



# Risk Management

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*in “Risky” Outdoor Environments*

# Welcome

We are a community not-for-profit organisation based on the Northwest Coast of Tasmania. Our core business is Family Day Care.



# What is a Risk?

## Common understanding associated with risk included:

- Hazard
- Danger
- Exposure to risk of harm
- Uncertain outcomes
- Undesirable outcomes

# What is Risk Management?

## Common processes may include:

- Assessing the Risk
- Risk Profiling
- Risk Management
- Risk Benefits
- Eliminating the Risk





# Introducing Heather and her FDC environment



Heather's  
Registered  
Outdoor  
Environment





# Tree Climbing and the use of the Rope Swing





# HAZARD IDENTIFICATION

Do you have a particular hazard on or near your property: e.g. on a main road, a neighbouring dam? Please List:

Identified Hazards	Hazard Management	Risk Matrix
Fish Tank	<ul style="list-style-type: none"> <li>Ensure the fish food and cleaners are out of reach of children</li> <li>Ensure cleaning and maintain hygiene practices</li> </ul>	LOW
Dogs and Chickens	<ul style="list-style-type: none"> <li>Pets are to be kept in an unregistered area</li> <li>Pet Permission Forms to be signed if pets are to be part of the program</li> <li>Ensure registered environment is free from pet bedding and bowls and maintain hygiene practices</li> </ul>	MOD
Hot Tub	<ul style="list-style-type: none"> <li>Secure pool fencing installed</li> <li>Pool gate and latch to be securely shut and locked</li> <li>Lid to be locked</li> <li>Hot tub area not to be accessed or used by anyone including family during business hours.</li> </ul>	MOD
2 x low rope swings in tree in registered environment	<ul style="list-style-type: none"> <li>Direct line of sight supervision by educator when being used</li> <li>When educator cannot directly supervise, the rope will be placed out of reach</li> <li>Educate children on how to use rope swings in a safe manner</li> </ul>	MOD
Tree Climbing	<ul style="list-style-type: none"> <li>Educate children on tree climbing</li> <li>Children to only climb tree when in the direct line of sight of educator</li> <li>Rope swing to be removed or let down before tree is climbed.</li> <li>Ensure clear area beneath the tree (no bikes, equipment or resources placed under tree)</li> </ul>	MOD
Beehives placed in unregistered area on Educator's Property	<ul style="list-style-type: none"> <li>Discuss Bee keeping with parents at enrolment</li> <li>Educate children in bee safety, behaviours, and the importance of bees</li> <li>Discuss and be aware of children's fears and phobias and include strategies for these in programming</li> <li>Educator to have direct line of vision if children are eating or drinking in the outdoor area.</li> </ul>	MOD

Risk Matrix						
		Consequence				
		Insignificant	Minor	Moderate	Major	Catastrophic
Likelihood	Likely	Moderate	Moderate	High	Extreme	Extreme
	Possible	Low	Moderate	High	High	Extreme
	Unlikely	Low	Low	Moderate	High	High
	Rare	Low	Low	Low	Moderate	High

SIGNED:

\_\_\_\_\_ Educator  
 \_\_\_\_\_ Co-ordinator  
 \_\_\_\_\_ Date

Educator to keep original   
 Copy on Scheme File



Video of Heather's  
Unregistered Environment





# REGULAR EXCURSIONS – Risk Assessment Template

EDUCATOR: Heather Walters

DESTINATION				PURPOSE		ANTICIPATED NUMBER OF CHILDREN	TRANSPORT		
FDC Unregistered Property				• Outdoor Educational Program • Nature Walks		4 – 7	Walking		
FREQUENCY				DAY/S	APPROX DEPARTURE TIME	APPROX RETURN TIME	DURATION OF TRANSPORT		
Daily				Monday to Friday	10.30 am	11.30 am	–		
STEP 1				STEP 2			STEP 3		
IDENTIFIED RISK/HAZARD	L Level	C Level	Overall Rating	RISK/HAZARD MANAGEMENT			L Level	C Level	Overall Rating
Supervision	P	Ma	H	<ul style="list-style-type: none"> <li>Ensure all children stay in the direct line of sight of the educator</li> <li>Discuss with children being able to see the educator &amp; staying together as a group</li> <li>Good knowledge of children in care and their capabilities</li> </ul>			U	Mo	Mo
Medical Conditions	P	Ma	H	<ul style="list-style-type: none"> <li>Take relevant medications, Action Plans and First Aid Kit</li> </ul>			U	Ma	H
Bees / Bee Hives (Bee Stings)	P	Mo	H	<ul style="list-style-type: none"> <li>Know allergies of children in care • Educate children on beekeeping – Program</li> <li>Understand and know if children have fears or phobias – Program for this</li> <li>Educator knowledge and Biosecurity for Beekeeping training</li> </ul>			U	Mo	Mo
Pets – Dogs & Chickens	U	Mo	Mo	<ul style="list-style-type: none"> <li>Educate children on animal safety and handling • Hygiene processes</li> <li>Animals up to date with vaccinations and parasite treatments</li> </ul>			U	M	L
Reptiles / Wildlife	P	Ma	H	<ul style="list-style-type: none"> <li>Educate children on wildlife and reptile safety • Check the areas being used</li> <li>Water left outside fencing of property</li> </ul>			U	Mo	Mo
Trees / Logs / Plants Falling branches, etc	P	Ma	H	<ul style="list-style-type: none"> <li>Check area before use • Educate children on plant safety</li> <li>The area not to be used in storms or bad weather</li> </ul>			U	Mo	Mo
Equipment – Fixed/Movable	P	Mo	H	<ul style="list-style-type: none"> <li>Children to only use age-appropriate equipment</li> <li>Some equipment is out of bounds to day care children (zip line, trampoline)</li> <li>Educate children – softfall under high equipment</li> </ul>			P	Mi	Mo
Water <ul style="list-style-type: none"> <li>Receptacles</li> <li>Bird baths</li> </ul>	P	Ca	E	<ul style="list-style-type: none"> <li>Check the area before use and empty any receptacles into safe containers for children to use to water plants</li> <li>Educator to have knowledge of where water might pool</li> </ul>			U	Ma	H
Slip & Trip Hazards	P	Mi	Mo	<ul style="list-style-type: none"> <li>Children and educator to wear appropriate clothing and footwear</li> <li>Walking tracks naturally made and used</li> </ul>			U	Mi	L
Fencing	P	Ma	H	<ul style="list-style-type: none"> <li>Educate children on barriers and out of bounds areas</li> <li>Stay together • No direct Program delivered near fencing</li> </ul>			U	Ma	H

DECLARATION – This form and Risk Assessment was prepared by: Heather Walters  
(Educator's Name)

H Walters  
(Signature)

12/05/2022  
(Date)

Thank you Heather  
for sharing





## **Educational Program**

As a team at Coastal Family Day Care, our Philosophy and Mission Statement support risky play.

When Educators build and facilitate their program by adding risky play it helps children develop grow and learn.

## **Compliance, Forms and Documentation**

- Law and Regulations
- Other Considerations
- Daily Hazard Checklist
- Regular Excursions

