises as part of an authorised excursion or due to an emergency.

You should only ever allow a child to leave your service if you are sure the right person is collecting them. This may require you to access a child's enrolment form and check for the names of authorised people. Your service policies and procedures are likely to provide guidance; for example, they may state that the person collecting a child must be over 18 years old.

To follow these guidelines, you may need to ask for some form of identification to check that the person wanting to collect the child is named in your records. You have a duty of care to ensure that children remain in your care unless legally taken by an authorised person.

Example**Authorised collection of a child**

As a new staff member, Simone doesn't know many family members, but she makes an effort to introduce herself when children are dropped off so she can learn who everyone is. However, she notices that often different people come to pick the children up.

One day, when a man enters reception and starts to sign the departure book, Gloria (who is four years old) runs to him and gives him a hug. Simone sees that the man had access to the service entry passcode, that Gloria and he know each other, and that the man understands the centre's procedure, but she is not certain if he is authorised to pick up Gloria.

Simone approaches the man and introduces herself. He responds by saying he is Arthur, Gloria's uncle, and that he picks up Gloria on Fridays.

Simone explains that she is new to the service and asks if she can see some identification. Arthur shows Gloria his driver's licence. Simone then checks Gloria's records and notes that Arthur is on the permission list. She thanks him, and Arthur and Gloria leave the service together.

**Unauthorised collection of a child**

A child's parents and legal guardians must be provided access to their child unless there is a court order saying otherwise.

A court order is a legally binding document that may state that a parent or another relative is not permitted access to the child.

The most common incidents that pose a safety risk are:

- the late pick-up of a child
- an accident or emergency involving a family member
- an intoxicated person picking up a child
- a person who has a restraining order against them arriving to pick up a child.

If you release a child into the custody of an adult who has authority, but is not in a fit state to care for the child, you may also be held accountable for any incident that occurs. This means you must take all reasonable steps to ensure the child is in the care of the right person and that this person is fit to care for the child.

By knowing certain family details, such as the people who are authorised to collect each child, you can ensure that children do not leave your service with an unauthorised person. Children's files may also hold legal information of supervision or custody orders from:

- licensing authorities
- courts of law
- the police.

Staff should be made aware of these orders so they can act appropriately.

Example

Safe collection of a child

Rodriguez is one of the last staff members at the service. Eva's mum, Helen, arrives to pick her up at the usual time, but Rodriguez notices that Helen smells of alcohol, is a bit giggly and loses her footing a few times.

Rodriguez has a good relationship with Helen and feels comfortable asking what she has been up to. Helen tells him there was a farewell party at work and she had a few drinks.

Rodriguez says it looks like she enjoyed herself. He suggests that he calls Helen a Uber, but Helen disagrees. Rodriguez reminds Helen that if something goes wrong during the drive home, she would be devastated. Helen thinks for a minute and then agrees that an Uber is a good idea.

Rodriguez makes Helen a coffee and they chat about the party while they wait for the Uber to arrive. Rodriguez makes sure Eva's car seat is secured into the Uber.



Incidents, injury, trauma and illness

It is common for children to experience incidents that result in injury.

Children are also vulnerable to infection due to their weaker immune systems. Injury and illness are complications that you may need to deal with daily. Ensure you follow related policies and procedures to maintain the health and safety of children, families and staff. You can find an example of an incident, injury, trauma and illness record in Topic 2A of this Learner resource.

The following outlines requirements you may be expected to follow.

Requirement	Component	How to implement
Education and Care Services National Regulations	Regulation 85: Incident, injury, trauma and illness policies and procedures	<ul style="list-style-type: none"> ➤ Ensure procedures are in place to guide all service staff.
	Regulation 86: Notification to parents of incident, injury, trauma and illness	<ul style="list-style-type: none"> ➤ Notify parents as soon as practicable about an incident, injury, trauma or illness that occurs. This must be no later than 24 hours after the event.
	Regulation 87: Incident, injury, trauma and illness record	<ul style="list-style-type: none"> ➤ Ensure a record is completed that includes all details as required.
	Regulation 88: Infectious diseases	<ul style="list-style-type: none"> ➤ Take all reasonable steps to prevent the spread of infection. ➤ Notify parents about infectious diseases as soon as possible.

Requirement	Component	How to implement
Education and Care Services National Regulations	Regulation 89: First-aid kits	<ul style="list-style-type: none"> ➤ Ensure first-aid kits are suitably equipped and easy to recognise. ➤ Ensure first-aid kits are accessible to adults. ➤ Ensure the contents have not expired. ➤ Cross-check the contents with the recommendations of a reputable organisation such as St John Ambulance or the Red Cross.
	Regulation 168: Education and care service must have policies and procedures	<ul style="list-style-type: none"> ➤ Ensure policies and procedures are in place in relation to health and safety, including incident, injury, trauma and illness.
National Quality Standard (NQS)	Element 2.1.2: Effective illness and injury management and hygiene practices are promoted and implemented	<ul style="list-style-type: none"> ➤ Take all reasonable steps to minimise risk of injury and illness. ➤ Ensure all staff follow hygiene practices, such as cleaning, disinfecting and handwashing.

Examples of related service policies and procedures include:

- Incident, injury, trauma and illness policy
- Health and safety policy
- First-aid policy
- Exclusion policy
- Infectious disease policy

Emergencies and communication

An emergency is an abnormal or sudden event that requires immediate action to prevent harm to people or damage to property or the environment.

The service needs to be prepared for:

- serious injury
- evacuation
- fires and explosions
- hazardous substance (chemical) spills
- bomb threats
- security emergencies, such as armed robberies, intruders and disturbed persons on the premises
- internal emergencies, such as loss of power or water supply, and structural collapse
- external emergencies and natural disasters, such as floods, bushfires, storms or traffic accidents that affect the service.



Ensure you know where the emergency assembly point is.

When incidents and emergencies occur, quick and coordinated action can be the difference between life and death. A situation that might have a devastating effect must be kept under control and the impact minimised as much as possible.

In an emergency, you may be faced with loud noise, limited visibility, and distressed or injured people. If you have practised under rehearsal conditions, you are more likely to put the emergency plan into action calmly and effectively in a stressful situation. Emergency rehearsals should be held at different times of the day and be based on different scenarios. To ensure they are effective, rehearsals should be evaluated afterwards to find out what went well and what needs to be improved.

The tasks allocated in an emergency plan should be clearly identified, and should be linked to people's roles rather than their names. This makes it clear to others and ensures that if someone is away, involved in the incident themselves or unavailable, the plan will still work as someone else can carry out the task.

Emergency management plan

An emergency management plan (EMP) serves as a practical written guide to follow if an emergency occurs.

Information contained in the plan should be communicated to staff and families.

Having an EMP in place:

- prepares a service to manage an emergency if and when it occurs
- can reduce the risk of incidents occurring
- puts controls in place to effectively manage an emergency.

The following outlines requirements related to emergencies, and how to implement these in the service.

Requirement	Component	How to implement
Education and Care Services National Regulations	Regulation 97: Emergency and evaluation procedures	<p>Ensure that emergency and evacuation procedures set out:</p> <ul style="list-style-type: none"> ➤ instructions for what must be done in an emergency ➤ an emergency and evacuation floor plan ➤ a risk assessment that identifies potential emergencies relevant to the service. <p>Conduct and document an emergency rehearsal at least every three months.</p> <p>Display a copy of the emergency and evacuation floor plan and instructions in a prominent position near each exit.</p>
	Regulation 98: Telephone and other communication equipment	Ensure a mobile telephone with network connection is available and accessible.

The Victorian Department of Education and Training provides an EMP template and guides, which you can access at: aspirelr.link/emp-templates.

The department identifies the following as minimum requirements of an EMP.

Component	Details
Cover information	<ul style="list-style-type: none"> ➤ Name, address and other relevant details about your facility
Emergency contact lists	<ul style="list-style-type: none"> ➤ Contact details of emergency services agencies and early childhood regional and central offices ➤ Names and emergency contact information of service personnel
Facility profile	<ul style="list-style-type: none"> ➤ Description of the facility ➤ Number of children and their age levels ➤ Number of staff ➤ Number of buildings and rooms
Risk assessment	<ul style="list-style-type: none"> ➤ A risk matrix establishing the risk of specific hazards and the emergencies that may occur
Incident management team	<ul style="list-style-type: none"> ➤ Identifies the person who is in charge of emergency management and decision-making at the facility
Site plans	<ul style="list-style-type: none"> ➤ Detailed area map showing evacuation routes ➤ Facility site plan that includes the area surrounding the service
Evacuation/relocation plans	<ul style="list-style-type: none"> ➤ Includes a contingency plan for hazards ➤ Identifies whether lockdown, lockout, or external or internal evacuation is necessary
Emergency exercise and drill schedule	<ul style="list-style-type: none"> ➤ A schedule of emergency exercises and drills
List of children and staff with special needs	<ul style="list-style-type: none"> ➤ An up-to-date list of those who need additional assistance if an emergency occurs, such as children and staff with disabilities, allergies or injuries who may need assistance or medication

Infection control

Infection is a major concern in any setting where groups of people are interacting closely.

Infection control guidelines should be reflected clearly in policies and practices using procedures that are easy to implement. Policies and procedures should cover all aspects and should aim to protect all children and staff members from illness.

The following outlines a guide for how to implement infection control in the service.

Requirement	Component	How to implement
Education and Care Services National Regulations	Regulation 77: Health, hygiene and safe food practices	Provide adequate health and hygiene practices and safe practices for handling, preparing and storing food to minimise risks.
	Regulation 103: Premises, furniture and equipment to be safe, clean and in good repair	Ensure that the premises and all equipment and furniture used in providing education and care are safe, clean and maintained.
	Regulation 168: Education and care service must have policies and procedures	Ensure policies and procedures are in place in relation to health and safety, including dealing with infectious disease.
	Regulation 172: Prescribed information to be displayed	Ensure a notice is displayed describing the infectious disease if one has been identified in the service.
National Quality Standard (NQS)	Element 3.1.2: Premises, furniture and equipment are safe, clean and well maintained	Ensure that the premises and all equipment and furniture used in providing education and care are safe, clean and maintained.
Australia New Zealand Food Standards Code (Food Standards Australia New Zealand)	<p>This code lists requirements for foods such as additives, food safety, labelling and genetically modified foods. Enforcing and interpreting the code is the responsibility of each state or territory's health department.</p> <p>The code contains useful information on infant formula products, foods for infants, formulated meal replacements and formulated supplementary foods.</p>	

Examples of related service policies and procedures include:

- Infection control policy
- Cleaning procedures
- Environmental sustainability policy
- Universal precaution procedure
- Spills procedure
- Hygiene policy
- Food safety policy
- Food-handling policy
- Storing food procedure
- Kitchen safety procedure
- Pet policy
- Immunisation policy
- Children's health policy
- COVID-19 prevention and management policy

Medical conditions

Services must take medical conditions seriously, and create policies and procedures that do not leave any gaps in practices.

The following outlines requirements in relation to medical conditions.

