



CHCECE041

Assessor Guide

# Maintain a safe and healthy environment for children

Assessment 2 of 4

Project



## Assessment Details

### Task overview

You will be required to access and review health and safety policies from an education and care service. You will prepare a health and safety resource for an education and care service. The purpose of the resource is to ensure the team understand what needs to happen regarding health and safety. The resource will be used for new staff inductions to ensure they understand health and safety policies and procedures and their roles and responsibilities concerning safety.

There are 4 tasks within this assessment. These include:

**Task 1:** Research health, safety and well-being policies for children

**Task 2:** Maintain health and safety records

**Task 3:** Determining health and safety responsibilities

**Task 4:** Assessing, monitoring and responding to risk

Additional resources and supporting documents

1. The National Quality Framework (NQF) and its components
2. Policies based on work in a regulated children's education care service in Australia
3. Access to Little.ly Early Learning Centre simulated online environment at [www.littlely.eduworks.com.au](http://www.littlely.eduworks.com.au), select 'Log in' and enter:
  - Username: SOE
  - Password: earlychildhood
4. Little.ly standards, policies and procedures.

## Assessment Information

### Submission

You are entitled to three (3) attempts to complete this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be responded to correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the LMS. Hand-written assessments will not be accepted unless previously arranged with your assessor.

### Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

- the processes for conducting the assessment (e.g., allowing additional time)
- the evidence gathering techniques (e.g., oral rather than written questioning, use of a scribe, modifications to equipment)

However, the evidence collected must allow the student to demonstrate all requirements of the unit.

Refer to the Student Handbook or contact your Trainer for further information.



Please consider the environment before printing this assessment.

## Task 1: Health, safety, and well-being of children resource

### STEP 1: Research regulations and identify required health, safety and well-being policies and procedures

1. Research the National Regulations and list the regulation numbers related to children’s health, safety and wellbeing. Under each regulation that you list, identify the policies and procedures that are required to be in place in an early childhood education and care service.

**Assessor Instructions:** Students will research the National Regulations and list the regulation numbers related to children’s health, safety and wellbeing. The student will then identify and list the health, safety, and well-being policies required for an early childhood service under each regulation. The responses will vary and be in the student’s own words but will reflect the benchmark answer.

A sample answer is provided below.

Regulation number (5-10 words)	Health and safety policies (5-10 words)
Regulation 168	Health and safety of children, including: Sleep and rest for children Nutrition, food and beverages, dietary requirements Sun protection Water safety, including safety during any water-based activities Administration of first aid
Regulation 85	Incident, injury, trauma, and illness procedures
Regulation 88	Dealing with infectious diseases, including procedures
Regulation 90	Dealing with medical conditions in children
Regulation 97	Emergency and evacuation
Regulation 99	Delivery of children to, and collection of children from, education and care service premises
Regulations 100 to 102	Excursions, including procedures
Regulations 102B–102D	Transportation
Regulation 115, 121 to 124, 165	Providing a child-safe environment and supervision of children

### STEP 2: Summarise policies and procedures

You have been assigned the responsibility of developing a health and safety resource for an education and care service. This resource aims to ensure that all staff, especially new employees, are well-informed about the service's health and safety policies and procedures and understand their roles and responsibilities regarding safety.

You must access the service’s health and safety policies and procedures and review the following specific policies:

- Health, safety, and well-being
- Incidents, injury, trauma, and illness
- Infection control
- Medical conditions
- Administration of medication
- Emergencies and evacuations
- Drop-off and collection of children
- Supervision

### Instructions:

1. Make copies of the policies you access and add them to your “Health and Safety of Children resources” file.

2. You will review and summarise each Health and Safety policy and procedure. You will use the Health and Safety Policy Summary Template provided under “*Policy Summary*” to record your summary for each policy. In your summary, please include an overview of the following:
  - the main points of the policy or procedure
  - you and the employee's roles and responsibilities related to the policy.
3. Identify the connections between the policy and procedures to the National Quality Framework (NQF) and National Quality Standards (NQS). Document your response under “*Link the identified policies and procedures to the National Quality Framework for each policy*” in the provided template.

Please see below the email from your director explaining this task.



<b>Email</b>	
<b>To:</b>	educator@little.ly.com.au
<b>From:</b>	director@little.ly.com.au
<b>CC:</b>	
<b>Subject:</b>	New educator policy induction
<b>Attachments:</b>	Health and Safety Policy Summary Template 

Hello,

I have decided we need a health and safety resource for our education and care service. The purpose of the resource is to ensure the team understand what needs to happen regarding health and safety. The resource will be used for new staff inductions to ensure they understand health and safety policies and procedures and their roles and responsibilities concerning safety. This will also assist you in remaining up to date.

I would like you to review and summarise our health and safety policies. I need you to include information on the following policies:

- Health, safety and well-being
- incidents, injury, trauma and illness
- infection control
- medical conditions
- administration of medication
- emergencies and evacuations
- drop off and collection of children
- supervision.

I need you to prepare a brief health and safety information summary from these main policies. I will review this and place it in an induction pack for new staff. I have included a template for your use. You will also need to Link each identified policies and procedures to the National Quality Framework (NQF) and National Quality Standard (NQS).


I look forward to receiving your summary with any issues and concerns you identify to improve the induction of new staff.

Kind regards,

**Director**

When sourcing the policies, you can use the following:

- Your place of work or work placement to source the policies (ensuring you have permission from the service before taking copies of all policies and procedures).
- You can use the log-in details from Little.ly Early Learning Centre below.

 <p>little.ly Early Learning Centre</p>	<ul style="list-style-type: none"><li>○ Little.ly Early Learning Centre, a simulated childcare centre. Access information and policy and procedure documents associated with Little.ly.</li><li>○ This can be done by logging in to the Educator Hub on Little.ly's <a href="#">website</a> with the following credentials:</li><li>○ Username: SOE</li><li>○ Password: earlychildhood</li></ul>
--	--

- Alternatively, you can use the Australian Children's Education and Care Quality Authority resources by accessing their website: <https://www.acecqa.gov.au/resources/preparing-nqf-policies-and-procedures>.

### STEP 3: Critical assessment of policies

You must critically assess each listed health and safety policy and complete the sections in the Health and Safety Policy Summary Template:

1. For each policy related to children's health and safety, you will use the Health and Safety Policy Summary Template to complete a critical assessment identifying how risk is addressed under each policy.
2. Provide a paragraph detailing how risk is assessed and a commentary about how effective you think the practice/action is.
3. Provide strategies and suggestions that you would implement to reduce risk further.

### STEP 4: Assist colleagues in meeting Health and Safety requirements


You will interpret your director's instructions to encourage other employees to remain up to date with health and safety policies, procedures, and related information.

1. Prepare an email to colleagues using the Little.ly emails template. The email aims to communicate with colleagues to assist them in meeting health and safety requirements using up-to-date information.
2. The email must include the following:
  - the name of each policy
  - a brief summary of each policy, including educator's roles and responsibilities related to the policy
  - advice to recipients that the Health and Safety Policy Summary is attached for colleagues' review and reference
  - invite feedback from colleagues on health and safety practices and potential issues, including the due date.
3. Ensure that the email is written according to service procedures in terms of style, professionalism, and accuracy. Use teamwork skills to share information in line with service policies and procedures.

## Email Template



### Email Template

<b>To:</b>	<<Add name(s) of main email recipients here>>
<b>From:</b>	Your name
<b>CC:</b>	<<Add names of carbon copy email recipients here (leave blank if none)>>
<b>Date:</b>	Today's date
<b>Subject:</b>	<<Add the subject of the email here>>
<b>Attachments:</b>	<<Add the name of any attachments here (leave blank if none)>> 

### (500-600 words)

<<Add body here>>

Good morning,

I would like to provide you with some information about health and safety policies to assist you in remaining up to date. I have attached a more detailed summary of each policy for your reference and review. I am keen for you to provide feedback about health and safety practices and potential issues. This will assist me in preparing induction information for new staff. Please reply to this email by <provide a reply date>.