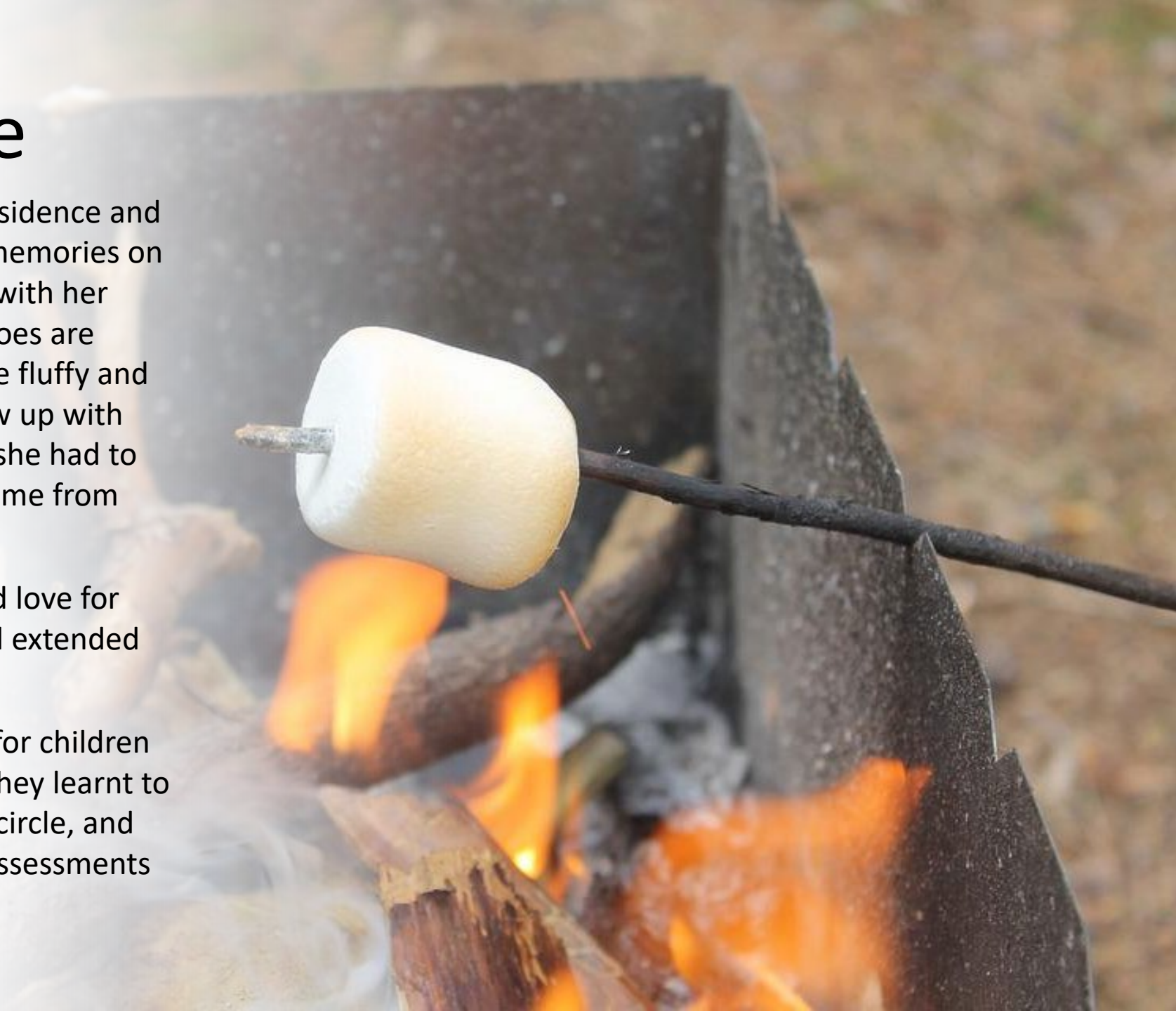
## **Risk Profiling**

Each Educator that is registered with our Scheme comes with their own background, experiences and skillset. When an educator would like to incorporate a risky activity into their Program, considerations before approval are given to:

- The Educator
- The children in care
- The Environment
- The Scheme

# Introducing Chloe

- Chloe grew up in a Family Day Care Residence and on a farm. One of Chloe's childhood memories on the farm is cooking potatoes on a fire with her brother and their friends. When potatoes are cooked this way, the inside of them are fluffy and have a smoked flavour. Chloe also grew up with campfires and had an indoor fire that she had to light and monitor when she arrived home from school.
- Chloe's experience and knowledge and love for fires grew with her into adulthood and extended into her practice as an FDC educator.
- Chloe completed specific fire training for children at an educational conference, where they learnt to light the fire with a flint, sit in the fire circle, and went through hazard identifications, assessments and managements.



# Winter Solstice Fire Experience

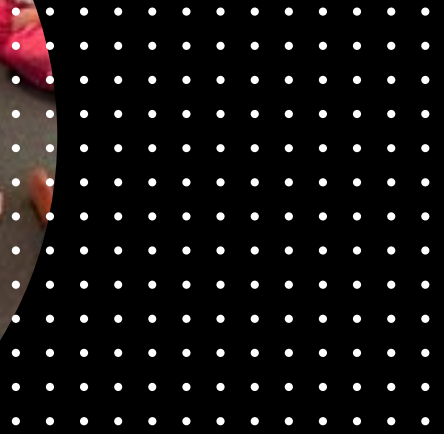
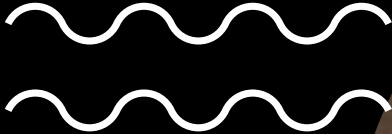
## WINTER GARDEN

In a Winter Garden,  
Dark the Earth below,  
Earth is waiting, waiting,  
waiting  
For her seeds to grow.