Requirement	Regulation	How to implement
Education and Care Services National Regulations	Regulation 77: Health, hygiene and safe food practices	Provide health and hygiene practices, and safe practices for handling, preparing and storing food to minimise risks.
	Regulation 90: Medical conditions policy	Ensure practices are in place to manage medical conditions, including asthma, diabetes and anaphylaxis.
	Regulation 91: Medical condition policy to be provided to parents	Provide parents of a child with a specific healthcare need, allergy or relevant medical condition with a copy of the medical conditions policy document.
	Regulation 94: Exception to authorisation requirement – anaphylaxis or asthma emergency	Medication can and should be administered to a child without authorisation in the case of an anaphylaxis or asthma emergency. Notify the parents and emergency services of a medical emergency as soon as practicable.
	Regulation 168: Education and care service must have policies and procedures	Ensure policies and procedures are in place in relation to health and safety, including dealing with medical conditions in children.
	Regulation 173: Prescribed information to be displayed	Ensure a notice is displayed stating that an enrolled child has been diagnosed as at risk of anaphylaxis, if applicable.

Examples of related service policies and procedures include:

- Food allergy policy
- Cross-contamination procedure
- Allergy and anaphylaxis policy
- Emergency procedure
- Allergy action plan
- Asthma action plan
- Egg and nut policy

Medical management plans

The management of children's long-term illness must be documented on a medical management plan and kept in the service at all times.

A medical management plan is a document that is developed and provided by a doctor. A medical management plan is required for any person who has a specified healthcare need or medical condition, such as an allergy, asthma, diabetes, epilepsy or risk of anaphylaxis.

If a child has a medical condition, they must have a medical management plan before they can attend the service. Staff may also provide a medical management plan if they have a medical condition.

The plan should be reviewed every year or when there are changes to the person's condition. It includes:

- child's name and photo
- symptoms
- causes
- indications that treatment or medical intervention is required
- instructions for action and treatment
- details of emergency contact people
- actions to take in case of emergency
- medication details including administration, storage, timing, dosage and possible side effects.



You may need to administer medicine according to a child's medical management plan.

A medical management plan must be displayed in a place that any staff member caring for the child is able to access. In many cases, with family permission, this will be in a prominent place. There may be multiple copies of the plan displayed in various areas around the service.

The service must have a policy outlining the requirements of the plan. Casual or new staff need to be made aware of medical management plans and their roles and responsibilities.

Risk minimisation plans

Services may develop a risk minimisation plan that works alongside a medical management plan.

A risk minimisation plan provides specific information that relates to how the service and its staff will manage and prevent medical issues occurring in relation to the person with a medical condition.

This might include:

- strategies to avoid onset of symptoms, such as removing foods or substances from the service
- roles and responsibilities if the person requires treatment
- how to implement the medical management plan

- locations of required materials and equipment
- information about any training or professional development undertaken to support the person.

Some services state in their risk minimisation plans that the family must provide the child's medical kit with the child at arrival and take the child's medical kit home with them at departure. This is to ensure that:

- the child has the kit with them while they travel to and from the service
- the family takes responsibility for ensuring any medication is up to date and in good order.

If your service takes this approach, the child cannot be left in your care if they arrive without the kit. Be aware that you may be held legally responsible if the medication in the kit is out of date or unusable.

Medication administration

Medication might be required by a child who is unwell or has a long-term medical condition.

Policies and procedures provide guidelines that educators must follow to administer these medications safely and responsibly, and ensure there is no margin of error.

Relevant regulations for administering medication

- Regulation 92: Medication record
- Regulation 93: Administration of medication
- Regulation 94: Exception to authorisation requirement— anaphylaxis or asthma emergency
- Regulation 95: Procedure for administration of medication
- Regulation 96: Self-administration of medication
- Regulation 168: Education and care service must have policies and procedures

For more information on the regulations, go to: aspirelr.link/education-and-care-national-regulations.

You should also be aware of NQS Element 2.1.2: Effective illness and injury management and hygiene practices are promoted and implemented. To implement this in the service, ensure that:

- you take all reasonable steps to minimise risk of injury and illness
- staff follow hygiene practices, such as cleaning, disinfecting and handwashing.

Examples of related service policies and procedures include:

- Medication policy
- Medical management policy
- Medication administration procedure

A medication administration form template is available on the ACECQA website at: aspirelr.link/sample-forms-and-templates.

Child-focused routines

Most services have a commitment to child-focused routines and this is often reflected in their philosophy, which flows through to the policies and procedures.

The following outlines requirements in relation to implementing child-focused routines.

Requirement	Component	How to implement
National Quality Standard (NQS)	Element 1.1.2: Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program	<ul style="list-style-type: none"> ➤ Plan experiences that reflect children's knowledge, strengths and interests.
	Element 6.1.1: The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing	<ul style="list-style-type: none"> ➤ Learn about the cultures and values of each individual family. ➤ Consult with families when developing new activities and experiences.
	Element 6.2.1: Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities	<ul style="list-style-type: none"> ➤ Share information with families on children's learning and development. ➤ Provide children with age-appropriate responsibilities.
The Early Years Learning Framework (EYLF)	Principle: Partnerships	<ul style="list-style-type: none"> ➤ Use information you collect and share with families, children and other educators. This is your knowledge of the child. ➤ Include ideas and skills of families and children and take their needs into account.
	Practice: Continuity of learning and transitions	<ul style="list-style-type: none"> ➤ Make routines, change and learning opportunities as consistent as possible. ➤ Take into account the emotional needs of children and work from this to help them become confident and capable.
	Practice: Assessment and evaluation for learning, development and wellbeing	<ul style="list-style-type: none"> ➤ Gather information over time and take this into consideration to provide environments that meet each child's needs.

Requirement	Component	How to implement
The Early Years Learning Framework (EYLF)	Outcome 3: Children have a strong sense of wellbeing	<ul style="list-style-type: none"> ➤ Respect children’s ability to recognise their needs.
	Sub-outcome: Children become strong in their social and emotional wellbeing	<ul style="list-style-type: none"> ➤ Share ownership of timetables and routines and allow for individual needs.
	Sub-outcome: Children become strong in their physical learning and wellbeing	<ul style="list-style-type: none"> ➤ Discuss and model healthy lifestyles and good nutrition.
	Sub-outcome: Children are aware of and develop strategies to support their own mental and physical health and personal safety	

Nutrition and mealtimes

Routines such as mealtimes form a significant part of the curriculum.

While these routines should be child-focused, they must also support children’s nutrition and health outcomes as they affect their overall wellbeing.

The following provides details for how you can implement safe and healthy mealtime routines.

Requirement	Component	How to implement
Education and Care Services National Regulations	Regulation 77: Health, hygiene and safe food practices	<ul style="list-style-type: none"> ➤ Limit the risk to children by using safe practices for handling, preparing and storing food.
	Regulation 78: Food and beverages	<ul style="list-style-type: none"> ➤ Ensure children always have access to clean drinking water. ➤ Ensure all foods and beverages are nutritious and adequate in quantity. ➤ Offer children food and beverages appropriate to the needs of each child on a regular basis throughout the day.
	Regulation 79: Service providing food and beverages	<ul style="list-style-type: none"> ➤ Choose food and beverages based on: <ul style="list-style-type: none"> – each child’s growth and development needs – specific cultural, religious or health requirements.
	Regulation 80: Weekly menu	<ul style="list-style-type: none"> ➤ If food or beverages other than water are provided, ensure a weekly menu is displayed and accessible to parents. ➤ Ensure the menu describes all food and beverages provided each day.
Education and Care Services National Regulations	Regulation 168: Education and care service must have policies and procedures	<ul style="list-style-type: none"> ➤ Ensure policies and procedures are in place in relation to health and safety, including: <ul style="list-style-type: none"> – nutrition, food and beverages policy – dietary requirements policy.

Requirement	Component	How to implement
National Quality Standard (NQS)	Element 2.1.3: Healthy eating and physical activity are promoted and appropriate for each child	<ul style="list-style-type: none"> ➤ Provide healthy food choices at mealtimes. ➤ Promote physical activity appropriate to a child's age, developmental stage and skill level.
The Early Years Learning Framework (EYLF)	<p>Outcome 3: Children have a strong sense of wellbeing</p> <p>Sub-outcome: Children become strong in their physical learning and wellbeing</p> <p>Sub-outcome: Children are aware of and develop strategies to support their own mental and physical health and personal safety</p>	<ul style="list-style-type: none"> ➤ Respect children's ability to recognise their needs. ➤ Share ownership of timetables and routines, and allow for individual needs. ➤ Discuss and model healthy lifestyles and good nutrition.

Examples of service policies and procedures include:

- Health and safety policy
- Food safety policy
- Routine policy
- Food-handling policy
- Mealtime procedures
- Menu procedure
- Healthy eating policy

Sleep and rest

Children require sleep and rest routines that meet their individual needs.

Take into consideration the comfort and care required to make these routines pleasant, relaxing times for children.

The following outlines ways you can implement sleep and rest routines in the service.

Requirement	Component	How to implement
Education and Care Services National Regulations	Regulation 81: Sleep and rest	<ul style="list-style-type: none"> ➤ Consider sleep and rest needs of all children in relation to the ages, developmental stages and individual needs of each child.
National Quality Standard (NQS)	Element 2.1.1: Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation	<ul style="list-style-type: none"> ➤ Provide time for sleep and rest appropriate to the child's age. ➤ Ensure comfortable and safe bedding is provided and that lighting is turned down.

Examples of service policies and procedures include:

- Sleep and rest policy
- Health and safety policy
- Sleep procedure
- Planning policy
- Routine policy
- Timetable procedure
- Relaxation policy

Clothing needs

Children’s clothing impacts the way they are able to participate in the curriculum.

Whether they are involved in active play or rest and relaxation, their clothing should assist them to participate fully.

Make sure you implement NQS Element 2.1.1: Each child’s wellbeing and comfort is provided for, including appropriate opportunities to meet each child’s need for sleep, rest and relaxation.

Examples of service policies and procedures include:

- Health and safety policy
- Clothing policy
- Uniform policy
- Toileting policy
- Routine policy
- Sun safety policy

Sun safety

Everyone’s skin is vulnerable to the effects of the sun and must be protected.

Sun safety policies and procedures should take into account the environment of the service and the individual needs of children and adults. Children learn from modelling, so sun safety expectations should include guidelines for both children and staff.

The following outlines ways you can incorporate sun safety in the service.

Requirement	Component	How to implement
Education and Care Services National Regulations	Regulation 114: Outdoor space—shade	➤ Include adequate shaded areas to protect children from over-exposure to ultraviolet radiation from the sun.
	Regulation 168: Education and care service must have policies and procedures	➤ Ensure policies and procedures are in place in relation to health and safety, including sun protection.
The Early Years Learning Framework (EYLF)	Outcome 3: Children have a strong sense of wellbeing Sub-outcome: Children are aware of and develop strategies to support their own mental and physical health and personal safety	➤ Encourage children to apply their own sunscreen (if age-appropriate) and ensure they wear hats when outside or remain in the shade.

Examples of related service policies and procedures include:

- Sun safe policy
- Sun protection procedures
- Health and safety policy

Excursions and transport

Excursions and any other activity that requires transport must include careful planning and preparation.

Specific regulations apply to excursions. Regulations relating to other areas of health and safety (such as sun protection while outside) may also be relevant. See Topic 2 for more details on excursion requirements.

When children are transported in vehicles they must be safely restrained. This applies to cars as well as buses and other vehicles. For more information on child restraints and booster seats, go to: aspirelr.link/child-restraints. The relevant regulations on excursions and transport are outlined in the following table.