Here is a brief summary for your reference of health and safety information from the main policies:

- Health, safety, and wellbeing policies/procedures arising from Regulation 168 include aspects such as sleep and rest, nutrition, food and beverages, dietary requirements, sun protection, water safety and administration of first aid. It outlines the educator's role, children's health and safety. It includes a process of what to do if a risk is reported.
- Incidents, Injury, Trauma, and illnesses policies/procedures. For example, the policy includes how to write accident forms, what constitutes a serious incident, communication around injuries, administering First Aid, communicating with families and how to find their contact details, and communicating with the director.
- Infection control policies. For example, it outlines that reasonable steps must be taken to prevent the spread of infectious diseases, such as effective hygiene practices and work to prevent and effectively deal with any infectious disease. In addition, in the event of an outbreak, parents or an authorised emergency contact of children at the service must be notified as soon as practicable. A notice displayed of an outbreak of an infectious disease and that the regulatory authority has been notified.
- Medical conditions policies/procedures. For example, the policy relates to children with anaphylaxis and allergies and how to manage their needs. Also, how to monitor children's well-being and health throughout the day, communicate with families, where to find information about children with medical conditions, and documents related to medical conditions.
- Administration of medication policies/procedures. For example, the policy includes what type of medication might be used in the service, who is allowed to administer the medication, what forms need to be signed before administering and what checks are in place to ensure the correct dose is given to the correct child.
- Emergencies and communication policies/procedures. For example, the policy includes details about evacuation drills, evacuation/lockdown drills and why we follow these procedures. It confirms how to

locate information about the drills and how to evaluate the drills after the procedure. It informs staff on how to communicate in an emergency and the roles of people in the service.

- Collection of children policies/procedures. For example, the policy confirms processes for ensuring ID is checked where the person is unknown, ensuring the person is over 18, and the parents have provided permission for the collection. This might also include custody arrangements. It sets out the process for signing in and out of children.
- Supervision of children policies. For example, the requirement for accurate attendance records. Supervision decisions based on:
  - number, age, and abilities of children
  - number and positioning of educators
  - current activity of each child
  - areas in which the children are engaged in an activity (visibility and accessibility)
  - developmental profile of each child and the group of children
  - experience, knowledge, and skill of each educator
  - the need for educators to move between areas.

I hope you find this information useful, and I look forward to discussing it further. I am also keen to receive your feedback about issues and concerns to improve the induction of new staff. Please feel free to ask any questions, as I would be happy to assist or find out information that can help.

Kind regards

**Jack Euphane**

**Educator**



## Task 1 Attachments

### Health and Safety Policy Summary Template

Health and Safety Policy Summary	
Health, Safety and Well-being Policies and Procedures (200-250 words)	
<p><b>Policy Summary</b></p> <p><i>Create a summary of the Health and Safety policy and procedure. Develop one or two paragraphs.</i></p> <p><i>Ensure the summary provides appropriate information to be used in a staff member induction to provide an overview of the following:</i></p> <ul style="list-style-type: none"> <li>• <i>The title</i></li> <li>• <i>The main points of the policy or procedure</i></li> <li>• <i>The roles and responsibilities related to the policy.</i></li> </ul>	<p><b>For example:</b></p> <p><b>Title:</b> Children's Health, Safety and Well-being, which includes policies related to Regulation 168, such as:</p> <ul style="list-style-type: none"> <li>• Sleep and rest</li> <li>• Nutrition, food and beverages, dietary requirements</li> <li>• Sun protection</li> <li>• Water safety</li> <li>• Administration of first aid.</li> </ul> <p><b>Main points:</b> Ensuring children are safe at all times is paramount. The policy set out requirements for sleep and rest, healthy nutrition, sun-smart, water safety and administering first aid. These aspects are for the children's health and safety.</p> <p><b>Responsibilities:</b> Educators must ensure policies are followed at all times.</p>
<p><b>Link the identified policies and procedures to the National Quality Framework for each policy</b></p> <p><i>Identify links between the policy and the National Quality Framework - National Quality Standards.</i></p>	<p><b>For example:</b></p> <ul style="list-style-type: none"> <li>• The Health and Safety of children policies and procedures relate to NQF – National Standards - Quality Area 2, which describes providing children with comfort for sleep, rest, and health and safety.</li> <li>• The policies for sun protection, water safety nutrition, food and beverages, and dietary requirements relate to Standard 2.1.</li> </ul>
<p><b>Critical Assessment of the Policy</b></p> <p><i>Complete a critical assessment of the policy, identifying how risk is addressed under each policy. Provide a paragraph detailing how risk is assessed and comment on how effective you think this is. Offer strategies and suggestions you would</i></p>	<p><b>Critical assessment of the policy.</b></p> <p><b>For example,</b> the sleep safety policy describes that risk will be assessed once every six months by reviewing how the sleep room is set up. The policy talks about a 10-minute sleep check. The risk of SIDS is high, and 10 minutes is a very long time. I would recommend changing that to a five-minute sleep check or implementing a policy where an educator will supervise children sleeping.</p>

<p><i>implement where you believe the risk is not assessed well.</i></p>	
<p><b>Incidents, Injury, Trauma and Illnesses Policies/procedures (200-250 words)</b></p>	
<p><b>Policy Summary</b></p> <p><i>Create a summary of the incidents, injury, trauma &amp; illnesses, policies and procedures in one or two paragraphs.</i></p> <p><i>Ensure the summary provides appropriate information to be used in a staff member induction to provide an overview of the following:</i></p> <ul style="list-style-type: none"> <li>• <i>The title</i></li> <li>• <i>The main points of the policy or procedure</i></li> <li>• <i>The roles and responsibilities related to the policy.</i></li> </ul>	<p><b>Main points:</b> Ensuring all accident incidents and emergencies are reported and recorded in the correct form. Ensuring communication with parents regarding the above, ensuring illness records are maintained, and signs are placed to inform parents and visitors of infectious conditions.</p> <p><b>Responsibilities:</b> Filling out accident forms, informing parents, following policies and procedures and communicating about issues related to the policy.</p>
<p><b>Link the identified policies and procedures to the National Quality Framework for each policy</b></p> <p><i>Identify links between the policy and the National Quality Framework - National Quality Standards.</i></p>	<p><b>Links to the NQF.</b></p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• <b>The incident, injury, trauma and illness policies and procedures related to Quality Area 2: Children's health and safety.</b></li> </ul>

**Critical Assessment of Policies**

*Complete a critical assessment, identifying how risk is addressed under each policy. Provide a paragraph detailing how risk is assessed and comment on how effective you think this is. Offer strategies and suggestions you would implement where you believe the risk is not assessed well.*

**Critical assessment of the policy.**

For example, the service policy and procedure currently have a 12-monthly review of the policies related to injury, trauma, and illness. Risk is assessed intermittently and incidentally when there is an incident; however, this is not a formal process. I would recommend the service put in place a monthly review (by the WHS officer) of all incidents, injuries, trauma, and illnesses in a formal way on a document that follows a risk assessment process.

**Infection Control Policies/procedures (200-250 words)**

**Policy Summary**

*Create a summary of the medical conditions policies and procedures in one or two paragraphs.*

*Ensure the summary provides appropriate information to be used in a staff member induction to provide an overview of the following:*

- The title*
- The main points of the policy or procedure*
- The roles and responsibilities related to the policy.*

**Policy summary**

**Main points:** Provides guidelines for actions to prevent the spread of infectious diseases and to deal with infectious diseases. Sets out actions for managing an infectious disease if an outbreak occurs, such as displaying a sign, advising families, and advising the authorities and the regulator.

**Responsibilities:** promote awareness of infectious diseases, role model and use safe hygiene practices, apply processes that are set out to manage outbreaks, report outbreaks to the supervisor and encourage families to keep children at home in the event of infectious illness to reduce the spread in the service.

