

RISK MANAGEMENT POLICY

Risk Management is concerned with removing, minimising and generally attempting to control all risks that confront Child Side School. Risks affect all aspects of a school's operations and if not eliminated or controlled, may pose a threat to the well being of the organisation. As a school we must specifically manage risks associated with documented policies, procedures and guidelines that affect the human, financial, legal and resource bases of the school. The school is responsible to ensure that a risk management process is in place to minimise the risk of injury to all individuals on the School's grounds and at all School organised events.

Areas of risk to manage:

- Protection of human, physical, financial resources: children, staff, parents, members of the public, visitors...within a rational and reasonable duty of care.
- Managing risks arising from interaction with others external to the school and within the community.
- Reducing the impact of disasters or catastrophes by managing the risks that have the potential to adversely impact children, staff, families... within a school framework of compassion and humanity and in consultation with experts in this area.

Time is allocated in the 'Governing Council' annual calendar and at certain staff dialogues to communicate and consult, then follow through and reflect on risk management using a Risk Management Matrix. The following process is used.

1. **Identify Risk**- within a common-sense framework as getting out of bed every day is a potential risk, as is driving a car.
2. **Assess the Risk**- Identify the likelihood of this happening; from unlikely through to certainly and identify the consequences and impact of the risk occurring from minimal consequences or impact to catastrophic consequences and impact.
3. **Identify Proposed Action**- Identify the range of options for treating and or minimising risks, assessing these options on the basis of their relative feasibility, effectiveness, cost, time management etc.
4. **Identify Responsible Person/People**- Identify person or people who are going to carry out the actions to minimise the risk or treat the hazard.
5. **Identify Timeline**- When is the action to be carried out.

The same type of matrix is used to identify and address **Hazards** within the school. Hazards are usually risks or dangers within the physical environment which can be identified by anyone at anytime and usually require timely action to prevent an accident from occurring. The Hazard Matrix is located in the Risk Management File in the office and the following process is used to minimise Hazards.

1. **Identify Hazard**- everyone encouraged to use 'SAM' approach (**S**pot the hazard, **A**ssess the risk, **M**ake the change).
2. **Assess the Hazard**- Identify the likelihood of the Hazard causing an accident - from unlikely through to certainly and identify the consequences and impact of the hazard occurring from minimal consequences or impact to catastrophic consequences and impact.
3. **Identify Proposed Action**- Identify the range of options for treating and or minimising the hazard, assessing these options on the basis of their relative feasibility, effectiveness, cost, time management etc.
4. **Identify Responsible Person/People**- Identify person or people who are going to carry out the actions to minimise or treat the hazard.
5. **Identify Timeline**- When is the action to be carried out.

Assessing the Risks of educational projects or activities:

All activities contain some level of risk. Some activities will have a risk level much greater than others. Educators are expected to assess the risk in all activities that they carry out with Children as a natural part of the planning process, and to modify activities as needed to minimise risk.

It is essential that adults involved in the activity have an understanding of the level of risk and are able to manage the risk at a level commensurate with the ability of the students and the area in which the activity is to be held.

Some of these risk assessments are carried out informally (selecting appropriate reading texts or computer programs for children) and others require a formal process (planning an excursion requires the writing and submission of an Excursion Management Plan: refer to Excursion Policy)

Managing risks is also discussed and demonstrated with children so that they learn to manage risk as a natural part of their play and work just as Educators and adults do (e.g. walking inside instead of running, checking the inside of a tyre with a stick for spider webs before moving it, climbing up a piece of equipment only if I can climb back down it...).

Managing Risks should take into account issues such as:

- Occupational health and safety- for both adults and children as school is a work place for both. The 'SAM' approach (suggested by WorkSafe for ensuring safety at work) is to be used by adults and children:

Spot the hazard

Assess the risk

Make the change

- Children with additional special needs, either emotional and/or physical.
- Highly emotional or stressed children and adults need assessing. Aggressive and abusive children, parents or staff.
- Physical outdoor and indoor learning environment including building, furniture, fences, climbing and play ground equipment, sheds, fixtures such as doors and windows, electrical, plumbing, shelving.
- Learning resources both in and outdoors such as sports equipment, gardening equipment, maths manipulatives, computers, books, cooking equipment, art supplies.
- Travel arrangements using both private and public transport. Children in transit for purposes of school excursions.
- Excursion places
- Qualifications and professionalism of educators/visiting specialists/skilled parents during specific activities.
- Reptiles and rodents (being in a natural bush setting), fire (both in and outdoors), strong winds, escaped cows (being near farmlands).
- Access to local community open space and use.
- Communicable disease, illness, hygiene issues.
- Emergency procedures.
- First aid procedures.

This is not a comprehensive list but lists examples of matters to be considered by Educators.

Educators are asked to make an overall on-balance decision as to whether a project or activity is viable in terms of risk management and if there is any doubt they are to refer the matter to the Senior Educator and Administrator or the Governing Council.

VERSION	DATE REVIEWED	DATE RATIFIED	CHANGES MADE	AUTHOR OF CHANGES
1	March 2012	28/3/12	none	KM
2	Nov 2014	10/12/2014	Name changes eg GC	KM