Regulation	How to implement
Regulation 77: Health, hygiene and safe food practices	Follow adequate health and hygiene practices when handling, preparing and storing food.
Regulation 78: Food and beverages	Ensure children have access to safe drinking water and are offered appropriate food and drinks during the excursion.
Regulation 89: First-aid kits	Ensure first-aid kits are available in the right quantity, suitably equipped and accessible.
Regulation 98: Telephone and other communication equipment	Ensure a mobile telephone with network connection is available and accessible.
Regulation 99: Children leaving the education and care service premises	Do not allow children to leave the premises without written authority from parents or due to an emergency when they are taken by ambulance.
Regulation 100: Risk assessment must be conducted before excursion	Ensure a risk assessment is completed prior to any child leaving the service (a risk assessment is required for every excursion, except if the excursion is a regular outing. In this case one risk assessment completed for this same outing is adequate).
Regulation 101: Conduct of risk assessment for excursion	Ensure the risk assessment includes a variety of information and considerations, such as the number of adults and children, risks with water-based activities and the items that need to be taken on excursions.
Regulation 102: Authorisation for excursions	Written authorisation is required prior to any child being taken outside of the service. Transportation of children requires that children are accounted for when embarking and disembarking from transport to an excursion.

Regulation	How to implement
Regulation 109: Toilet and hygiene facilities	Ensure children have access to toilets, washing and drying facilities.
Regulation 112: Nappy-change facilities	Ensure there is at least one properly constructed nappy-change bench if any children wear nappies or are under three years of age. This includes appropriate and adequate hygiene and hand-washing facilities in the immediate vicinity.
Regulation 136: First-aid qualifications	Ensure at least one educator on the excursion has first aid, anaphylaxis and asthma training.
Regulation 158: Children's attendance records	Keep a record of when each child leaves and returns to the service.
Regulation 160: Child enrolment records	Ensure children's medical and other needs are met.
Regulation 162: Health information	Carry information that includes contacts for each child, including those for emergencies and approvals.

For more information on the regulations, go to: aspirelr.link/education-and-care-national-regulations.

Practice Task 1

1. Draw a line to match the health and safety requirement on the left with the correct guideline on the right.

- | | |
|--|--|
| * Medication administration | * Regulation 103 of the Education and Care Services National Regulations |
| * Emergencies and communication | * NQS Element 2.2.1 |
| * Infection control | * NQS Element 2.1.2 |
| * Medical conditions | * Food-handling policy and procedures |
| * Collection of children from premises | * Regulation 93 of the Education and Care Services National Regulations |
| * Supervision | * Regulation 98 of the Education and Care Services National Regulations |
| * Incident, injury, trauma and illness | * Regulation 126 of the Education and Care Services National Regulations |

1B Monitoring and maintaining compliance

The laws and regulations refer to people who have certain responsibilities.

These include:

- approved provider – legally responsible for complying with laws and regulations
- nominated supervisor – person nominated by the approved provider to manage the service
- person in day-to-day charge – person nominated by the approved provider and nominated supervisor to take charge in their absence.

Educators are responsible for their own actions and must follow policies and procedures. However, approved providers and nominated supervisors take full responsibility if issues occur.

The following outlines standards and regulations relating to these roles.

Requirement	Section/regulation
Education and Care Services National Law	Section 161: Offence to operate education and care service without nominated supervisor
	Section 161A: Offence for nominated supervisor not to meet prescribed minimum requirements
	Section 162: Offence to operate education and care service unless responsible person is present
	Section 163: Offence relating to appointment or engagement of family day care coordinators
	Section 164: Offence relating to assistance to family day care
	Section 164A: Offence relating to the education and care of children by family day care service
Education and Care Services National Regulations	Regulation 117A: Placing a person in day-to-day charge
	Regulation 117B: Minimum requirement for a person in day-to-day charge
	Regulation 117C: Minimum requirement for a nominated supervisor

For more information on the law and regulations, go to:

- aspirelr.link/education-and-care-national-law
- aspirelr.link/education-and-care-national-regulations

Educator responsibilities

Policies and procedures should include information that highlights the responsibilities of staff at each level.

This may also include responsibilities of families and others. While these statements should provide clarity, an overarching responsibility is for each staff member to communicate issues in policies and procedures, including:

- unclear information
- gaps or inconsistencies
- new information or practices
- when policies and procedures are not representative of practice.

Example

Identifying roles and responsibilities

The following is an example of a clothing policy in a childcare centre.

Clothing policy

Policy

- We will ensure the children are wearing relevant clothing for the weather conditions by monitoring the warmth of the children and changing clothing accordingly.
- Footwear needs to be appropriate for the weather and worn for outdoor activities. Shoes do not need to be worn inside; however, this needs to be discussed with individual families.
- We will encourage children to dress themselves after sleep times, toileting, using dress-up clothing, etc.

Staff responsibilities

- Staff will ensure the safety of children during sleep times by removing outer layers of clothing. Loose clothing or jumpers with hoods and cords are a hazard and are not appropriate for sleeping.
- Staff will monitor the temperature of the child and change their clothing accordingly. Staff will ensure children are wearing relevant clothing for the weather conditions.
- Staff will model appropriate dress by wearing hats and sun-safe clothing outside, and wearing appropriate clothes and shoes at all times that are safe and allow them to comfortably interact with the children.
- Staff will support independence by encouraging the children to dress themselves after sleep times, toileting, using dress-up clothing, etc.

Family responsibilities

- The clothing your child wears can make a difference to the quality of their experiences and can affect how your child gets involved in the experiences provided. What they wear can also influence your child's health, safety, comfort and wellbeing.
- During a busy day it is not possible for the children to always remain clean, so it may be best to dress your child in clothes that wash easily and are durable.
- Please try to dress your child in clothes that they can manage themselves – for example, pants that they can pull down without assistance when toileting.

Policy review

This policy will be reviewed biannually unless there are any regulatory or legislative requirements and/or any feedback is received from staff, parents and the community.

Version 3

Source: rednose.org.au

Refer to: Sleeping policy, Sun safe policy

Modelling and monitoring compliance

During every part of your day, you will need to communicate and act in accordance with policies and procedures.

You will be responsible for communicating any non-compliance you notice and managing these situations should they occur. Often non-compliance occurs due to human error; other times it occurs due to issues, omissions or errors in policies and procedures.

Breaches of laws or regulations have consequences that may include serious ramifications for health and safety. They are also linked to financial penalties as described in the laws and regulations.

If you are aware of any non-compliance, you will be expected to take some level of responsibility. This information will be provided in your job description, and can be clarified by asking a supervisor.

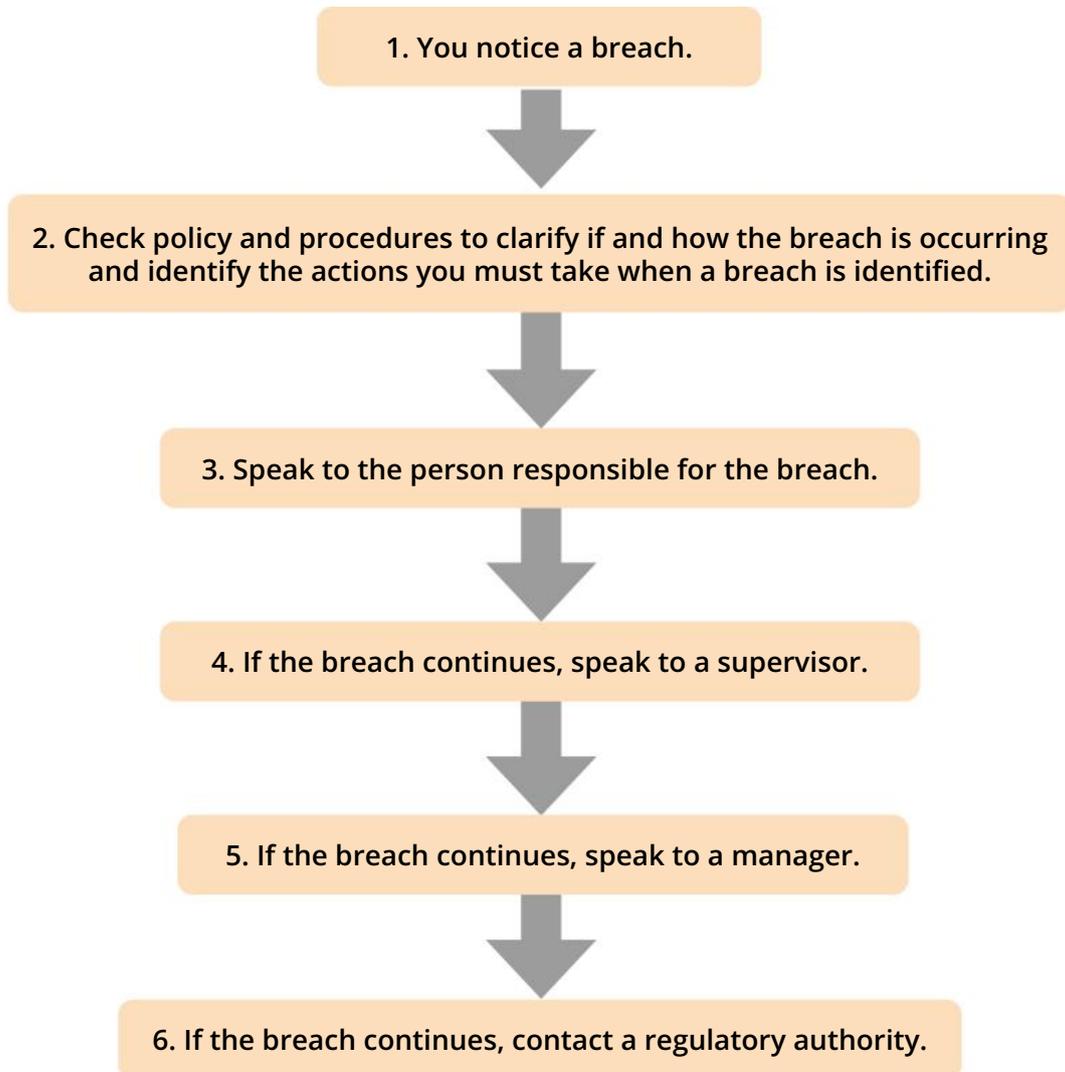
Responsibilities for monitoring compliance

- Rectify the outcome of the non-compliance. This might include communicating, acting, providing training, altering the outcome or completing the task yourself.
- Report the issue or action.
- Identify the root cause of the issue, finding out the main reason that it occurred.
- Communicate the issue so it can be avoided in the future.
- Research or record recommendations.
- Provide training or professional development.
- Rewrite or adapt policies and procedures.

Responding to concerns

If you witness ongoing non-compliance, follow the advice of your service's internal communication policy.

The following guides your actions and communication should you notice that others are responsible for a breach. If at any stage you feel threatened or uncomfortable carrying out a step, move forward to the next step.



Example

Noticing a breach

Jeremy noticed that Freda, another educator, had not washed her hands after cleaning the bathroom. He knew that he was responsible for taking action. He approached Freda and mentioned that after cleaning the bathroom she should wash her hands well due to the risk of infection.



Practice Task 2

1. Which of the following statements are correct in relation to compliance responsibilities? Select all that apply.

- You must role-model and monitor compliance.
- If you notice any non-compliance with policies and procedures, you should report these to your supervisor and follow further action if breaches continue.
- You must access, understand and implement policies and procedures, including those related to health and safety.
- To rectify non-compliance, you may need to organise training, report actions, rewrite policies or procedures and/or communicate the issue.
- All breaches and non-compliance of service policies and procedures must result in disciplinary procedures and be reported to regulatory authorities.