**Link the identified policies and procedures to the National Quality Framework for each policy**

*Identify links between the policy and the National Quality Framework - National Quality Standards.*

**Links to the NQF**

**Example:**

**The Quality Area 2: Children's health and safety.**



<p><b>Critical Assessment of Policies</b></p> <p><i>Complete a critical assessment, identifying how risk is addressed under the policy. Provide a paragraph detailing how risk is assessed and comment on how effective you think this is. Offer strategies and suggestions you would implement where you believe the risk is not assessed well.</i></p>	<p><b>Critical assessment of the policy.</b></p> <p><b>For example:</b></p> <p>Infection Control policy sets out the requirement for children to be immunised before they can access a service. Similarly, educators must maintain their immunisation. Risk assessments include a review of the area of infectious disease.</p> <p>The policy includes the management of all infectious diseases in one version. In contrast, given the risks of COVID, this could be provided in a separate policy (or other conditions specific to the student's area, e.g., services struggling with the prevalence of Hand, Foot and Mouth disease).</p>
<p><b>Medical Conditions Policies/procedures (200-250 words)</b></p>	
<p><b>Policy Summary</b></p> <p><i>Create a summary of the medical conditions policies and procedures in one or two paragraphs.</i></p> <p><i>Ensure the summary provides appropriate information to be used in a staff member induction to provide an overview of the following:</i></p> <ul style="list-style-type: none"> <li>• <i>The title</i></li> <li>• <i>The main points of the policy or procedure</i></li> <li>• <i>The roles and responsibilities related to the policy.</i></li> </ul>	<p><b>Policy summary</b></p> <p><b>Main points: Anaphylaxis procedures, asthma procedures, where to find medication and information about medical conditions.</b></p> <p><b>Responsibilities: Ensuring qualified staff administer medication and it is checked in line with policy, reminding each other about children's medication, informing self about medical conditions and monitoring children for issues related to medical conditions. Not serving food to children who are allergic.</b></p>
<p><b>Link the identified policies and procedures to the National Quality Framework for each policy</b></p> <p><i>Identify links between the policy and the National Quality Framework - National Quality Standards.</i></p>	<p><b>Links to the NQF.</b></p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• <b>The Medical Conditions policies and procedures relate to Quality Area 2: Children's health and safety.</b></li> </ul>

**Critical Assessment of Policies**

*Complete a critical assessment, identifying how risk is addressed under the policy. Provide a paragraph detailing how risk is assessed and comment on how effective you think this is. Offer strategies and suggestions you would implement where you believe the risk is not assessed well.*

**Critical assessment of the policy.**

**For example:**

The medical Conditions policy reminds staff to assess the risk by reading the medical conditions management forms. They display them in all rooms. They also assess the risk of staff change over and movement of staffing around the rooms, so they try to avoid them.

I would encourage the centre to review the policy and add that they would avoid foods altogether where there is an allergy.

**Administration of Medication Policies/procedures (200-250 words)**

**Policy Summary**

*Create a summary in one or two paragraphs of the administration of medication policies and procedures. Ensure the summary provides appropriate information to be used in a staff member induction to provide an overview of the following:*

- *The title*
- *The main points of the policy or procedure*
- *The roles and responsibilities related to the policy.*

**Policy summary**

**Main points:** Ensuring forms are completed, must be kept out of reach of children, and must be administered by a Qualified educator.

**Responsibilities:** Ensuring qualified staff administer medication and it is checked in line with policy, reminding each other about children's medication.

**Link the identified policies and procedures to the National Quality Framework for each policy**

*Identify links between the policy and the National Quality Framework - National Quality Standards.*

**Links to the NQF.**

**Example:**

- The Administration of Medication policies and procedures relate to Quality Area 2: Children's health and safety.



<p><b>Critical Assessment of Policies</b></p> <p><i>Complete a critical assessment, identifying how risk is addressed under the policy. Provide a paragraph detailing how risk is assessed and comment on how effective you think this is. Offer strategies and suggestions you would implement where you believe the risk is not assessed well.</i></p>	<p><b>Critical assessment of the policy.</b></p> <p><b>For example:</b></p> <p>The administration of medication policies and procedures talks about procedures to ensure any medication provided to children is given by a qualified staff member and observed by another educator. They must sign together. If there are any incidents related to medication administration, the regulatory authority is notified, and the service does a risk assessment to determine new approaches.</p> <p>I would recommend that they also ensure that when a parent signs the form, they are asked to talk a staff member through the medication.</p>
<p><b>Emergencies and Communication Policies/procedures (200-250 words)</b></p>	
<p><b>Policy Summary</b></p> <p><i>Create a summary of the emergencies and communication policies and procedures in one or two paragraphs.</i></p> <p><i>Ensure the summary provides appropriate information to be used in a staff member induction to provide an overview of the following:</i></p> <ul style="list-style-type: none"> <li>• <i>The title</i></li> <li>• <i>The main points of the policy or procedure</i></li> <li>• <i>The roles and responsibilities related to the policy.</i></li> </ul>	<p><b>Policy summary</b></p> <p><b>Main points:</b> When will emergency drills be practised, how will they be communicated, and where are the evacuation and evacuation points?</p> <p><b>Responsibilities:</b> Reporting emergencies, responding to emergencies in line with policy and procedure and reflecting on drills to improve practice.</p>
<p><b>Link the identified policies and procedures to the National Quality Framework for each policy</b></p> <p><i>Identify links between the policy and the National Quality Framework - National Quality Standards.</i></p>	<p><b>Links to the NQF.</b></p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• The emergencies and communication policies and procedures relate to Quality Area 2, 'Children's health and safety'.</li> </ul>

**Critical Assessment of Policies**

*Complete a critical assessment, identifying how risk is addressed under the policy. Provide a paragraph detailing how risk is assessed and comment on how effective you think this is. Offer strategies and suggestions you would implement where you believe the risk is not assessed well.*

**Critical assessment of the policy.**

**For example:**

**Emergency procedures and evacuation drills are reviewed, and a drill is conducted every two months. There is a risk assessment, and they have met to discuss different issues which could pose a risk to the service.**

**I would recommend the service conduct drills based on the example scenarios they have produced and assess the risk and modify practice in line with the reflections.**

**Collection of Children Policies or procedures (200-250 words)**

**Policy Summary**

*Create a summary in one or two paragraphs of the collection of children policies and procedures.*

*Ensure the summary provides appropriate information to be used in a staff member induction to provide an overview of the following:*

- *The title*
- *The main points of the policy or procedure*
- *The roles and responsibilities related to the policy.*

**Policy summary**

**Main points: Approvals to collect children, what happens if someone else comes to collect a child, enrolment forms and how to access approved people, processes for recording children's attendance and departures.**

**Responsibilities: Ensuring children and not released to anyone who should not collect them or is not approved. Maintaining records of children's arrival and departure. Ensuring children are not released to people who are intoxicated.**

**Link the identified policies and procedures to the National Quality Framework for each policy**

*Identify links between the policy and the National Quality Framework - National Quality Standards.*

**For example:**

- **The collection of children policies and procedures relates to Quality Area 2, 'Children's health and safety'.**



<p><b>Critical Assessment of Policies</b></p> <p><i>Complete a critical assessment, identifying how risk is addressed under the policy. Provide a paragraph detailing how risk is assessed and comment on how effective you think this is. Offer strategies and suggestions you would implement where you believe the risk is not assessed well.</i></p>	<p><b>Critical assessment of the policy.</b></p> <p>For example, processes are in place to ensure children only leave the service into the care of a parent, an authorised nominee named in the child's enrolment record, or a person authorised by the parent or authorised nominee or in an emergency to receive medical support and care. Services keep an attendance record to ensure they know children in attendance or leaving the premises.</p> <p>The policy could better address how to manage the busy time of drop-off and pick-up when parents wish to talk to educators and the educator's attention is taken away from the children.</p>
<p><b>Supervision Policies/procedures (200-250 words)</b></p>	
<p><b>Policy Summary</b></p> <p><i>Create a summary of the excursion policies and procedures in one or two paragraphs. Ensure the summary provides appropriate information to be used in a staff member induction to provide an overview of the following:</i></p> <ul style="list-style-type: none"> <li>• <i>The main points of the policy or procedure</i></li> <li>• <i>Their role and responsibilities related to the policy.</i></li> </ul>	<p><b>Policy summary</b></p> <p><b>Main points:</b> Supervision must be in place at all times to promote the safety of children. A risk assessment is conducted based on the age, location and type of activity. Policies set out the ratio of children. Services will use effective communication during supervision to ensure children are always supervised and risks are minimised.</p> <p><b>Responsibilities:</b> Risk assessments are conducted to maintain effective supervision that keeps children in the line of sight. Children can have agency to take risks and explore, but these risks must be determined and managed to avoid foreseeable risks.</p>
<p><b>Link the identified policies and procedures to the National Quality Framework for each policy</b></p> <p><i>Identify links between the policy and the National Quality Framework - National Quality Standard.</i></p>	<p><b>Links to the NQF.</b></p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• Supervising children's policies and procedures relate to Quality Area 2: Children's health and safety. Quality area 2.2: Each child is protected, and Element 2.2.1: At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.</li> </ul>



### Critical Assessment of Policies

*Complete a critical assessment, identifying how risk is addressed under the policy. Provide a paragraph detailing how risk is assessed and comment on how effective you think this is. Offer strategies and suggestions you would implement to reduce risk further.*

#### For example:

The risk assessment is conducted using a standard form to determine children's required level of supervision. A standard risk assessment form is used to effectively ensure that all risk areas are considered depending on the age, location and activity being undertaken.

