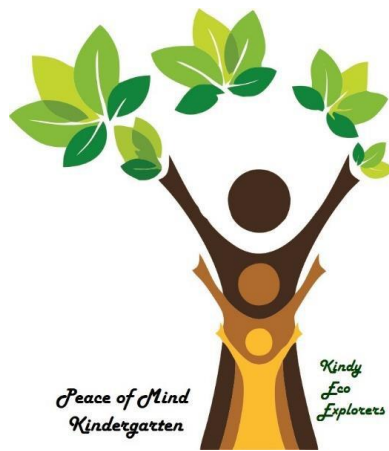


Kindy Eco Explorers Handbook 2020





Our Vision Statement

Children who learn about changes in the environment, connections to our Australian heritage and a variety of natural systems build an understanding of the interplay of humans and the natural environment and what can be done to reduce the footprint we leave on this world so that it can remain beautiful for years to come.

Our Kindy Eco Explorers program provides us this platform as children can learn through real life experiences, surrounded by trees, animals, smells, and sounds. They are given the opportunity to explore their creativity, curiosity, experiment, and interact on a meaningful level, as well as build on their prior experiences according to their individual learning styles, interest in a schema, or topic.

Children who participate in these woodland experiences are immersed in a program that combines elements from nature with the opportunity to take measured risk, develop their self-esteem, to become empowered to learn and develop in a holistic way as well as learning how to conserve and respect our natural world on a meaningful level through careful planning and observation by the forest leaders. Who then use the information gathered on a sessional basis to scaffold the learning experiences and tailor the learning and development opportunities for the individual child.

Kindy Eco Explorer Expectations & rules

- Look after your Kindy Eco Explorers site
- Do not pick anything growing
- Do not put your fingers or anything else in your mouth
- Stay within the boundary rope, we don't go over it, we don't go under it
- Do not leave anything behind

Kindy Eco Explorer Routines

- Procedures to be carried out before each session:
- A thorough sweep of the site will be done before each session to check for any litter, glass animal faeces etc. Any such items should be collected using plastic bags and disposable gloves.
- A written record will be kept of each sweep. This should state if any hazards were found and how they were dealt with. And must be signed and dated.
- At the same time, boundary ropes, fences, gates and hedges should be checked to ensure that they are secure and safe.
- Trees should be checked for any broken or dead branches which may fall.
- Check that there are no dead twigs, etc, protruding at eye-level from bushes etc.
- Check the weather conditions. If it is unduly windy or a thunder storm is imminent or has commenced, then it is not advisable to carry out a Kindy Eco Explorer session.
- Check for animals / wildlife that may pose danger (snakes, spiders, swooping birds, dogs)
- Ensure sun safety requirements are met

Our day at Kindy Eco Explorers Session

Morning session

8 am	Children arrive at kindy and begin to get ready (vests on), bags ready, hat, sunscreen and insect repellent on
8.30 – 9 am	Leave kindy (sign out of kindy) and walk to KEE site. Sign into KEE site Create water station, set up base camp and toilet tent
9am	Exploration Discover if there are any changes to the site, new creatures, new points of interest, weather effects, ect Participate in Dadeeri (indigenous mindfulness / acknowledgment to country)
9.30am	Morning Tea – transition to washing hands at nearby tap and sitting at base camp
9.45 am	Sharing a story – this will set the tone of our day at KEE, and may reflect on previous experiences
10 am	Roll taken and break into two rotating groups WILD SPACE – this group will be free to explore the site with the regular tools set up around the area (mud tools, bird watching, treasure boxes/baskets, drawing tools and magnifying glasses). FOCUSED EXPLORATION / INVESTIGATION - this group will participate in an intentionally drive focus exploration and will be dependent on a concept / skill being learned/practised/mastered.
11.45 am	Lunch – transition to washing hands at nearby tap and sitting at base camp Group Talk – active planning for the afternoon’s experiences (child led / planned)
12.15 pm	Rest / pause – We will hang hammocks between the paper bark trees, listen to nature, find a space on the picnic rug to lay and admire the trees and surroundings. A time for relaxation. Children who fall asleep will be respected and mindful of as rest of the group participate in the session.
12.30 pm	Depending on the plans made and the children who are sleeping, the group may continue to explore (returning to morning experiences / new opportunities, possible building / creating with natural loose parts, social interactions, creative exploration). The children may engage in time to practice using various tools – focused learning / skill development with the forest leader. Roll taken
1pm	One group will prepare the fire and hot chocolate, while the other group begins to pack up the site (groups will be rotated to ensure distribution and involvement in this experience).
1.30pm	Enjoy a cup of hot chocolate and our afternoon tea together around the fire
2pm	Park up base camp and site
2.15pm	Sign out of KEE site and walk back to kindy
2.30pm	Arrive and sign back into kindy. Children join kindy program. Forest learner and assistant pack away and clean up procedures

Childhood includes enjoying relationships, savouring moments and taking time. It is important to keep the flow of the day flexible, with a balance of stimulation, challenge and relaxation – so that children learn to take each day as it comes, to not focus on what comes next and to be adaptable and easy going. Routine is important and provides a sense of security and familiarity – it helps children predict what might happen. But within a broad daily routine, there must be plenty of room for adaptability, responsiveness and spontaneity. With a flexible mindset children can settle confidently into any situation or environment; and adapt easily to change or circumstance.