1C Improving compliance

Critical reflection involves assessment of your practice to identify how to work toward a higher level of understanding or application of skills and knowledge.

While reflection is about checking how things are going and asking questions, critical reflection is a more in-depth process where you have improvement and development in mind.

When critically reflecting on health and safety policies and procedures, you are assessing whether the following things are in place and identifying how they can be improved.

Ensure:

- all regulations are included
- responsibilities are clear
- information is current and comes from authoritative sources
- practices reflect service policies and procedures.



Support others to understand the health and safety policies that apply to the service.

Critical reflection is improved if it is undertaken as part of a consultative process. Teams of people working together helps them achieve greater success and build compliance through cooperation.

Improving compliance

Part of your role is to support others to understand health and safety policies and procedures and to demonstrate these in practice.

The goal of any health and safety strategy is to eliminate or reduce all workplace hazards and risks. When health and safety information is shared, you achieve compliance by:

- setting standards in line with current health and safety legislation
- supporting all workers to follow the standards set
- making sure all workers understand their obligations
- monitoring understanding and implementation
- showing support for a program of regular health and safety review and improvement.

Communication methods

Health and safety information is communicated in both formal and informal ways.

Informally workers:

- model correct work practices
- discuss and follow policies and procedures
- add notes to diaries and communication books
- fill out documents such as incident records, maintenance reports and checklists
- discuss issues
- share ideas
- view displays.

Formally workers participate in:

- meetings
- professional development
- policy development and review
- issue resolution
- information sessions
- planning, consultation or purchasing committees
- management discussions relating to raising requests and concerns, making suggestions and providing reports
- providing written workplace information.

Purpose of consultation

Workers involved in consultation processes more actively participate and take on the roles required to maintain a safe and healthy workplace.

Regular consultation provides information about the processes used to:

- isolate, eliminate or minimise hazards
- seek clarification or improvements to procedures or control methods
- provide feedback about the effectiveness of current safe work strategies.

Every worker should feel that they are a supported and valued member of a team. Consultation helps workers to:

- feel that their contribution is valued
- commit to resolving issues and processes
- willingly follow guidelines and procedures
- use equipment according to guidelines and safe operating manuals
- apply appropriate actions in hazardous situations.

Example

Communication methods

Happy Gardens Child Care Centre critically reflect on a new policy or procedure each week. It uses a range of methods to share information and help each staff member to understand their role.

This week the centre is focusing on the sun safety policy and procedures.

Informally they:

- place a SunSmart poster in each bathroom (both adult and child bathrooms)
- include an article in the staff and parent newsletter
- encourage each staff group to talk about their routine and how sun safety is carried out
- place a forum posting on the intranet
- place SunSmart brochures from the Cancer Council in each staff member's locker and place a pile of these in the foyer for families to access.



Formally they:

- invite a guest speaker from the Cancer Council to run a professional development session for educators
- review and discuss the policy in a meeting with management.

Applying research

You may need to do your own research or consult with others to maintain up-to-date knowledge.

The following outlines the research and consultation methods that can be used to gain relevant information.

Investigate legislation at the national and state/territory levels

Make sure that:

- you understand the wording of the legislation/regulations and can clearly explain it to others
- the national legislation aligns with the state/territory legislation
- the legislation is relevant to your service.

Identify and use written sources of information

Sources may include:

- Australian Children's Education and Care Quality Authority (ACECQA)
- Department of Education and Training (DET) relevant to your state or territory
- sample policies (you can find some sample policies at: aspirelr.link/sample-forms-and-templates)

Check the service's policy documents

Check that the policy:

- matches what is currently occurring in the service
- meets organisational requirements
- follows or links with legislation (where relevant)
- demonstrates current information
- reflects the values and beliefs of individuals
- references information that backs up and/or supports the policy.

Consult with others

To check or confirm wording, relevance and currency, you may need to consult with:

- colleagues
- family members
- other organisations
- government agencies
- funding bodies.

Sources of information

Any information you gather must come from current and reliable sources.

These are sources of information that have come from recognised, respected, authoritative bodies or individuals. Textbooks and study materials are useful, as are factsheets from specialists.

To ensure your information base is relevant and current, remember to:

- check issue dates to ensure your materials are current
- use information that is less than 10 years old
- use Australian sources where possible
- check whether a more recent version is available
- be aware that new information might be listed under a new title, topic or organisation, or that a government body or organisation may have changed their name.

If you use information from the internet, you should access a site that is government-based or linked to a reputable source.

ACECQA has the most reliable and appropriate online information about current trends in the education and care industry.

At aspirelr.link/acecqa, you will find a 'Latest News' page, along with links, libraries, factsheets, and details for educators, service providers and families.

You may also find suitable information on the following websites.

Organisation/ resource	Content	Website
Raising Children Network	Health and development information ranging from pregnancy to adulthood, and including disability	aspirelr.link/raising-children-network
Royal Children's Hospital	Children's health information	aspirelr.link/royal-childrens-hospital
Department of Health	Health topics, initiatives, programs and services, including immunisation details	aspirelr.link/immunisation
Department of Education and Training	Information on the new childcare package	aspirelr.link/department-of-education
National Health and Medical Research Council (NHMRC)	Table of exclusion periods for infectious diseases	aspirelr.link/exclusion-period-poster-nhmrc
<i>Staying healthy: Preventing infectious diseases in early childhood education and care services, NHMRC</i>	Health and hygiene information with clear guidelines for how to prevent the spread of infections and disease in childcare services	aspirelr.link/staying-healthy-pdf
Safe Work Australia	Health and safety legislation and guidelines	aspirelr.link/safe-work-australia
Kidsafe Australia	Information on preventing childhood accidents and injuries	aspirelr.link/kidsafe

Accurate records

Many policies and procedures include requirements for recording and reporting so that issues can be identified, tracked and resolved.

They may also help you determine the priority in which issues must be controlled or resolved. Records relating to health and safety include:

- incident, injury, trauma and illness records
- maintenance reports
- excursion risk assessments.

If any of these records are completed inaccurately, they might result in serious non-compliance and injury or illness.

There may be some variation in service policies and reporting procedures depending on:

- the size and nature of the service
- the service culture and individual attitudes
- the degree of formality in the workplace



Ensure incident and injury forms are completed accurately.

- management expectations
- staff induction and training
- literacy levels
- the complexity and design of documents
- the accessibility of the documents required for completion
- lines of responsibility.

All records must be taken seriously.

Tips for completing and maintaining accurate records

- Ensure information is unbiased.
- Ensure all information is factual and correct.
- Ensure all sections of a form are completed.
- Include as much information as possible.
- Ask others to check the accuracy of your records.
- Keep information confidential.
- Organise information so that it is easy to find.
- Keep information up to date.

Example

Reporting procedures

In the following table, each service follows reporting obligations, but uses different methods, as detailed in their policies and procedures.

Type of service	Reporting method
<p>Large organisation that forms part of a chain of services</p>	<ul style="list-style-type: none"> ➤ All reports must be lodged at head office. ➤ Reporting is completed through an online process. ➤ Staff must consult and obtain approval from the education and care services officer before they can rectify some issues.
<p>Community-run service</p>	<ul style="list-style-type: none"> ➤ A nominated person completes any formal reports, but individual staff are able to complete reports themselves in consultation with the nominated person. ➤ The nominated person works closely with the service director and attends committee meetings to resolve larger issues requiring funding. ➤ The director has authority to resolve some issues.
<p>Private service directed by the owner</p>	<ul style="list-style-type: none"> ➤ The director and owner work closely together to ensure all issues are resolved. ➤ The owner approves all actions.

Practice Task 3

1. Draw a line to match each method for improving compliance to its correct description.

- | | |
|--|--|
| * Provide policies, procedures and current information | * Ensures issues can be tracked, identified, controlled and resolved. |
| * Critical reflection | * Think about your practices and feedback from others to identify areas for improvement. |
| * Maintain accurate records | * Work as a team so all staff are active in their roles and responsibilities. |
| * Consultation and communication with others | * Find, access and use credible and authoritative sources to inform service practices. |
| * Research and source information | * Ensure all staff are aware of their roles and responsibilities. |

Summary

- Children's basic needs must be met before they are able to participate in ways that are beneficial to their learning and relationships.
- Supervision laws and regulations are in place to make sure services provide children with the best possible education and care.
- Excursions and any other activity that requires transport must include careful planning and preparation.
- Services must take medical conditions seriously and create policies and procedures that do not leave any gaps in practices.
- A service commitment is often reflected in its philosophy and this flows through to its policies and procedures.
- Approved providers and nominated supervisors take full responsibility if issues occur.
- Policies and procedures should include information that highlights the responsibilities of staff at each level.
- Often non-compliance occurs due to human error, but it can sometimes occur due to issues, omissions or errors in policies and procedures.
- Breaches of laws or regulations have consequences that may lead to penalties and/or risks to health and safety.
- If you witness ongoing non-compliance, follow the advice of your service discipline policy.
- The goal of any health and safety strategy is to eliminate or reduce all workplace hazards and risks.
- Critical reflection should be undertaken as part of a consultative process.

Learning Checkpoint 1

Legislation, standards, policies and procedures

Part A

1. Teagan is responsible for a curriculum where the indoor and outdoor areas are available to children to access throughout the day. Which of the following laws, regulations, policies and procedures will Teagan need to be aware of to plan and implement the curriculum safely? Select all that apply.

- Incident, injury, trauma and illness policy
- NQS Quality area 2
- Section 165 of the Education and Care Services National Law
- NQS Quality area 4
- Infection control policy
- Medication policy
- Child–staff ratio policy

2. Teagan is supervising Sidney who trips over, bumping his teeth. Which of the following laws, regulations, policies and procedures does Teagan need to follow? Select all that apply.

- NQS Quality area 3
- Regulation 87 of the Education and Care Services National Regulations
- First-aid policy
- Visitor policy
- NQS Quality area 2
- Section 165 of the Education and Care Services National Law

3. Teagan notices the trees in the adjacent park have come into flower. Jasmin is a child whose asthma is triggered by pollen. Teagan follows Jasmin’s risk management plan and provides a range of indoor experiences to involve Jasmin. She keeps watch for any symptoms and ensures her medication is accessible in case it is needed.

Which of the following laws, regulations, policies and procedures is Teagan following to ensure Jasmin’s health? Select that apply.

- Administration of medication policy
- Emergency management policy
- Cross-contamination laws
- Regulation 168 of the Education and Care Services National Regulations
- Asthma action plan
- NQS Quality area 2

4. During an emergency rehearsal, Teagan notices that the evacuation rope is missing and that the staff member whose job is to call the emergency numbers forgot to get the telephone. Which of the following laws, regulations, policies and procedures should Teagan refer to when critically reflecting on this rehearsal? Select all that apply.

- Regulation 97 of the Education and Care Services National Regulations
- Section 98 of the Education and Care Services National Law
- NQS Quality area 2
- NQS Quality area 4
- Staffing policy
- Emergency evacuation policy

5. Samira’s father has asked that he be the only person to collect Samira from the service. He tells Teagan that Samira’s mother is mentally unstable. Which of the following laws, regulations, policies and procedures should Teagan refer to as she manages this situation? Select all that apply.