The policy framework could be improved by separating the policy into two policies, one for general supervision and the other more specifically for supervision during excursions and regular outings. This would assist in providing a clear focus for staff to support supervision planning.

# Task 1: Assessment marking criteria: Health, safety, and well-being of children resource

**Assessor instructions:** All sections/questions must be completed. Refer to the template for sample answers and benchmarks.

The evidence submitted demonstrates that the student has satisfactorily (S) covered the following criteria, or the evidence is not yet satisfactory (NYS) and requires resubmission

		S	NYS
<b>Task 1: Step 1 - Research regulations and identify required health, safety and well-being policies and procedures</b>			
1	<p>Research the National Regulations and identify the health and safety policies and procedures that Education and Care services are required to have in place.</p> <ul style="list-style-type: none"> <li>List the Regulation number</li> <li>List the required policies related to children’s health, safety and well-being</li> </ul> <p><b>Look for:</b> The student must research the National Regulations and list the regulation numbers related to children’s health, safety and wellbeing. Under each regulation the student identifies they will list the policies and procedures that are required to be in place in an early childhood education and care service. The responses will vary and be in the student’s own words but will reflect the benchmark answer.</p> <p>A sample answer is provided above in Step 1.</p>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<b>Task 1: Step 2 - Summarise policies and procedures</b>			
2	<p>Access health and safety policies from your work in a regulated children's education care service in Australia or access Little.ly Early Learning Centre or ACECQA policies. Make copies to add to a Health and Safety of Children resource being developed. The following policies will be sourced:</p> <ul style="list-style-type: none"> <li>health safety and wellbeing</li> <li>incidents, injury, trauma and illness</li> <li>infection control</li> <li>medical conditions</li> <li>administration of medication</li> <li>emergencies and evacuations</li> <li>drop off and collection of children</li> <li>supervision.</li> </ul> <p><b>Look for:</b> The students will access health and safety policies from their work in a regulated children's education care service in Australia (with permission from the service) or uses Little.ly Early Learning Centre, simulated service, health, and safety policies on the Little.ly website or ACECQA policies. The responses will vary and be in the student’s own words but will reflect the benchmark answer.</p> <p>The student makes copies of policies and includes the title of the policies and procedures and stores them in the Health and Safety of Children resource they are developing.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

3

Review each health and safety policy to interpret the meaning and build an understanding. Summarise each policy using the Health and Safety Policy Summary Template against each listed area.

The following policies will be reviewed:

- health, safety and wellbeing
- incidents, injury, trauma and illness
- infection control
- medical conditions
- administration of medication
- emergencies and evacuations
- drop off and collection of children
- supervision.

The summary of each policy contains information to be used in a staff member induction and staff skills/knowledge upgrade, including:

- The title of the policy
- The main points of the policy or procedure
- The roles and responsibilities related to the policy
- The policy's link to the National Quality Framework - National Quality Standard.

Look for:

The students will complete the Health and Safety Policy Summary Template with a summary of each of the following policies and procedures:

- health safety and wellbeing
- incidents, injury, trauma and illness
- infection control
- medical conditions
- administration of medication
- emergencies and evacuations
- drop off and collection of children
- supervision.

The student provides for each policy a summary that includes:

- The title of the policy
- The main points of the policy or procedure
- An outline of employee roles and responsibilities, yours and other employees related to the policy
- The policy's link to NQF - National Quality Standard.

The response must include the following, as a minimum, a one or two-paragraph summary of the health and safety policy and procedure. They must also include the main points of the policy and deliver the information in a way that would be appropriate for a new staff member who is being inducted into the service. Such as, it is easy to read and follow and provides a broad overview to understand the policy/procedure.

The student must include the roles and responsibilities of the staff member.

The responses will vary and be in the student's own words but will reflect the benchmark answer. A sample answer is provided in the attached Health and Safety Policy Summary Template.

Health, safety and wellbeing policy or procedure

Incidents, injury, trauma and illness policy or procedure

	Infection control policy or procedure	<input type="checkbox"/>	<input type="checkbox"/>
	Medical conditions policy or procedure	<input type="checkbox"/>	<input type="checkbox"/>
	Administration of medication policy or procedure	<input type="checkbox"/>	<input type="checkbox"/>
	Emergencies and evacuations policy or procedure	<input type="checkbox"/>	<input type="checkbox"/>
	Drop off and collection of children policy or procedure	<input type="checkbox"/>	<input type="checkbox"/>
	Supervision policy or procedure	<input type="checkbox"/>	<input type="checkbox"/>
<b>Task 1: Step 3 - Critical assessment of policies</b>			
4	<p>Critically assess each health and safety policy and record the findings in the section in the Health and Safety Policy Summary Template:</p> <ol style="list-style-type: none"> <li>4. identify how risk is addressed under each policy</li> <li>5. outline the ways risk is assessed and provide commentary about how effective the practice is.</li> <li>6. outline strategies and suggestions to further reduce risk.</li> </ol> <p><b>Look for:</b>  The students will complete the Health and Safety Policy Summary Template with a critical assessment of each policy. The student will identify how risk is assessed, how effective this is, and suggested strategies to further reduce risk. For example, for each policy - detail how risk is assessed and provide commentary about how effective they think it is. The student should offer strategies and suggestions where they think the risk is not assessed well.  The student must also include the main points of the policy/procedures and deliver the information in a way that would be appropriate for a new staff member who is being inducted into the service. For example, it is easy to read and follow and provides a broad overview of the policy/procedure.  The responses will vary and be in the student's own words but will reflect the benchmark answer. A sample answer is provided in the attached Health and Safety Policy Summary Template.</p>		
	Health, safety and wellbeing policy or procedure	<input type="checkbox"/>	<input type="checkbox"/>
	Incidents, injury, trauma and illness policy or procedure	<input type="checkbox"/>	<input type="checkbox"/>
	Infection control policy or procedure	<input type="checkbox"/>	<input type="checkbox"/>
	Medical conditions policy or procedure	<input type="checkbox"/>	<input type="checkbox"/>
	Administration of medication policy or procedure	<input type="checkbox"/>	<input type="checkbox"/>
	Emergencies and evacuations policy or procedure	<input type="checkbox"/>	<input type="checkbox"/>
	Drop off and collection of children policy or procedure	<input type="checkbox"/>	<input type="checkbox"/>
	Supervision policy or procedure	<input type="checkbox"/>	<input type="checkbox"/>
<b>Task 1: Step 4 - Assist colleagues in meeting Health and Safety requirements</b>			
5	<p>Respond to written instructions and prepare an email to colleagues using the Little.ly emails template to encourage other employees to remain up to date with health and safety policies, procedures, and related information.</p> <ol style="list-style-type: none"> <li>7. The email will communicate with colleagues to assist them in meeting health and safety requirements using up-to-date information.</li> <li>8. The email must include the following: <ul style="list-style-type: none"> <li>○ the name of each policy</li> <li>○ a summary of each policy, including an educator's roles and responsibilities related to the policy</li> <li>○ advice to recipients that the Health and Safety Policy Summary is attached for colleagues' review and reference</li> </ul> </li> </ol>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