*Waldorf* PUBLICATIONS

NOT FOR PROFIT · INDEPENDENT · SUPPORTED BY WALDORF SCHOOLS

Programmed  
Fire Safety  
education for  
children before  
introducing  
real elements  
of fire



# What steps did we take?

- Educating children on fire safety
- Creating lanterns
- Candles at yoga / meditation
- Practicing fire safety with a pretend fire
- Finding out children's prior experiences with Fire – Risk Profiling
- Conducting small fire experiences
- Parent involvement and written parent permissions
- Approval from the Scheme – Risk Profiling







Group Risk  
Assessment based on  
what we know and  
these photos



# FIRE – Risk Assessment Template

EDUCATOR: Chloe Bakes-Ling

DESTINATION				PURPOSE		ANTICIPATED NUMBER OF CHILDREN	TRANSPORT		
Educator's Backyard				Fire experience to celebrate Winter Solstice and toast marshmallows		4	Walk		
FREQUENCY				DAY/S	APPROX DEPARTURE TIME	APPROX RETURN TIME	DURATION OF TRANSPORT		
August 2021				Monday	10.30 am	11.30 am	–		
STEP 1				STEP 2			STEP 3		
IDENTIFIED RISK/HAZARD	L Level	C Level	Overall Rating	RISK/HAZARD MANAGEMENT			L Level	C Level	Overall Rating
Supervision	P	Ma	H	<ul style="list-style-type: none"> <li>Ensure all children stay in the direct line of sight of the educator.</li> <li>Discuss with children being able to see the educator and staying together as a group.</li> <li>Good knowledge of children in care and their capabilities.</li> </ul>			U	Mo	Mo
Medical Conditions	P	Ma	H	<ul style="list-style-type: none"> <li>Take relevant medications, Action Plans and First Aid Kit equipped for purpose</li> </ul>			U	Ma	H
Burns from fire or hot sources (fire pot)	P	Ma	H	<ul style="list-style-type: none"> <li>Children have been educated on fire safety and had opportunities to practice</li> <li>Children have had fire experiences at home</li> <li>Educator knowledge of fire and fire training</li> <li>Placement of chairs and boundaries in place for children</li> <li>Fire only to burn for a short period of time (not to get too hot)</li> </ul>			U	Mo	Mo
Fire spreading outside of fire pot	P	C	E	<ul style="list-style-type: none"> <li>Safety equipment set up close by – Extinguisher, Water &amp; Fire Blanket</li> </ul>			R	Mo	Mo
Burns from hot food or sticks	P	Mo	H	<ul style="list-style-type: none"> <li>Activity not to be done on a windy day (check Weather App)</li> <li>Educator to help each child with stick and marshmallow and monitor when it's safe to eat</li> </ul>			U	Mi	L
Food Allergies	U	Ma	H	<ul style="list-style-type: none"> <li>Discussion with parents on marshmallows and permissions sought</li> </ul>			R	Mo	L
Asthma from smoke	P	Ma	H	<ul style="list-style-type: none"> <li>Know the children in care</li> <li>Don't do the activity with asthmatic children in care</li> <li>Have puffer in case a child develops symptoms</li> </ul>			U	Mo	Mo

*Thank you, Chloe, for letting us share and use your experience for this presentation*



At Coastal FDC we look at the whole picture and work together to investigate, learn and extend knowledge of all stakeholders in the everchanging world in which we live. If we never took a risk, we would never have learnt to ride bikes, swim or drive, so for this reason risk and “risky” activities are an important part of reaching quality outcomes.

#### **Important Processes for MANAGING RISK**

- Identify the risk
- Eliminate or Manage the risk
- Measure the risk
- Re-measure the risk with managements and documentation
- Risk Profile (know the children and the Educator responsible for the experience and consider the environment)
- Ensure compliance to all relevant legislation
- Ensure documentation is in place and compliant



Any  
Questions



Thank you  
for attending  
our session  
on Risk  
Management