- Staff code of conduct
- Collection of children policy
- Parent helper regulation
- NQS Element 6.2.3
- Section 171 of the Education and Care Services National Law

Part B

1. Aston is an educator who notices that there are baskets of toys and materials on the floor near an exit to the room. This door isn't used as an exit on a day-to-day basis, but he recognises the materials as a trip hazard. Which of the following are Aston's responsibility? Select yes or no for each one.

- | | | |
|---|-------|------|
| a. Aston should leave the baskets for another educator to clear up. | * Yes | * No |
| b. Aston should talk to his supervisor about this issue as it is a safety risk to block an exit door. He could suggest that the team should critically reflect on their safety practices at the next meeting. | * Yes | * No |
| c. Aston should check his service policies about the storage of equipment. | * Yes | * No |
| d. Aston should quietly clear away all the baskets since he is the one that found it and he is the only educator who feels this is a concern. | * Yes | * No |
| e. Aston should fill in a risk management form to report the identified hazard. | * Yes | * No |

2. After speaking to his supervisor, Aston decides that storing materials on the floor near an exit door should be brought to the attention of all staff. Which method is the most effective way for Aston to be sure that everyone knows about his concerns? Select all that apply.

- Put a message on the whiteboard in the staffroom asking educators to clean up their mess.
- Talk to each educator individually and try to pinpoint which educator is causing the problem.
- Organise a staff meeting to discuss the issue and decide on an action plan for the future.
- Add the task of clearing the area to the cleaners' nightly cleaning schedule.
- Add an article to the staff newsletter.

3. At the end of the day, Aston notices a staff member is moving items that are too heavy for a single person to lift. Number each step from 1 to 5 in the order Aston should follow to implement training about correct manual-handling techniques.

Create posters with correct manual-handling techniques.

Put up posters in appropriate places for staff to read and review, including a visual demonstration to show these techniques.

Arrange time to organise the resources so they are easy to access, and update the policy and procedure documents.

Gather information about manual handling from a credible and authoritative source.

Involve all staff in a manual-handling correct practice session and share feedback and ideas.



Topic 2

In this topic you will learn about:

- 2A Identifying hazards and risks
- 2B Supervision planning
- 2C Excursion safety

Minimising hazards

Regardless of the location or size of your service, all educators must take part in assessing hazards and risks.

A hazard is a situation or item that could cause harm to yourself and others. A risk is the chance that the hazard will cause harm, injury or illness.

Your knowledge of policies, procedures, the environment and the children assists you to provide safe, suitable areas for activities and routines.

2A Identifying hazards and risks

The aim of monitoring risk is to manage hazards by determining which situations may cause harm to people in the environment.

Whenever you identify a hazard you will need to identify what action is needed to resolve the problem.

A simple strategy that can help you develop hazard recognition skills is to scan for safety.

Scanning for safety should happen throughout the day as you observe children, activities and spaces. Scan for safety using these steps:

1. **Scan** for possible hazards at all times. Keep your eyes moving, taking in what is in the area. While scanning, identify each item that could be a potential hazard.
2. **Predict** what could happen. Briefly review in your mind what could go wrong if the hazard is not fixed.
3. **Decide** what action should be taken to fix the hazard.
4. **Execute** the required action. Be willing to act to prevent possible incidents from occurring.



Constantly scan the environment to identify and monitor hazards.

These steps are shown in the following example:

1. **Scan** – You see a wet floor surface.
2. **Predict** – You realise that someone could slip over.
3. **Decide** – You determine that someone needs to mop the area.
4. **Execute** – You mop the area.

Safety checklist

A safety checklist is a simple but effective method to minimise hazards in the environment.

A safety check identifies any hazards and helps you implement appropriate strategies to minimise or remove the risk. It should occur before any space or equipment is used, and again throughout the day as children participate in play and use equipment.

A safety checklist helps you to scan your environment for potential hazards on a regular basis. The checklist should cover the areas that people use and should list as many items in that area as possible that someone could come into contact with. The checklist should also have space for you to indicate:

- whether or not the items are a hazard
- what action is needed to rectify the hazard
- who is responsible for solving the problem
- what action will be taken.

The following example is a section of a safety checklist for an outdoor play area. Remember, checklists will vary in content and layout, but should be clear and simple so that all staff members are able to use them.

Safety checklist		
Item	Hazard	Comment/action taken
Sandpit	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> ➤ Animal faeces noticed in sandpit. ➤ Cover secured and kept on during play period until this can be properly cleaned. ➤ 'Please do not use' sign placed on sandpit.
Slide	<input type="checkbox"/>	<ul style="list-style-type: none"> ➤ Dried with towel.
Sand under fort	<input type="checkbox"/>	<ul style="list-style-type: none"> ➤ Raked to even out.
Balance board	<input type="checkbox"/>	<ul style="list-style-type: none"> ➤ Free of splinters.

Assessing safety risks

Risk assessment involves inspecting areas, identifying potential hazards and evaluating the likelihood or risk of harm.

Risk assessments need to be conducted regularly, as changes to the environment, weather conditions and use of materials can cause new hazards.

A risk assessment should be carried out whenever:

- there is uncertainty about how dangerous a hazard may be
- there are a number of hazards that together may cause serious harm
- changes occur that may impact on current hazards or create new hazards.

Risk assessments must also be carried out when new hazards are identified or when incidents or near misses occur. A near miss is when an incident occurs that did not result in harm or damage to the environment, but had the potential to.

Some regulations and standards specify when risk assessments should be carried out. This will be represented in service policies and procedures. The National Quality Standard (NQS) provides guidelines for risk assessment. This is explained in detail in the *Guide to the National Quality Framework*: [aspirelr.link/nqf-guide-pdf](https://www.aspirelr.link/nqf-guide-pdf).

Element of the NQS	How to implement
Element 2.1.2: Effective illness and injury management and hygiene practices are promoted and implemented	<ul style="list-style-type: none"> ➤ Follow health and safety practices to prevent injury and illness. ➤ Review injury and incident reports and implement controls.
Element 2.1.3: Healthy eating and physical activity are promoted and appropriate for each child	<ul style="list-style-type: none"> ➤ Review allergy action plans and ensure the service is eliminating allergens. ➤ Monitor equipment to ensure it is in good repair.

Element of the NQS	How to implement
Element 2.2.1: At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard	<ul style="list-style-type: none"> ➤ Conduct a risk assessment before each excursion. ➤ Ensure you meet ratios of children to adults.
Element 3.1.2: Premises, furniture and equipment are safe, clean and well maintained	<ul style="list-style-type: none"> ➤ Ensure risk assessments of the physical environment are completed accurately as they will be sighted by assessors.
Element 7.1.3: Roles and responsibilities	<ul style="list-style-type: none"> ➤ Ensure all educators identify and report hazards.

Risk assessment

To complete a risk assessment, follow the service's expectations, as outlined in its policies and procedures.

To determine the risk level, you need to first assess the likelihood and consequences of risk. To do this, consider these questions:

- How often are people exposed to the hazard and for what period of time?
- What are the likely outcomes of the hazards, e.g. minor injury, major injury or death?
- What actions could make this hazard more harmful or more likely to occur?
- Is the hazard isolated?
- Who uses the environment, resources or materials?
- How often might harm occur?
- How effective are current strategies?

Risk matrix

To complete a risk assessment you may be asked to use a risk matrix.

The risk matrix helps you identify which risks are the most dangerous based on likelihood and severity. These most dangerous risks will be your highest priority to control. Risk matrixes can be represented in different ways using different gradings. This is likely to be outlined in your service policies and procedures.

To use the matrix, determine the likelihood of an incident occurring, then determine the severity of the impact if an incident. The cell that aligns with the row and column you have identified will indicate the level of risk.

Grading - severity of impact				
Likelihood that risk will occur		Minor	Moderate	High
	Likely			
	Possible			
	Unlikely			
Key:				
	Acceptable risk – this risk should be monitored and reduced as much as possible			
	Concerning risk – this risk must be reduced as much as possible			
	Intolerable risk – this risk must be acted on and reduced immediately			

Example

Implementing risk controls

The soft fall at the bottom of the slide is thin. Harm is likely to occur, as children play on the slide every day when outside. The severity of a possible injury is high. For example, a child may injure their bottom or spine, or fall and knock their head.

When this information is placed into the risk matrix, it is rated as an 'intolerable risk', which must be dealt with immediately to reduce or eliminate risk of harm or injury.

Grading - severity of impact				
Likelihood that risk will occur		Minor	Moderate	High
	Likely			X
	Possible			
	Unlikely			
Key:				
	Acceptable risk – this risk should be monitored and reduced as much as possible			
	Concerning risk – this risk must be reduced as much as possible			
	Intolerable risk – this risk must be acted on and reduced immediately			

Controlling risk

The hierarchy of control outlines methods for controlling risk in order from most to least effective.

The six methods outlined in the hierarchy of control are:

1. Elimination
2. Substitution
3. Isolation
4. Engineering controls
5. Administrative controls
6. Personal protective equipment (PPE)

The following table shows how the hierarchy of control can be implemented.

Level	Control strategy	Description	Example
1	Elimination	Eliminating or removing the hazard if possible.	A rug in the hallway that is slippery is taken away
2	Substitution	Substituting the hazard with something known to be less harmful	Changing from chemical to natural, non-toxic cleaning materials
3	Isolation	Enclosing or isolating the hazard to eliminate or reduce the risk	Separating a child or adult with an infectious disease from others to reduce the risk of disease spreading
4	Engineering controls	Changing processes, equipment or tools	Adding steps to the change table so older children can walk up instead of needing to be lifted
5	Administrative controls	Changing work procedures to reduce exposure to the hazard	Ensuring cleaning with chemicals only takes place after all the children have left the service
3	Personal protective equipment (PPE)	Wearing devices and clothing that provide protection from the hazard. Effective PPE requires: <ul style="list-style-type: none"> ➤ correct PPE for the hazard ➤ the right fit ➤ clear instruction on the need for and use of the PPE ➤ an effective system of cleaning and maintenance. 	Providing gloves to protect workers from germs when changing nappies

Example

Implementing the hierarchy of control

Educators required to change children's soiled nappies can contract infectious diseases through contact with urine and faeces, which may cause serious illness. Anne-Marie has been asked to update the nappy-changing policy and procedures to reduce the risks to educators.

She considers each step in the hierarchy of control to help her choose the most effective method to minimise the risk. She determines the following:



- Elimination: It is not practical to eliminate the need to change nappies from the service.
- Substitution: It is not possible to substitute this process, as nappy changing cannot be avoided.
- Isolation: The service already has specific nappy-change areas, so this is isolating the hazard to some degree. However, it is not practical to only have a selected workers change nappies.
- Engineering controls: Anne-Marie determines that steps can be added to nappy-change tables to reduce the need to lift toddlers, which is a manual-handling risk.
- Administrative controls: Administrative controls are already provided in the nappy-change policy and procedure, including the requirement to:
 - wash hands before and after changing each nappy
 - clean nappy-change benches after each nappy change
 - dispose of nappies as hygienically as possible.
- Personal protective equipment (PPE): Anne-Marie determines that gloves can be worn by educators to reduce the risk of exposure to germs and bacteria, reducing the spread of infection.

Anne-Marie discusses her suggestions with the service director, who agrees that she can update the policy and procedures accordingly.

Maintenance reports

When a hazard is noticed or an incident involves equipment or building issues that require attention, a maintenance report may be required.