	<ul style="list-style-type: none"> <li>○ invite feedback from colleagues on health and safety practices and potential issues, including a due date.</li> </ul> <p>Look for:</p> <p>The students will respond to written instructions and prepare an email to colleagues to provide information, assist them in keeping up to date with health and safety policies, and invite their feedback.</p> <p>The student writes the email according to service procedures in terms of style, professionalism, and accuracy, including:</p> <ul style="list-style-type: none"> <li>• use inclusive language that is open, non-discriminatory</li> <li>• use a professional approach of not using slang, using salutations to greet the reader</li> <li>• provides information that is accurate and factual such as being objective and not subjective</li> </ul> <p>The student uses teamwork skills to share information in line with service policies and procedures, including:</p> <ul style="list-style-type: none"> <li>• share information in a manner to build the team by providing information</li> <li>• uses an engaging tone such as being informative and optimistic rather than quoting must do or being legalistic towards the reader</li> <li>• invites feedback and input from the reader.</li> </ul> <p>The responses will vary and be in the student’s own words but will reflect the benchmark answer.</p> <p>A sample answer is provided in the attached Little.ly email template.</p>		
--	---	--	--


## Task 2: Complete and maintain health, and safety records

You will identify and gather the forms services use for each policy identified in Task 1. You will fill in an example form for each policy in Task 1 and include this in the health and safety resource file you are developing. The forms should be completed in a way that could be used to provide an example during the induction of a staff member. It explains what is expected when filling in health and safety forms.

### STEP 1: Identify and gather forms

You must:

1. Source at least one (1) form associated with each of the following health and safety policies:
  - health, safety and well-being policies/procedures
  - incidents, injury, trauma, and illnesses policies/procedures
  - infectious diseases
  - medical conditions policies/procedures
  - administration of medication policies/procedures
  - emergencies and communication policies/procedures
  - collection of children policies/procedures
  - excursion policies/procedures.
2. You can access forms from your work in a regulated children's education and care service in Australia. If you are using your place of work, ensure you have permission from the service before taking copies of the forms. Alternatively, you can use Little.ly Early Learning Centre using the login details below. In addition, you can use the Australian Children's Education and Care Quality Authority resources by accessing their website: <https://www.acecqa.gov.au/resources/applications/sample-forms-and-templates>.

	<p>Little.ly Early Learning Centre, a simulated childcare centre. Access information and policy and procedure documents associated with Little.ly.</p> <p>This can be done by logging in to the Educator Hub on Little.ly's <a href="#">website</a> with the following credentials:</p> <ul style="list-style-type: none"><li>• Username: SOE</li><li>• Password: earlychildhood</li></ul>
---	--

3. Make copies of the policies you access for the Health and Safety resources file you are developing to assist with the induction of new staff.

### STEP 2: Complete sample using forms

1. Using the sample forms you have collected in Step 1, you are to complete an example scenario on each form you collected. These example forms are being used to provide new staff members with a sample of how to fill out the forms.
2. You will include examples about a real situation, e.g., a child with an allergy or medication or a child with an illness. You will seek assistance and examples from team members about the details to fill in the form. Ensure that you de-identify the information when you use actual children or staff to preserve privacy and confidentiality.
3. Include copies of the completed example forms in the Health and Safety resource you are developing.

### STEP 3: Hazard identification and reporting

Well done; now that you have completed Step 1 and Step 2, gathering and completing sample forms, you will focus on hazard identification and reporting.

To ensure the safety and well-being of children in any learning environment, it is crucial to proactively assess and manage potential risks. In this task, you will examine physical spaces within an early learning service or similar settings where children engage in activities. Your objective is to identify potential or actual hazards and evaluate the associated risks. Whether it's children climbing a tree, using tools, or playing in a local park, understanding these risks is key to creating a safe and supportive environment for children's learning and development.

1. Review the risks in an area to be used for an activity or experience and identify at least one (1) environmental hazard. You will report this by completing the provided Hazard Report Form Template below.
2. Using the Hazard Report Form, you will:
  - Provide details of the hazard and identify risks and who may be impacted
  - Assess the risk associated with the hazard using a risk matrix and determine a risk rating.
  - Provide three (3) possible actions that can be taken to control the hazard using the hierarchy of controls
3. Identify training needs for staff in managing the hazard. Report this to the relevant supervisor using the Hazard Report Form.
4. Report this hazard to the appropriate person in the workplace based on the service policy (i.e., supervisor or director) by documenting to whom you reported the hazard on the Hazard Report Form.

## Task 2 Attachments

### Hazard Report Form Template

Hazard Report Form (200-250 words)	
<b>Conducted by:</b>	Student name
<b>Date:</b>	Today's date
<b>Location:</b>	Outdoor space - Playground
<b>What is the hazard?</b> <i>Provide a summary of the health and safety hazard.</i> <i>Ensure the summary provides sufficient information to inform WHS of the hazard</i>	<b>For example:</b> The health and safety hazard is loose branches that have fallen in the garden area where children will be playing.
<b>What are the risks associated with this hazard?</b> <i>Identify the risks that could arise for people if the hazard is not managed and provide a summary.</i>	<b>For example:</b> A trip or fall could be caused by loose sticks/branches resulting in injury. The sticks or branches could puncture the skin or become lodged in an area, e.g., an eye.

<p><b>People who may be affected by this hazard</b></p> <p><i>Identify who might be at risk from this hazard.</i></p>	<p><b>For example:</b></p> <ul style="list-style-type: none"> <li>• Children playing in the area</li> <li>• Staff supervising the children</li> </ul>
<p><b>Assess the risk and determine a risk rating</b></p> <p><i>Use a risk matrix to determine the level of risk.</i></p> <p><i>You can use a risk matrix in a sourced policy or form, use your workplace matrix or ACECQA risk matrix (page 20). You may also use HS21 – Hazard Management – Policy and Procedure in Little.ly.</i></p>	<p><b>For example:</b></p> <p>The likelihood of injury from loose sticks is determined to be possible, so the risk is rated as moderate</p> <p>The consequence of an injury is determined to be moderate, so the rating of possible and moderate rates the risk as Moderate.</p>
<p><b>What can be done to control the hazard?</b></p> <p><i>Use the hierarchy of controls and identify three (3) actions that could be taken to manage the identified hazard.</i></p>	<p><b>For example:</b></p> <ol style="list-style-type: none"> <li>1. Eliminate: Clear the area of loose sticks before children come out to play</li> <li>2. Substitution: Move children to an alternative area to play where there are no fallen branches</li> <li>3. Administrative controls: Where branches are too large to be safely removed, erect a barrier to prevent children from accessing the area</li> </ol>
<p><b>Identify training needs for staff</b></p> <p><i>List the training opportunities that can be identified for staff to improve the management of hazards and report processes.</i></p> <p>Identify to who you would report these training needs to in the workplace.</p>	<p><b>For example:</b></p> <p><b>Training needs could include:</b></p> <ul style="list-style-type: none"> <li>• Refresh staff on the policies and procedures for hazard management and reporting</li> <li>• Improve risk identification skills in staff</li> <li>• Improve reporting skills in staff</li> <li>• Familiarise staff with risk matrix rating and use the hierarchy of controls.</li> </ul> <p>Reporting would be to the supervisor or Centre Director</p>
<p><b>Reported to:</b></p>	<p><b>For example:</b></p> <p>The supervisor or Centre Director</p>
<p><b>Reporting person signature:</b></p>	<p>Student signature</p>





