

Assessing a site:

Site assessment

1. Identifying Hazards – finding out what could cause harm
 - What are you looking for when identifying hazards?
 - Environmental Hazards (e.g. rivers, trees, landscape)
 - Equipment Hazards (e.g. swings, platforms, trolley)
 - People Hazards (e.g. behaviours, your group, external people)
 - How do you do a site assessment?
 - Visit the site and spend time walking around it
 - Look around you from ground level, straight ahead and up
 - Get up close to things
 - Record them on your hazard identification and risk management form, what the hazard is and what harm it could cause

2. Assessing Risks – Finding out the severity of the consequences
 - What are you assessing when assessing risks?
 - You are assessing the likelihood and the severity of the consequences when a person is exposed to a hazard
 - Consequence could be: insignificant, minor, moderate, major or critical.
 - Likelihood could be: rare, unlikely, possible, likely, almost certain
 - How do you do that?
 - You can use a diagram like this one to help figure out the risk level. This is a basic version and they can have more columns and rows.
 - Sometimes the risk level can change so it is important to review and reassess often.
 - Probability = Likelihood and Impact = Severity of consequence.
 - Low, medium or high can be put in the relevant column on your form.

Risk Map:

		High	Medium	High	High
Probability	Medium	Low	Medium	High	High
	Low	Low	Low	Medium	Medium
		Low	Medium	High	
			Low	Medium	High
					Impact

- You can also consider some of these questions to help you assess the level of risk:
 - What could go wrong in relation to this risk factor?
 - Has it happened before, and what did we learn?
 - What is already in place?
 - What could change in relation to each risk factor?
 - What could harm people?
 - What might a natural event or disaster mean?

NOTE: A risk register is not required by the Health and Safety Act, but it is good practice.

3. Controlling risks – managing, fixing, changing what you do / how you do something

- How do you control risks?
 - Depending on the level of risk will depend how you need to control it.
 - If it is high risk, you might have to remove the risk or minimise it to an acceptable level.
 - If the risk is medium or low, you may have to minimise it or you may leave it as it is.
 - Controlling is an ongoing process.

4. How often do we do a site assessment?

After our initial detailed site assessment, whenever we arrive at our site we should be doing a rapid site assessment. If there are any new risks, we need to think about how we communicate that to everyone there and then when we capture that new risk into our documentation e.g. when we get back to our centre or school.

Managing a Site:

What to do when we first get to site?

1. Rapid site/risk assessment
2. Set Boundaries OR are you going on a walk?
 - Ropes
 - Cones
 - Walk and talk
 - Trusting children to know
 - Natural features
 - Base Camp
 - If going on a walk – what happens if they get lost? What should they do (you can practice with kids just like do for earthquakes). On the SOP document there is a section of what to do with children before the session – this can be taught at school or centre before they go.
3. Risk management – talk to children about the major risks and how they can keep themselves safe, and what to do if something happens (could do a walking tour)
4. Safety
 - Head counts – when playing all over the place how do we manage that?



- Sign language
 - At least 2 children together and close to an adult (talking distance)
5. Roles and responsibilities
 - Reminder of the children's roles, what do we say to the children - give them some responsibility – they can be a leader for a session.
 - How do we communicate the roles to the adults? Handout? Parent information evening?
 6. Whistles – how can we use them? What is their purpose (like 111)
 - If something goes wrong how do we get children back and where do they come back too? – whistle
 7. Crisis Management
 - What do we do in a crisis?
 - Have your guidebook which would have the procedure to follow. Know and understand the different roles and who communicates what and when.
 - Always have a pen and paper in the first aid kit or as part of the How to Guide.
 8. Toileting – are there toilets or do they need to go bush? Do you have a designated area?
 9. Eating and rubbish – do you take out what you brought in and sort when back at your centre or school?

Tamariki:

How do the children behave?

- Become excited when they first get there and especially on their first time or if they don't go that often
- Then tend to calm down after a short period of time and get into their flow (10-15mins)
- How to allow for free play and what does that look like, when do you engage – how do you develop their learning?
- We ask questions, wonder and use observation. Lots of facilitating and drawing out connections to their interests
- If it becomes a regular session, they learn to know what to expect and they start to become the leaders and helpers. A natural rhythm forms.
- Involve them in as much of the decision making as possible. Including how the children should come to decisions, should you have a leader each time or not and how should things be decided by the group.
- Consider: What if children want to do different things? How can we manage that? Voting? Leader chooses? We take turns? This needs to be thought of when setting up our children's involvement in the session.



Health and Safety Links

Little Kiwis Nature Play Blog with all the relevant links

<https://littlekiwisnatureplay.com/tree-climbing-and-health-and-safety/>

Health and Safety Act

<http://www.legislation.govt.nz/act/public/2015/0070/latest/DLM5976660.html#DLM5976916>

Health and Safety Practical Guide for Boards of Trustees and School Leaders

<https://www.education.govt.nz/ministry-of-education/specific-initiatives/health-and-safety/h-and-s-for-boards-of-trustees-and-school-leaders/>

Health and Safety implementation guide - A guide for Early Learning Centres

<https://www.education.govt.nz/ministry-of-education/specific-initiatives/health-and-safety/implementing-the-health-and-safety-at-work-act-a-guide-for-early-learning-services/>

Flow chart if there is an injury or incident

<https://www.education.govt.nz/assets/Documents/Ministry/Initiatives/Health-and-safety/ECE/Tool-11-Injury-and-incident-procedure-flowchart.pdf>

When to notify work safe and when you don't need to

<https://www.education.govt.nz/assets/Documents/Ministry/Initiatives/Health-and-safety/Factsheets/HS-Factsheet-What-Events-to-Notify-14.pdf>