A maintenance report can be used to document broken toys or equipment, or other safety hazards. The information in a maintenance report is aimed at advising those responsible for repairing or replacing materials. It provides the details needed so they are informed of the issue, understand its risks and understand the urgency of repair or replacement. These records may contain contact details for tradespeople qualified to fix equipment to eliminate a hazard.

As well as passing on information, a maintenance report might demonstrate how you have followed through on your duty of care and informed others of dangers, as required by policies and procedures.

Here is an example of a maintenance report template, which includes information about hazards and risks.

Maintenance report	
Date of report	
Location of hazard	
Description of hazard	
Risk assessment	
Immediate action taken to reduce risk	
Details of remaining risk	
Recommended further action	
Name of person reporting risk	

Incident records

An approved incident, injury, trauma and illness record must be completed for any situation where an incident has occurred.

There may be a different form for adults and children. Incident, injury, trauma and illness records provide a written description of events that can be used to inform others of the event, gather witness statements, collate details, maintain records and confirm the actions that have been taken.

Serious incidents and injuries must be reported to a state/territory health and safety authority and the Australian Children's Education and Care Quality Authority (ACECQA). A serious incident or injury is identified as one requiring immediate medical treatment.

You can find the relevant template at: aspirelr.link/acecqa-injury-report.

This template, created by ACECQA, is reproduced below.

Details of person completing this record

Name: Position/role:

Date and time record was made:/...../..... : am/pm

Child details

Child's full name:

Date of birth:/...../..... Age: Gender: Male Female

Incident/injury/trauma/illness details

Incident date and time:/...../..... : am/pm Location:

Name of witness:

Witness signature: Date :/...../.....

General activity at the time of **incident/injury/trauma/illness**:

.....

Causes of **injury/trauma**:

.....

.....

Circumstances surrounding any **illness**, including apparent symptoms:

.....

.....

.....

Circumstances if child appeared to be **missing** or otherwise unaccounted for (e.g. duration, who found child, etc.):

.....

.....

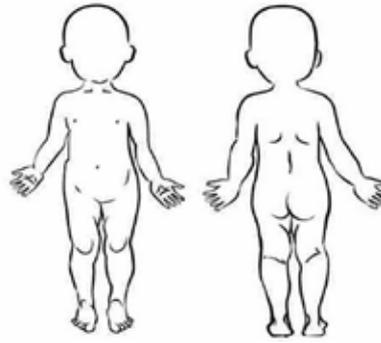
Circumstances if child appeared to have been **taken or removed** from service or was **locked in/out** of service (e.g. who took the child, duration, etc.):

.....

.....

Nature of injury/illness/trauma
Indicate on diagram the part of body affected

- Abrasion / Scrape
- Allergic reaction (not anaphylaxis)
- Amputation
- Anaphylaxis
- Asthma / respiratory
- Bite wound
- Bruise
- Broken bone / fracture / dislocation
- Burn / sunburn
- Choking
- Concussion
- Crush / jam
- Cut / open wound
- Drowning (non-fatal)
- Electric shock
- Eye injury
- Infectious disease (e.g. gastrointestinal)
- Other
 (please specify)



- High temperature
- Ingestion / inhalation / insertion
- Internal injury / Infection
- Poisoning
- Rash
- Respiratory
- Seizure /unconscious/ convulsion
- Sprain / swelling
- Stabbing / piercing
- Tooth
- Venomous bite/sting

Action taken

Details of action taken (e.g. first aid, administration of medication, etc.):

.....

Did emergency services attend? Yes / No

Was medical attention sought from a registered practitioner / hospital? Yes / No

If yes to either of the above, provide details:

.....

Have any steps been taken to prevent or minimise this type of incident in the future?

.....

Notifications (including attempted notifications)

Parent/guardian:

Time: am/pm Date:/...../.....

Director/teacher/coordinator:

Time: am/pm Date:/...../.....

Other agency (if applicable):

Time: am/pm Date:/...../.....

Regulatory authority (if applicable):

Time: am/pm Date:/...../.....

Parental acknowledgement:

I (name of parent/guardian)
 have been notified of my child's incident/injury/trauma/illness (Please circle).

Signature: Date:/...../.....

Details of person completing this record

Name: Signature:

Time record was made: am/pm

Date record was made:/...../.....

Example

Completing an incident report

Stacey (aged four) trips down the steps on the way outside. She is badly hurt. Gloria, the educator, settles Stacey in a comfortable position, then calls an ambulance and Stacey's emergency contacts. The ambulance officers are sure Stacey has broken her ankle and this is later confirmed by the hospital she is taken to.

Gloria completes an incident report.

INJURY REPORT	
Injured person details	
Name of injured person	Stacey Grover
Reason for being on the premises	Child enrolled

Injury details	
Date of injury	16 November
Time of injury	10.15am
Circumstances leading to injury and how the injury occurred	Tripped down steps on the way outside
Products and structures involved	Entry steps from yard
Name of all witnesses	Gloria Stephens
Identify injury	<input type="checkbox"/> Abrasion, scrape <input type="checkbox"/> Concussion <input type="checkbox"/> Bite <input type="checkbox"/> Cut <input checked="" type="checkbox"/> Broken bone/fracture <input type="checkbox"/> Rash <input type="checkbox"/> Bruise <input type="checkbox"/> Sprain/strain <input type="checkbox"/> Burn <input type="checkbox"/> Swelling <input type="checkbox"/> Other (please specify)
Action taken	
Details of action taken, including administration of first aid and/or medication	Settled Stacey and put in comfortable position
Medical personnel contacted	Ambulance called
Record details	
Name of person completing this record	Gloria Stephens
Date record was completed	16 November
Time record was completed	1.00pm
Notifications	
Next of kin	Jordan Grover
Date and time	16 November at 10.30am
Time record was completed	1.00pm
Regulatory authority details (if applicable)	SafeWork NSW
Date and time	16 November at 12.45pm
Notes	
Contacted SafeWork NSW to discuss the incident and confirm processes.	



Practice Task 4

1. Number each step from 1 to 6 in the order you would use the principles of risk management to monitor and manage hazards.

- You identify the risk as intolerable.
- You determine that the risk of an incident occurring is likely and the severity of impact could be fatal.
- You complete a maintenance report and call an electrician to organise a repair.
- You notice the outer layer of plastic coating on the heater's electrical cord is split.
- The cord is repaired and the heater is able to be used again.
- You unplug the heater and place a note on it identifying the hazard and why the heater is unplugged.

2B Supervision planning

The level of supervision required varies according to the age and developmental stage of the children.

Supervision requirements also depend on how safe the environment and activities are.

Legislation describes the minimum standards acceptable; however, your service should consider increasing the number of staff in situations requiring greater care or in unusual circumstances. Check the regulations for the correct staff–child ratios and ensure these are being met at all times.



Ensure staff-child ratios are always met.

Providing safe spaces

To maintain a safe environment, adequate supervision needs to be provided.

This requirement is clearly stipulated in Element 2.2.1 of the NQS: At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

The element guides you to:

- inform new and relief educators of the service supervision arrangements and what they are required to do in relation to supervising children
- ensure that supervision arrangements are flexible to allow supervision of individuals or small groups of children, such as when children are sleeping, or when both indoor and outdoor experiences are being offered.

An adequate number of educators need to be available to care for and supervise children. The Education and Care Services National Regulations describe the minimum standards acceptable. However, your service should consider increasing the number of staff in situations requiring greater care or in unusual circumstances.

How to supervise

Children must be in sight or within hearing distance at all times.

To supervise a child or group of children, ensure you do the following:

- Keep children in full view or within your line of sight.
- Use glass viewing windows to monitor children who are sleeping or in the bathroom.
- Keep infants within physical reach – never leave an infant unattended on a change table or in the bath.
- Make sure you can always hear the children.

Suitable methods of supervision require an overall awareness of where each child is and what they are doing. To do this, use the strategies outlined in the following table.

Position yourself:

- so you have the best possible view of the area
- with your back to a wall or fence
- somewhere that allows all areas to be observed
- away from other educators so there is a good coverage of supervision
- so children are in sight
- close to high-risk areas.

At all times, you should know:

- where children are
- what the correct ratio of staff–children is
- how many children are in attendance
- each child’s name
- how to communicate with staff about supervision requirements
- when other staff are leaving the area and where they are going
- what activities are available and the limits for each activity
- which children and activities require greater supervision.

Pay attention by listening:

- for sounds that indicate hazards or injuries, such as bangs, bumps and cries
- for silence, as this often indicates all is not well
- to the children’s concerns and issues
- to other educators and any instructions or advice.

Remember to scan:

- the whole play area constantly
- all children, even when you are focused on one activity
- other areas if you move away.

Always remain in physical reach when children are:

- very young
- involved in high-risk activities.

Types of supervision

The type of supervision you need to use will depend on the level of risk involved in the activity.

It will also be determined by group characteristics, such as skill levels, age mix, group dynamics and group size.

There are three main levels of supervision, as outlined here.

Indirect contact	<p>Indirect contact is useful for supervising bathrooms and sleeping rooms. Indirect contact may involve only being able to see or hear children.</p> <p>Listening is most effective when combined with regular visual scans.</p> <p>Viewing windows do not allow you to have the full picture as you are unable to hear what is going on. However, viewing windows may be supported with an audio monitor. Viewing windows are not suitable to use as a primary method of supervision for any length of time.</p>
Direct contact	<p>Direct contact should be your main method of supervision. It means being able to see and hear all the children you are responsible for all the time. This may require suitable positioning of equipment both inside and outside.</p>
Close supervision	<p>When direct contact requires you to have children within physical reach, it is called close supervision. This is needed when activities are dangerous or challenging. Close supervision means that if something happens, an educator is there to intervene immediately.</p> <p>If you are stationed at an activity that requires close supervision, you should not move from this area unless you alter the activity to make it safe or you are replaced by another educator.</p> <p>Close supervision may be needed based on the age and skill level of children and where the activity has some element of danger. Some examples include:</p> <ul style="list-style-type: none"> ➤ children of all ages engaging in water play ➤ toddlers using scissors ➤ preschoolers using the monkey bars ➤ school-age children using a glue gun.

Adjusted supervision

The environment that is provided for children alters during play.

Your supervision will alter as these changes take place and in accordance with the children's interests.

For example, children may:

- move equipment
- add and take away materials
- develop new themes of play
- change who they play with
- attempt new activities and develop new skills.

The type of supervision method you choose will depend on the group attributes outlined in the following table. However, it is best practice to ensure all children receive direct supervision from at least one educator at all times.

Skill level	<ul style="list-style-type: none"> ➤ Young children have less experience and knowledge of dangers and their own abilities than older children. ➤ Toddlers and some children who enjoy challenges may attempt activities that are beyond their capabilities. ➤ Children who are learning a particular skill need more supervision than children who are able to complete the task independently. ➤ Some children need support through supervision to feel safe trying new activities and developing skills.
Age mix	<ul style="list-style-type: none"> ➤ When working with children of a particular age group, ensure the materials and equipment are safe for the group. ➤ When working with children of mixed ages, a higher level of supervision may be required for some activities.
Group dynamics	<ul style="list-style-type: none"> ➤ The number of children and the types of experiences and skills they use will affect the level of supervision required. ➤ Some children need additional supervision, depending on their interests and ability levels.
Size of the group	<ul style="list-style-type: none"> ➤ When working with a small group of children, it is generally easier to supervise all children directly; however, you will have fewer educators to support you. ➤ When working with a large group of children, it will be harder to supervise each child, but there should be more educators present to help supervise.
Environment	<ul style="list-style-type: none"> ➤ The balance of safe and challenging activities will determine how many educators are required to supervise a specific area or activity, and how many are free to move about the area for general supervision. ➤ Some areas have limited viewing, such as bathrooms, toilet areas, sleep, rest and quiet areas, so alternative methods of supervision will work best. ➤ The shape of the play space may determine how much of the area is used and where educators are stationed.