	Students have included a copy of the sample forms in the Health and Safety resource they are developing.		
<b>Task 2: Step 2 - Complete sample using forms</b>			
2	<p>Complete an example scenario on each form using a real situation, e.g., a child with an allergy, a medication issue, or an illness.</p> <p><b>Look for:</b></p> <p>The student has used the gathered forms in Step 1 and completed them with an example scenario.</p> <p>Students may seek assistance and examples from team members about the detail to fill in the form.</p> <p>Where the student has used actual children or staff, they have de-identified the information to observe privacy and confidentiality requirements.</p> <p>Responses and scenarios will vary depending on the form used and the examples given, but the student will ensure that:</p> <ul style="list-style-type: none"> <li>• The examples are suitable to provide new staff members with a sample of how to fill out the forms.</li> <li>• Records produced are completed in full and are accurate. For example, all fields are filled in, the details are accurate, explain the incident and situation, and record complete details.</li> <li>• Forms and records are completed according to service policies and procedures. For example, the documentation follows all instructions on the form</li> </ul> <p>Scenarios and completed sample forms could include:</p> <ul style="list-style-type: none"> <li>• Health, safety, and wellbeing forms. For example, Risk assessment forms, staff injury forms, visitor sign-in forms, and sleep check forms.</li> <li>• Incidents, Injury, Trauma, and illnesses form. For example, accident forms, serious incident forms, accident/injury log forms and illness forms.</li> <li>• Infectious diseases. For example, notifiable/communicable conditions form, immunisation enrolment record, a staff vaccination report</li> <li>• Medical conditions forms. For example, medical management plan forms, medical communication forms, and children's 'all about me' forms.</li> <li>• Administration of medication forms. For example, administration of medication forms and communication plans with a parent.</li> <li>• Emergencies and communication forms. For example, evacuation drill reflection/evaluation forms and notification of emergency/incident/risk forms.</li> <li>• Collection of children forms. For example, sign-in and out forms or collection of children from new person forms.</li> <li>• Excursion forms. For example, excursion risk assessment forms, excursion plan forms and excursion evaluation forms.</li> <li>• Supervision form. For example, risk assessments and ratio records.</li> </ul> <p>The responses will vary and be in the student's own words but will reflect the benchmark answer.</p> <p>Students have included copies of the completed example forms in the Health and Safety resource that is being developed.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Task 2: Step 3 - Hazard identification and reporting</b>			
3	Identify potential or actual hazards when children are engaged in activities or physical areas, conduct a risk assessment and record the findings in the Hazard Report Form Template.	<input type="checkbox"/>	<input type="checkbox"/>

<p>5. Identifies at a minimum one (1) hazard in the environment.</p> <p>6. Provides details of the hazard and identifies risks and who may be impacted</p> <p>7. Assesses the risk associated with the hazard using a risk matrix and determine a risk rating.</p> <p>8. Provides three (3) possible actions that can be taken to control the hazard using the hierarchy of controls</p> <p>9. Identifies training needs for staff in managing the hazard and reports to the relevant supervisor.</p> <p>10. Reports this hazard to the appropriate person in the workplace based on the service policy (i.e., supervisor or director).</p> <p><b>Look for:</b>  Students identify an area in an early childhood service, such as providing children with a learning experience in an outdoor setting. For example, children who want to climb a tree or use a hammer and nails to build something. Where the student does not have access to a children's service, they use an environment where children may be provided with a learning and education activity, e.g., the playground in a local park.</p> <p>Students review risks in an area to be used for an activity or experience and identify one (1) hazard in the environment.  Students complete all sections of the Hazard Report Form Template.  The response must include the following:</p> <ul style="list-style-type: none"> <li>• Provides a detailed summary of the health and safety hazard</li> <li>• A summary of the risks that could arise from the identified hazard</li> <li>• Details of who may be impacted by the hazard</li> <li>• Assesses the level of risk associated with the hazard using a risk matrix to determine a risk rating and the necessary control measures. Where the student uses the ACECQA Risk Matrix (or similar), they will rate the likelihood of the risk of causing injury or harm and the consequences of the harm by rating the potential severity of an injury.</li> <li>• Provides three (3) actions that can be taken to control the hazard using the hierarchy of controls</li> <li>• Identifies training needs for staff in managing the hazard and states to who these training needs will be reported, such as the relevant supervisor.</li> <li>• Reports the hazard to the appropriate person in the workplace based on the service policy (i.e., supervisor or director) by documenting the title on the hazard on the Hazard Report Form.</li> </ul> <p>The responses will vary and be in the student's own words but will reflect the benchmark answer.</p> <p>A sample answer is provided in the attached Hazard Report Form Template.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
---	--	--

### Task 3: Determining Health and Safety Responsibilities and Roles

You will research roles and responsibilities in an early childhood education and care service for children's health and safety. Your research will support you in maintaining current knowledge about health and safety issues. You must:

- list the main points of the roles and responsibilities of key personnel.
- explain why you believe the health and safety of children is important in an Education and Care service.

#### STEP 1: Research roles and responsibilities

You must:

1. Conduct research into different personnel's health and safety roles and responsibilities in children's education and care services. Consider three (3) roles and document their roles and responsibilities.
2. Ensure that you identify and access information that is up to date and is from credible and authoritative sources. You can access colleagues and supervisors to ask them to provide insight and information about roles and responsibilities. Document the source of the information that is used.
3. Document your findings in the Health and Safety Role and Responsibilities Template.
4. Ensure you store your findings in the Health and Safety resource you are developing.

#### STEP 2: Importance of the roles

You must:

1. Consider the value of health and safety roles in children's education and care services.
2. Document your beliefs about the importance of the roles in the Health and Safety Role and Responsibilities Template.

### Task 3 Attachments

#### Health and Safety Role and Responsibilities Template

Health And Safety Roles and Responsibilities (150-200 Words)
List three (3) personnel in children's education and care services and identify their roles and responsibilities concerning health and safety.
<b>Nominated Supervisor Roles and Responsibilities</b>
In this section, the student response must include their findings on the roles and responsibilities of the WHS Officer/Representative and reflect on the importance of the role. For example: <b>Role</b> - Nominated supervisor – to oversee the management of the service. <b>Responsibilities</b> - Effectively supervise and manage an education and care service. They ensure that the service policies, practices and procedures are implemented. Ensure adequate supervision of children, health, hygiene and safe food practices, and the safe administration of medicine. <b>Importance of role</b> –They are also a source of up-to-date information.
<b>Educator Roles and Responsibilities</b>
In this section, the student response must include their findings on the roles and responsibilities of educators and reflect on the importance of the role. For example:

**Role** – The educator ensures the safety of children, follows policies and directions and supports and maintains children's health and safety.

**Responsibilities** - Follows policies and directions to create a safe environment, especially for children.

- follow good hygiene practices and keep the workplace hazards free
- supervise children and model health and safety to them
- report illness, injury and abuse of children.

**Importance of role** – Educators are the day-to-day people who see risks and manage incidents at the grassroots. Their role is to provide safe and healthy services for children daily. They educate children and families about health and safety and promote this.

### Approved provider /service provider Roles and Responsibilities

In this section, the student response must include their findings on the roles and responsibilities of the Approved provider /service provider and reflect on the importance of the role.

For example:

**Role** – The approved provider is the legal entity with overarching responsibilities.

**Responsibilities** - They ensure a responsible person or a nominated supervisor is present at the service. Responsible for health and safety, staffing and documentation.

They are responsible for maintaining buildings and equipment and supplying equipment. They oversee the service's safety risk management program. Provides policies, training, and information, identifying and controlling risks

**Importance of role** – Maintains a safe workplace for children. They instruct and support the nominated supervisor/responsible person.

## Task 3: Assessment marking criteria: Determining Health and Safety Responsibilities and Roles

**Assessor instructions:** All sections/questions must be completed. Refer to the template for sample answers and benchmarks.

The evidence submitted demonstrates that the student has satisfactorily (S) covered the following criteria, or the evidence is not yet satisfactory (NYS) and requires resubmission.

		S	NYS
<b>Task 3: Step 1 – Research roles and responsibilities</b>			
1	<p>Conduct research into the health and safety roles and responsibilities of different personnel in children’s education and care services.</p> <ol style="list-style-type: none"> <li>3. Consider three (3) roles and document their roles and responsibilities.</li> <li>4. Identify and access information that is up to date and is from credible and authoritative sources, including interview personnel in education and care settings, such as colleagues and supervisors.</li> <li>5. Document the source of information.</li> <li>6. Document your findings in the Health and Safety Role and Responsibilities Template.</li> </ol> <p><b>Look for:</b> The student accesses research into the health and safety roles and responsibilities of different personnel in children’s education and care services. The research is:</p> <ul style="list-style-type: none"> <li>• up to date, for example, information is current and relates to current legislation and regulations</li> <li>• from credible and authoritative sources, for example, government departments/websites, fact sheets, and podcasts from industry bodies such as ACECQA and Work Safe</li> <li>• list the personnel in early childhood education and care settings, such as colleagues and supervisors, to be interviewed</li> <li>• source of information is documented, for example, Australian Childhood Foundation, 2020, Keeping Children Safe, accessed Aug 2022, <a href="https://www.childhood.org.au/ourwork/keeping-children-safe/">https://www.childhood.org.au/ourwork/keeping-children-safe/</a></li> </ul> <p>The responses will vary and be in the student’s own words but will reflect the benchmark answer.</p> <p>A sample answer is provided in the attached Health and Safety Role and Responsibilities Template.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Task 3: Step 2 – Importance of the roles</b>			
2	<p>Consider the value of health and safety roles in children’s education and care services.</p> <ol style="list-style-type: none"> <li>7. Document your beliefs about the importance of the health and safety roles in the Health and Safety Role and Responsibilities Template for each person you have identified.</li> </ol> <p><b>Look for:</b> The student documents their beliefs about the importance and value of the WHS roles in the Health and Safety Role and Responsibilities Template.</p>	<input type="checkbox"/>	<input type="checkbox"/>

<p>The responses will vary and be in the student's own words but will reflect the benchmark answer.</p> <p>A sample answer is provided in the attached Health and Safety Role and Responsibilities Template.</p>		
--	--	--


## Task 4: Assessing, Monitoring and Responding to Risk

You will assess, monitor, and respond to risks based on your observations of children's activities and physical areas in a children's education and care setting.

### Step 1: Conduct risk assessments of play areas both indoors and outdoors

You must:

1. Use the risk assessment form (you will have already collected risk assessment forms from your workplace for Task 2) or use the indoor and outdoor safety checklists from Little.Ly Early Learning Centre or ACECQA Indoor and Outdoor Learning Environment Safety Checklist

	<p>Little.ly Early Learning Centre, a simulated childcare centre. Access information and policy and procedure documents associated with Little.ly.</p> <p>This can be done by logging in to the Educator Hub on Little.ly's <a href="#">website</a> with the following credentials:</p> <ul style="list-style-type: none"> <li>• Username: SOE</li> <li>• Password: earlychildhood</li> </ul>
--	---

2. Conduct a risk assessment for the indoor space in an early childhood service for an activity, planned experience, or play space and identify hazards. Where the student cannot access a children's service, they can use an indoor environment where children may be provided with a learning and education activity, e.g., an indoor play area classroom or a local library.
3. Conduct a risk assessment for the outdoor space in an early childhood service for an activity, planned experience, or play space and identify hazards. Where the student cannot access a children's service, they can use an outdoor environment where children may be provided with a learning and education activity, e.g., the playground in a local park.
4. Record your findings and attach the completed Indoor and Outdoor Safety Checklists to the Health and Safety resource you are developing.

## Task 4 Attachments

### Indoor and Outdoor Learning Environment Safety Checklist Template

Indoor learning environment safety – Daily checklist								
NQS Element	Hazard identification and Risk management	M	T u	W	T h	F	Action required	
							Immediate	Follow up
<b>2.2</b>	Hazards from human activity have been managed (e.g., broken glass, rubbish, or dirt).							

2.2	Hazards from the natural environment have been managed (e.g., animal waste, spider webs, insect remains).							
2.2	All doors and gates are closed securely and locked where appropriate. <b>Note - fire exits should not be locked.</b>							
3.1	All facilities, materials and equipment are in good repair and are appropriate for the age group of children.							
2.2	Hazards from electrical outlets and cords have been managed.	A K	A K	A K	A K		Replaced missing safety covers on group mat power points	
2.2	Chemical hazards have been managed through secured cupboards and signage where appropriate.							
2.2	Trip and slip hazards have been managed (e.g., loose equipment or tiles, damaged mats/rugs).	M A			A K		Removed extension cord across the floor	
2.1	Rubbish bins are clean and ready for use.				A K		The rubbish bin was full and needed to be emptied	Remind staff to empty daily
2.1.2 2.2.2	Forms for accident/injury/illness, medication and asthma or anaphylaxis management are stocked, up to date, filed and displayed where appropriate.							



Outdoor learning environment safety – Daily checklist								
NQS Element	Hazard identification and risk management	M	T u	W	T h	F	Action required	
							Immediate	Follow up
2.2	Hazards from human activity have been managed (e.g., broken glass, rubbish, cigarette smoke).							
2.2	Hazards from the natural environment have been managed (e.g., insects, animal waste, hazardous plants, and pooling water).				A K		Removed sticks from the area	A large branch has fallen that is too large to remove safely. Refer to supervisor
2.1.2	Weather conditions have been checked, and practices for the day adjusted where appropriate							
2.2	Equipment and play areas (such as gardens, fixed swing structures and sandpits) are clear of rubbish, waste, and excess debris (raked as appropriate).	J B	E J	J B	A K	J B	Animal waste was removed and disposed of (M, W, Th)	The sandpit is not being covered effectively; discuss it with the team.
3.1.2	Movable outdoor equipment is in good working order and positioned according to the relevant regulations and/or national standards.				A K		A small table is positioned near a fence was removed to prevent children from climbing over the fence	
2.2	Trip and slip hazards on walkways have been managed (e.g., leaf litter, loose equipment or raised concrete).							
2.1	Bathrooms and handwashing facilities are accessible from the outdoor environment. Facilities are clean, well-stocked and in good working order.							
2.1	Fresh drinking water is accessible from or in the outdoor environment.							

Sources from ACECQA, access Aug 2022, *Risk Assessment and Management Template – Indoor and outdoor learning environment safety checklist*, <https://www.acecqa.gov.au/resources/applications/sample-forms-and-templates>

## STEP 2: Respond to hazards and risks identified

You must:

1. Model compliance with the service's health and safety policies and procedures and describe in detail your response to the hazard or risk:
  - What action do you take to **mitigate** the safety risk?
  - What action do you take to **eliminate** the safety risk?
2. Identify the line of communication you must follow to report this hazard and the safety risk. i.e., who would you report to based on the service risk management procedures?

The responses will vary and be in the student's own words but will reflect the benchmark answer.

A sample answer is provided below.

Outdoor	
Hazards and Risks (5-10 words)	Actions (10-20 words)
<b>Hazards:</b> Sticks and branches on the ground <b>Risks:</b> Trip or impale risk of sticks	<b>Elimination actions:</b> for example, fixing trip hazards, <b>Mitigation actions:</b> Construct a barrier for branches too large to move safely.
Indoor	
Hazards and Risks	Actions
<b>Hazards:</b> Chemical bottles in reach of children <b>Risks:</b> Inhale or ingest chemicals	<b>Elimination actions:</b> for example, remove chemical bottles <b>Mitigation actions:</b> Place lock cupboard and move to higher storage area
Line of communication to report risks and hazards (40-50 words)	
For hazards that can be resolved – complete the actions column in the safety checklist For more serious hazards that require consultation to plan actions to the actions required to manage them, follow the Risk Management policy and procedure to report to the Supervisor/Director.	

## STEP 3: Plan for safety

For each of the risk assessments conducted, record the following information:

1. Identify the actions you will take to improve supervision planning and environment set-up and implement requirements to mitigate or eliminate risk based on the age groups, the areas and activities carried out in the space.
2. During the process of planning review, the following must be considered for implementation. These include:
  - processes to seek feedback from colleagues or supervisors on the implementation requirements for the experience or space
  - identify any gaps in knowledge and skills to be addressed
  - identify how you would access the information required to upskill/maintain your knowledge of these health and safety issues
  - identify how you will monitor compliance with the plan for safety for yourself and your colleagues.

The responses will vary and be in the student's own words but will reflect the benchmark answer.

A sample answer is provided below.