Level of risk

As children learn, they make mistakes and experience failure – this is to be expected.

Experiencing activities that involve elements of risk forms part of their development. The following are basic developmental abilities that contribute to the level of risk a child may take. This will determine the amount and type of supervision required.

Awareness of safety and danger	<ul style="list-style-type: none"> ➤ The younger the child, the less aware they are of what is safe and what is dangerous. This may result in young children placing themselves in risky situations. ➤ Some children are not afraid to experiment with their skills and take big risks without thinking about the outcomes. ➤ Some children undertake safe exploration prior to attempting any level of risk. ➤ Some children are afraid of challenge, mistakes and failures, so avoid taking any risks.
Spontaneous behaviour	<ul style="list-style-type: none"> ➤ Young children tend to be more spontaneous than older children. ➤ Each child has their own level of response. Some children are very spontaneous, while others are very wary of change and new ideas.
Ability to follow limits and guidelines	<ul style="list-style-type: none"> ➤ This may alter due to the child's level of understanding of the limits and guidelines, their enthusiasm for the activity or their need to make decisions and be independent.
Curiosity	<ul style="list-style-type: none"> ➤ Some children are happy to work within the bounds of the activity. ➤ Some children want to know about everything linked to the situation, including how things work.
Interest in adult-modelled behaviour	<ul style="list-style-type: none"> ➤ All children learn from modelling, but each child is attracted to different aspects of the modelled behaviour; for example, one child may be influenced by the way you talk to others, while another may be influenced by what you wear or eat.
Independence	<ul style="list-style-type: none"> ➤ Some children are content to be provided for. ➤ Some children may become upset if you try to help because they want to do everything for themselves.
Understanding consequences	<ul style="list-style-type: none"> ➤ Some children are aware of natural consequences due to their past experience. ➤ Other children have been protected from consequences and may take more risks, unaware of the implications. ➤ Some children fear consequences, whether or not there are any.
Mobility and stability	<ul style="list-style-type: none"> ➤ Infants are learning to move about and use raw skills that may lead to bumps and scrapes. ➤ Toddlers are more in control of their bodies, but are still trying lots of new things, such as running, jumping and balancing, which can be risky activities at first. ➤ Preschoolers have developed the ability to control their bodies and successfully move about and balance. ➤ School-age children begin to use equipment in more challenging ways; for example, moving from rail to rail on a monkey bar and hanging upside down or flipping on play equipment.

Communicating about supervision

You may need to communicate to other educators about changes to supervision arrangements.

Sometimes there will be a change in your ability to supervise effectively. This may be due to a change in the activities that children participate in or their particular needs at a given time.

The following table outlines a range of supervision issues and gives examples of what you may need to communicate.

Reason to communicate	Considerations/actions to take	When to communicate with educators
Maintaining ratios	<ul style="list-style-type: none"> ➤ Check ratios via the Education and Care Services National Regulations. ➤ Remember, an educator can only be included in the ratios if they are working directly with children. 	<ul style="list-style-type: none"> ➤ When there are too many children in an area. ➤ When you need assistance due to the number of children present. ➤ When you are moving from one area to another (e.g. indoors to outdoors).
Attempting to have more than one educator in an area at a time	<ul style="list-style-type: none"> ➤ This gives each educator the ability to assist and support children during play. ➤ If one educator's attention is occupied, the other educator is able to continue observing the children. 	<ul style="list-style-type: none"> ➤ When you move from your position. ➤ If you are overwhelmed or if the experiences need closer supervision. ➤ If an incident occurs and first aid is required.
Keeping all children in your line of sight	<ul style="list-style-type: none"> ➤ Plan your position so you can see difficult areas, including around equipment. ➤ Sit or stand with your back to the wall, fence or area where children are not permitted. ➤ Reduce the play space if you are unable to see all areas. 	<ul style="list-style-type: none"> ➤ If you cannot see all areas. ➤ If you need to work with a group of children to help them understand the dangers of using a particular area or activity. ➤ To learn how you could adjust your supervision to be more effective.
Developing a supervision action plan	<ul style="list-style-type: none"> ➤ Ensure the plan is suited to the current curriculum or to the everyday environment. 	<ul style="list-style-type: none"> ➤ Where areas of unplanned additional supervision may be needed. ➤ If you move away from an area requiring high supervision. ➤ If you are unable to continue to monitor a child who needs close supervision. ➤ If you are leaving the area of supervision.

Reason to communicate	Considerations/actions to take	When to communicate with educators
Including supervision in the curriculum plan	<ul style="list-style-type: none"> ➤ Highlight activities that need close supervision. 	<ul style="list-style-type: none"> ➤ To advise other educators why you are at a particular activity. ➤ To let other educators know where their supervision could best be placed, particularly casual and relief educators.
Planning hazardous activities with supervision in mind	<ul style="list-style-type: none"> ➤ Match the number of high-risk activities with the number of educators available to supervise. For example, if there are two educators, only plan one experience requiring close supervision so one educator is still able to provide direct contact to other areas. ➤ Some services or educators will choose to have no activities requiring close supervision unless there are at least three educators. 	<ul style="list-style-type: none"> ➤ If you think an activity requiring high supervision needs to be removed or changed for safety reasons. ➤ To advise other educators why you are supervising a particular activity.
Clarifying expectations with new or unfamiliar educators	<ul style="list-style-type: none"> ➤ Check to make sure the educators are aware of their responsibilities and how to meet your expectations. 	<ul style="list-style-type: none"> ➤ To advise other educators why you are supervising a particular activity. ➤ To let other educators know which areas they should supervise, particularly casual and relief educators.
Letting others know if you or a child needs to exit the area	<ul style="list-style-type: none"> ➤ Advise educators if your ability to supervise changes if you need to leave an area. ➤ Check the ratios of educators to children prior to leaving any area you are supervising and make sure another educator takes your place before you leave. 	<ul style="list-style-type: none"> ➤ To let other educators know the supervision plan will alter and that responsibilities will change. ➤ To advise educators if you are taking children out of the area so they are not looking for them.

Children can become engaged in the way supervision occurs. They can help and support you. Some ideas for engaging children are shown in the following table.

Ratios

- Ask children to count how many children and how many educators are present.
- Involve children in working out if there are enough educators.
- Ask children to help communicate with other educators if you are not able to leave an area.

Sharing details of supervision

- Show children the area and how it is difficult to see.
- Ask children where they might position themselves if they were supervising.
- Let children know why you are in a particular area.
- Explain why an area is unsafe or out of bounds.
- Provide cues and limits that are consistent so children know expectations. For example, when one educator is outdoors they must stay in the undercover area; when more than one educator is outdoors, they may play in the whole yard.

Example Supervising children

Loran, an educator, is stationed at the collage table. The children, aged from three to five years, are able to access the scissors and paste, and undertake the activity under her close supervision. She makes sure the children are safe using the materials despite their different skill levels.

As the children explore the room, they become involved in other activities, and Loran finds that the collage activity is not being used. Loran packs away the scissors and paste, and exchanges these for puzzles so that she can interact elsewhere with the children.

She uses direct contact to supervise the children using the dramatic play and block construction areas. She also uses indirect contact to keep an eye on the children in the adjoining bathroom and check that they are safe while washing their hands.



Practice Task 5

1. Draw a line to match the appropriate supervision strategy on the left with the scenario on the right.

- | | |
|------------------------|--|
| * Close supervision | * Children are playing in the sandpit. A child is going inside to get their hat. |
| * Indirect supervision | * An educator is changing a nappy in one corner of the room. Other children are playing on the other side of the room. |
| * Adjusted supervision | * A child is using the toilet for the first time. |
| * Direct supervision | * A parent is discussing a family issue. The child is freely able to choose to interact with water play, building with small blocks, hammering and reading a book. |

2C Excursion safety

When children are taken into new environments, they must be protected from any harm and hazards that may cause injury.

The practices that are used by your service to prepare and implement excursion opportunities must be reviewed regularly to ensure they meet:

- regulations
- service policies and procedures
- the needs of the children
- NQS Element 2.2.1: At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

When planning an excursion, Regulations 100 and 101 state that a risk assessment must be undertaken. Regulations 99 and 102 outline requirements for obtaining permission from parents or guardians. In March 2023, regulations 102E and 102F were introduced in addition to the regular transportation requirements of children by, or arranged by, a centre-based service. This includes having a nominated person account for children when embarking and disembarking the means of transport, as well as stipulating that a nominated person must keep a record that confirms each child has been accounted for.

Regulation 175(2) (f,g) states that the service must notify the regulatory body when the centre starts or stops arranging for regular transportation of children. Regulation 24 states that an application for a centre-based service approval must include a description of any proposed regular transportation of children by or arranged by the service. Here is a link that outlines the changes to regulations for transporting children: aspirelr.link/nsw-leg-tp-child

As well as meeting the Education and Care Services National Regulations, privacy must be maintained. Keep information in a safe, private manner and consider the way you use name tags for children. Where possible, the public should only be able to see the service details rather than the child's name. When children's names need to be viewed, be sure this is a safe place where children are protected from open community contact.

Planning excursions

Excursion planning must be detailed and methodical as it needs to include all health and safety aspects.

Unplanned issues are different to those that are unforeseeable. For example, if your planning did not take into account the number of staff needed to manage a group of toddlers crossing a busy street, this would be unplanned for (but not unforeseeable) and demonstrates inappropriate planning. If a situation occurs that is unlikely and unpredictable, such as a bus transporting the children getting a flat tyre, this requires careful spontaneous planning and management.

The following steps can be used for planning an excursion.

Step	Considerations
1. Identify the purpose	<ul style="list-style-type: none"> ➤ Is the excursion educational or recreational?
2. Determine the duration	<ul style="list-style-type: none"> ➤ How long will the children be absent? ➤ Identify what needs to be planned, e.g. transport, drink and bathroom breaks, meals and sun protection.
3. Identify the activities	<ul style="list-style-type: none"> ➤ List all the planned activities, including travel to and from the excursion.
4. Identify risks and hazards	<ul style="list-style-type: none"> ➤ Identify the risks and hazards associated with each of the activities. You may want to visit the location prior to the excursion. ➤ Considerations include the method of travel, access to drinking water, availability of toilets, safety of the terrain, equipment to be used and the children's behaviour.
5. Evaluate the level of risk	<ul style="list-style-type: none"> ➤ Categorise each risk as low, moderate or high.
6. Decide on precautions	<ul style="list-style-type: none"> ➤ Decide how to manage each risk. ➤ You may be able to remove or reduce the risk. ➤ Work out the staffing and supervision requirements.
7. Document your findings	<ul style="list-style-type: none"> ➤ Document your risk management plan.
8. Reduce or remove risks	<ul style="list-style-type: none"> ➤ Remove hazards or reduce the risks as much as possible.
9. Communicate the plan	<ul style="list-style-type: none"> ➤ Communicate the plan to all educators and other adults going on the excursion as well as parents/guardians.
10. Monitor and review the plan	<ul style="list-style-type: none"> ➤ Check the effectiveness of the plan and, if necessary, make changes prior to or during the excursion.
11. Review and modify the plan	<ul style="list-style-type: none"> ➤ After the excursion, review how effective the plan was and determine whether changes could be made to ensure future excursions are as safe as possible.