Plan for safety
-----------------

<b>Supervision planning (30-40 words)</b>
<ul style="list-style-type: none"> <li>• Maintaining the minimum number of educators to child ratios</li> <li>• Scanning the environment to keep children in the line of sight, especially talking to an adult or engaging with one child</li> <li>• Let other staff know when educators are taking a break or dealing with something important that interferes with the supervision duties</li> </ul>
<b>Set up (30-40 words)</b>
<ul style="list-style-type: none"> <li>• Configuring activity layout and design to be able to see all children</li> <li>• Conduct a risk assessment before setting up the activity, e.g., water play, climbing trees</li> <li>• Consider the layout and design of the activity to occur in a safe manner</li> </ul>
<b>Implementation (30-40 words)</b>
<ul style="list-style-type: none"> <li>• Use small groups that allow for maximum supervision</li> <li>• Know children's ages, behaviours, support needs and capabilities</li> <li>• Encourage safe behaviours by children and model good WHs practices</li> </ul>
<b>Processes to seek feedback from others (30-40 words)</b>
<p>Processes to seek feedback about effective implementation include:</p> <ul style="list-style-type: none"> <li>• Effective communication skills – open and closed questioning, active listening</li> <li>• Use regular performance reviews with the supervisor to seek feedback on the safe implementation of experiences and spaces</li> <li>• Use formal forums to ask colleagues for input and advice, such as team meetings and incident debriefing to seek feedback about effective implementation</li> </ul>
<b>Skills and knowledge gaps (30-40 words)</b>
<p>Consider personal and colleagues' knowledge and skills to identify any gaps to be addressed to improve implementation. Gaps might include:</p> <ul style="list-style-type: none"> <li>• need for more experience in safety audits</li> <li>• need familiarisation with the space</li> <li>• refresher training in policy and procedures of Risk Management</li> </ul>
<b>Where to access the information (20-30 words)</b>
<p>Information required to upskill/maintain may be accessed, such as:</p> <ul style="list-style-type: none"> <li>• ACECQA – Australian Children's Education and Care Quality Authority</li> <li>• Safework Australia</li> <li>• Kidsafe Australia</li> <li>• SIDS &amp; Kids</li> <li>• Cancer Council</li> <li>• Supervisors</li> <li>• WHS representatives</li> <li>• Industry experts</li> <li>• Refer to policies and procedures.</li> </ul>
<b>Monitor compliance (20-30 words)</b>
<ul style="list-style-type: none"> <li>• Engage in communication about the plan and risks management strategies with colleagues</li> <li>• Invite feedback about your own actions</li> <li>• Provide feedback to colleagues about actions</li> <li>• Model compliant behaviours to colleagues and children</li> </ul>

## Task 4: Assessment marking criteria: Assessing, Monitoring and Responding to Risk

**Assessor instructions:** All sections/questions must be completed. Refer to the template for sample answers and benchmarks.

The evidence submitted demonstrates that the student has satisfactorily (S) covered the following criteria, or the evidence is not yet satisfactory (NYS) and requires resubmission.

		S	NYS
<b>Task 4: Step 1 - Conduct risk assessments of play areas both indoors and outdoors</b>			
1	<p>3. Conduct a risk assessment for the indoor space in an early childhood service for an activity, planned experience, or play space and identify hazards.</p> <p>4. Conduct a risk assessment for the outdoor space in an early childhood service for an activity, planned experience, or play space and identify hazards.</p> <p>5. Record the findings in the Indoor and Outdoor Safety Checklists (or similar sourced from the student's workplace or ACECQA)</p> <p>6. Attach the completed checklists to the Health and Safety resource you are developing</p> <p><b>Look for:</b></p> <p>The student identifies an indoor and outdoor space to conduct a risk assessment using a checklist collected in Task 2 from the student's workplace or similar, e.g., ACECQA Indoor and Outdoor Learning Environment Safety Checklist.</p> <p>Where the student does not have access to a children's service, they use an indoor environment where children may be provided with a learning and education activity, e.g., an indoor play area classroom or a local library. Similarly, they can identify an outdoor environment where children may be provided with a learning and education activity, e.g., the playground in a local park. The assessor will ensure that the identified space replicates an environment in children's education and care services where children will be provided with learning experiences.</p> <p>Student records their observations of hazards in children's activities and physical areas in an indoor and outdoor space, for example, in an indoor space - blind chords, chemical bottles accessible to children with detergent for their self-help washing tables. In an outdoor space - trip hazards, vermin present, gates unlocked, items located near fences that children can use to climb over the fence, hot areas with children in bare feet, and supervision points.</p> <p>The responses will vary and be in the student's own words but will reflect the benchmark answer.</p> <p>A sample answer is provided in the attached Indoor and Outdoor Safety Checklist Template (ACECQA).</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Task 3: Step 2 - Respond to hazards and risks identified</b>			
2	<p>Responses to identified hazards and risks model compliance with the service's health and safety policies and procedures.</p> <p>7. List the action taken to mitigate the safety risk</p> <p>8. List the action taken to eliminate the safety risk</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

	<p>9. Identify the line of communication to report this hazard and the safety risk. i.e., follows the service risk management procedures to report risks and actions taken</p> <p><b>Look for:</b></p> <p>The student describes actions taken to mitigate or eliminate the safety risk in detail. For example, discuss with the supervisor, remove chemical bottles, fix trip hazards, and stand at appropriate supervision points.</p> <p>The responses will vary and be in the student's own words but will reflect the benchmark answer.</p> <p>A sample answer is provided.</p>		
--	---	--	--

**Task 3: Step 3 - Plan for safety**

3	<p>Identify the actions you will take to improve supervision planning and the set-up of the environment and implementation requirements to mitigate or eliminate risk based on the age groups, the areas and the activities being carried out in the space.</p> <p>During the process of planning for safety review, what must be considered for implementation including:</p> <ol style="list-style-type: none"> <li>10. processes to seek feedback from colleagues/supervisor on the implementation requirements for the experience or space</li> <li>11. identify any gaps in knowledge and skills to be addressed</li> <li>12. identify how you would access the information required to upskill/maintain your knowledge of these health and safety issues</li> <li>13. identify how you will monitor compliance with the plan for safety for yourself and your colleagues.</li> </ol> <p><b>Look for:</b></p> <p>The student describes the actions taken to improve supervision planning, set up and implement activities and/or environments, ensure the correct ratio of educators to children, and stand in appropriate supervision points.</p> <p>Student responses consider the age group, the area, and the activity.</p> <p>Student describes processes to seek feedback from colleagues/supervisor, for example, Effective communication skills.</p> <p>Student identifies gaps in knowledge and skills, for example, refresher training in policy and procedures of Risk Management</p> <p>Student identifies information sources that can fill the identified gaps, for example, ACECQA, supervisor, and policies and procedures</p> <p>Student identifies how to monitor compliance with the plan, for example, engaging in communication about the plan and risks management strategies with colleagues</p> <p>The responses will vary and be in the student's own words but will reflect the benchmark answer.</p> <p>A sample answer is provided.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
---	--	--	--

## Assessment checklist:

Students must have completed all tasks within this assessment before submitting. This includes:

Task 1	
Attach policies and procedures	<input type="checkbox"/>
Complete Health and Safety Policy Summary Template	<input type="checkbox"/>
Complete Email Template	<input type="checkbox"/>
Task 2	
Attach health and safety forms	<input type="checkbox"/>
Attach completed sample health and safety forms	<input type="checkbox"/>
Complete Hazard Report Form Template	<input type="checkbox"/>
Task 3	
Complete WHS Roles and Responsibilities Template	<input type="checkbox"/>
Task 4	
Complete Indoor and Outdoor Learning Environment Safety Checklist Template	<input type="checkbox"/>



**Congratulations, you have reached the end of Assessment 2**

© UP Education Australia Pty Ltd 2022

Except as permitted by the copyright law applicable to you, you may not reproduce or communicate any of the content on this website, including files downloadable from this website, without the permission of the copyright owner.

Reproduced and modified under license by UP Education Online Pty Ltd.

### Copyright Agency License:

#### WARNING

This material has been reproduced and communicated to you by or on behalf of UP Education in accordance with section 113P of the Copyright Act 1968 (the Act).

The material in this communication may be subject to copyright under the Act. Any further reproduction or communication of this material by you may be the subject of copyright protection under the Act.

Do not remove this notice.

© RTO Advice Group Pty. Ltd. as trustee for RTO Trust (ABN 88 135 497 867) t/a Eduworks Resources [2021]