Staffing requirements

As part of your planning process, you may need to group children according to their ages, interests and abilities.

An adequate number of educators (and, if necessary, other adults) must accompany the children on an excursion. If the group is large, you may arrange smaller groups of adults and children. Ensure that you and each adult supervising has a list of who is in each group. Choose the number and qualifications of people required to supervise by identifying:

- the age of children
- the abilities of children
- the number of hazards
- the severity of each risk
- the likelihood that an issue should occur
- regulation ratios

- › which adults have first-aid training
- › requirements in case of an emergency.

There needs to be an adequate number of experienced and qualified educators to supervise any adult volunteers on the excursion, not just the children. Each person needs to know their role, and each volunteer must be supervised by a qualified educator. Personnel must also hold a relevant Working with Children Check and any other credential required by the service policy.

By sharing the risk management plan and dividing responsibilities, many issues can be resolved. A meeting prior to the event is useful as is documented information that provides emergency details or actions to take when concerns arise.

The normal regulation staff–child ratio is also the required staff number expected on an excursion.

The service policy might specify additions to this. Some examples include:

- › For every two children under three years, one adult must be included so each child is able to hold the hand of an adult.
- › When near water each child must be in physical reach of an adult at all times.
- › Individual groups must come together for checks at pre-determined times.
- › Educators must always stay in groups of two.

External providers

Others involved in excursions have responsibilities that must be checked, clarified and added to the information provided in the excursion risk management plan.

These might include workers from transport companies, such as bus drivers, location providers or event organisers.

External providers must be checked to ascertain that they:

- › have public liability insurance provided by an approved insurer
- › understand any responsibilities related to first aid, emergency communication or equipment
- › have any useful or required qualifications
- › have credentials such as working with children checks, police checks, etc.
- › have adequate booster seats and child restraints if they are transporting young children.

Ultimate responsibility for children remains with the service, so it is vital to check compliance.

Where possible visit the excursion venue prior to attendance to check compliance. This is an excellent opportunity to:

- › check the location
- › identify travel and transport issues
- › take note of facilities provided so you can manage any shortfalls
- › check the safety of activities that are to be provided.

Excursion risk management plan

An excursion risk management plan must be completed prior to any excursion.

All aspects and possible situations must be included in the plan and it must be completed prior to any permissions granted for children to attend.

You can find an approved plan on ACECQA’s website at: aspirelr.link/acecqa. The excursion risk management plan includes a risk matrix that helps you to determine the level of each risk.

A template for an excursion risk management plan is provided below.

Excursion risk management plan	
Excursion details	
Date(s) of excursion	Excursion destination
Departure and arrival times	
Proposed activities	
Method of transport, including proposed route	
Name of excursion coordinator	
Contact number of excursion coordinator	
Number of children attending excursion	Number of educators/parents/volunteers
Educator to child ratio, including whether this excursion warrants a higher ratio. Please provide details.	
Excursion checklist	
<input type="checkbox"/> First-aid kit	<input type="checkbox"/> List of adults participating in the excursion
<input type="checkbox"/> List of children attending the excursion	<input type="checkbox"/> Contact information for each adult
<input type="checkbox"/> Contact information for each child	<input type="checkbox"/> Mobile phone / other means of communicating with the service & emergency services
<input type="checkbox"/> Medical information for each child	<input type="checkbox"/> Other items, please list:

Risk assessment					
Activity	Hazard identified	Risk assessment (use matrix)	Elimination/control measures	Who	When

Plan prepared by:	Date
Prepared in consultation with:	
Communicated to:	
Venue and safety information reviewed and attached	Yes / No Comment if needed:
Reminder: Monitor the effectiveness of controls and change if necessary. Review the risk assessment if an incident or significant change occurs.	

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

Excursion permission

It is a legal requirement that parents or guardians give written permission for their children to leave a service.

If children attend an excursion, parents need to approve the travel and excursion details in advance. You may need to negotiate with parents and/or provide legal information about the venue or transport plans.

Children may travel with educators:

- on excursions or outings
- from school to the service
- to activities or special programs
- to and from a care provider
- during a fire or evacuation.



Ensure you obtain a signed permission form from the parent or guardian of each child.

Where a regular outing occurs, the authorisation may be included in an enrolment form or specific permission form. This outing must still include a risk management plan. The outing might be an excursion such as picking up children from school, walking to the supermarket or going to the local park.

The type of transport chosen and the way you prepare children for travel depends on the ages of the children, the distance to be travelled, the availability of transport options, the cost and the number of participants. Prior to the excursion or travel, inform appropriate parents or guardians and provide clear details of your plans. Allow adequate time for them to ask questions and prepare for the excursion, particularly if this is not a common activity in your service.

Family members should be told:

- when you are going and when you are coming back
- what the purpose of the excursion is
- what options there are if they prefer their child not to attend
- what risks are involved
- what preparations you have made, particularly to manage the risks
- how many educators and children will attend (staff-child ratio)
- how many other people will attend and who will be supervising the children
- how to contact you if needed
- how you will cater for the children's health needs (food, drink, toileting, washing hands, sun safety, etc.)
- what will happen if the weather is unsuitable.

Example

Excursion permission form

The following is a completed excursion permission form for a planned excursion to the local library.

Excursion permission	
Excursion:	Town Library (5 High Street, TOWN 1234)
Date:	16 September
Time:	10am–12pm
Childs name:	Archer Smith
Transport	
Method: We will be taking the service bus.	Route: Children will be taken from the centre (6 Down Street) to Main Road and then to 5 High St.

Excursion details

Reason: To increase awareness and understanding of literacy skills and our local community.

Activity: Children will meet with the librarian who will give them a tour of the library. They will then have story time with the librarian and free time to read books and complete activities in the children's section of the library.

Anticipated number of children attending: 18

Child-staff ratio: 1:4 (approx.)

Responsible staff members: Marly Brown, Charlotte White, Greg Jones

Cost: There is no cost for this excursion.

Permissions:

- I/We give permission for our/my child _____ to attend the excursion listed above.
- I/We do not give permission for our/my child _____ to attend the excursion listed above.

Note: Children who do not attend will remain in the service and participate in the regular program.

Name of parent/guardian completing the form:

Signature:

Date:

Emergency contact on day of excursion:

Emergency contact phone number:

Preparing children for an excursion

Prepare both staff and children for an upcoming excursion.

Preparing for an excursion might include tasks such as completing risk management plans and creating badges for children to wear (place their name on the unseen side and service details on the outside for confidentiality and safety reasons).

You can help to prepare children for an upcoming excursion through intentional teaching. For example, you could find out what the children will see or participate in during an excursion and give support so they will make the most of the experience.

Preparing children for an upcoming excursion

- Involve children in preparation and/or risk management processes; for example, they might help work out the hazards, be supported to help use the risk matrix or identify the best methods of transport.

- Teach children ways to travel and any safety skills or knowledge, such as what to do when crossing a road, or how to line up when waiting for entry to a bus or venue.

- Discuss health and safety issues; for example, what to do if they are feeling unwell or overwhelmed during the excursion, and what to do if they are separated or become lost.

- Involve children in learning about their community, such as:
 - looking at maps to see where they are going
 - viewing venue guides or images of the venue
 - talking to people related to the excursion
 - having visits from related people.



Practice Task 6

1. Draw a line to match each term about excursion safety to its definition.

- | | |
|-------------------------|---|
| * Excursion form | * Used to identify hazards and how these will be addressed. It must be completed prior to any excursion. |
| * Excursion supervision | * Written permission for a child to leave a service. |
| * Risk matrix | * The number of educators and other adults required to accompany children based on the age and abilities of children, hazards, risk level, ratios, first-aid training and requirements in an emergency. |
| * Risk management plan | * Helps you identify which risks are your highest priority based on the consequence and likelihood. |

2. Which of the following must be met by external providers and checked by educators as part of the risk management plan? Select all that apply.

- Public liability insurance provided by an approved insurer
- Responsibilities related to first aid, emergency communication and equipment
- Qualifications expected or required
- Pest and vermin control certificate
- Adequate safety restraints in vehicles such as buses
- Credentials such as working with children checks, police checks, etc.

3. Which of the following intentional teaching techniques can be used to prepare children for an excursion and minimise risk? Select all that apply.

- Involve children in preparation and/or risk management processes.
- Teach children ways to travel and any safety skills or knowledge, such as what to do when crossing a road and how to line up when waiting for entry to a bus or venue.
- Find out what the children will see or participate in during the excursion and give support so they will make the most of the experience.
- Use a buddy system to make children responsible for looking after each other.
- Discuss health and safety with children, such as what to do if they are feeling unwell or overwhelmed.
- Involve children in learning about the community, such as looking at maps to see where they are going, or viewing venue guides or images of the venue.

Summary

- Manage hazards by monitoring risks and determining which situations may cause harm to people in the environment.
- Whenever you identify a hazard, determine what action is needed to resolve the problem.
- Risk assessments should be carried out whenever hazards are identified or when incidents or near misses occur.
- The hierarchy of control provides six methods of risk control in order from most to least effective.
- A maintenance report is aimed at advising those responsible for repairing or replacing materials what the issue is so they understand its risks and the urgency of repair or replacement.
- Incident, injury, trauma and illness records provide a written description of events that can be used to inform others of the event, maintain records and confirm actions taken.
- An adequate number of educators need to be available to care for and supervise children.
- Suitable methods of supervision require an overall awareness of where each child is and what they are doing.
- When planning an excursion, a risk assessment must be undertaken and permission must be gained from parents or guardians.
- Excursion planning must be detailed and methodical to include all health and safety aspects required.

Learning Checkpoint 2

Minimising hazards

1. Which of the following statements are correct about excursions? Select yes or no for each one.

- a. An excursion risk management plan only needs to be completed if you are travelling further than 10 kilometres from the service. It only needs to include the foreseeable risks. You cannot be expected to prepare for risks that are unpredictable or unlikely to occur. Yes No
- b. Each child should wear a name tag with their name clearly displayed in bold lettering in case they wander off. No
- c. It is a good idea to visit the destination of the excursion prior to the date of the actual excursion. Yes No
- d. Children should be prepared before an excursion with information about the venue and any expectations required for safety. Yes No
- e. All adults on the excursion should have a list of the names of the children that they are responsible for and have a clear understanding of the other people they are working with. Yes No
- f. Parents can complete one permission form that allows their child to go on any excursion. This includes traveling in a vehicle. Yes No

2. Look at the images below and answer the questions that follow. Select an image for each question and explain why you have chosen that image.



a. Which of the hazards could you manage yourself?

.....

.....

b. Which of the hazards might lead to an emergency evacuation?

.....

.....

c. Which image shows the hazard with the highest likelihood of injury?

.....

.....

d. Which of the images shows the highest severity of impact?

.....

.....

e. Which of the hazards would you block from access and report?

.....

.....

f. Which of the hazards would you attempt to reduce?

.....

.....

3. Which of the images below shows adequate supervision of all children present? Select all that apply.



Image 1



Image 2



Image 3



Image 4



Image 5



Image 6

4. Draw a line to match each image to the appropriate supervision types required.

* Close supervision



* Indirect contact



* Direct contact