Procedures to be carried out at the end of each session

- Clear everything away.
- Count all the tools back into the storage bags and boxes.
- Count children and adults and ensure that all are accounted for.
- Collect any assessment sheets or observations from the adults.



Legislation to be Considered and the Health and Safety Policies

Work and health safety act 2011

Education and Care Services National Regulations 2012

National quality standard 2012 (Children's quality area 2)

Child protection act 1999 (QLD)

Child Protection Reform Amendment Act 2014

Public Guardian Act 2014

Family Child and Commission Act 2014 (QLD)

Education (General Provisions) Act 2006

Public Health Act 2005 (QLD)

Commission for Children and Young People and Child Guardian Act 2000 (QLD)

Adoption of Children Act 1964 (QLD)

Family Law Act 1975

Liability insurance

Disability discrimination act

Race relations act

Sex discrimination act

Essential equipment needed at each Kindy Eco Explorers Session

Register with emergency numbers/contact numbers	Medical form	Mobile phone
First aid kit	Sun cream	Children's medication
Insect repellent	Snake bite kit	Protective gloves
Hand soap & paper towel	Map of bush area	Carry bag for dirty/ wet clothing
Thermal wrap sheet	Water container with water for drinking/washing	Rope (various types)
Fire striker	Tent pegs	Pocket knife/potato peeler #
Magnifiers	Binoculars	Hand saw #
Axe #	Hand drill #	Sharpening stone (for axe)
Pocket knives sharpener #	Bow saw #	Saw horse #
Lockable box (for flints and knives #	Fire starter kit (newspaper, cotton balls, Vaseline, marshmallows, skewers, matches)	Kelly kettle
Spare clothes for all ages	Flora and Fauna resource	ID charts of flora and Fauna
Large house paint brushes	Charcoal	Bug observation pots (strawberry punnets) x 2
Treasure baskets x 2	Buckets x 2	Emergency backpack with essential equipment
Double sided sticky tape	Pencils and paper	Tarp

- Planned experiences only



Clothing Requirements for Kindy Eco Explorers Session

Children will need to wear on their Kindy Eco Explorer days:

Item	
Closed in shoes	Children are required to wear closed in sneakers that fit their foot. This is for safety. Please keep in mind that these shoes may get wet during session, so an extra pair of shoes for the rest of the day at kindy may be required.
Long sleeve shirt	A light cotton long sleeve shirt
Long pants	Please keep in mind that these should be lighter material during Autumn / Spring months, and fleece for Winter months. These are to help protect from sun, insects (such as ticks) and scratches from branches / rocks.
Jumper / Jacket	For Winter months. Please NO HOODIES. Plain jumper / jacket
RED kindy hat	For sun protection

It is imperative for a safe time away from kindy in the Queensland elements of nature that your child arrive prepared. If any of these items are not worn, your child will not be able to leave the kindergarten.

The children will take their backpack with them (carry it themselves). Please ensure it is a backpack style that they can carry. Each child will need a full set (of the above) change of clothes in their kindy backpack, which they will carry to the site with them. The children will need to take their lunch box in an insulated bag with ice bricks and their drink bottle. There is no refrigeration on KEE site, so please no yoghurt, ect.

We will supply:

- 50+ sunscreen
- Insect repellent
- Weather proof jackets
- Extra drinking water
- Gum Boots for water/creek play
- Hot chocolate / long like milk

- if you would prefer to send your child with their own sunscreen/ insect repellent please let us know in advance.

-If you would prefer to send your child's own hot chocolate powder mix / milk, please let us know in advance

Toileting Considerations

The children will use the Kindergarten toilet before departure. There will be a standard portable toilet unit at base camp for anyone needing to use the toilet with hands washing facilities.

The forest school leader and assistant will ensure the dignity and right of the child is respected at all time.

Designated Person Responsible for Each Kindy Eco Explorers Session

Forest school leader: The trained and designated forest school leader on each session is the person in charge during the full length of the session. The forest school leader has overall duty of care for the children and all participants of the session. The FSL will always lead the way when travelling to and back from a Kindy Eco Explorers session. The forest school leader will always carry a mobile phone with an emergency application. The FSL will carry the emergency bag to the session and will have ensured before departure that it contains all that is needed and that the emergency contact list is also packed.

The forest school leader will be aware of the areas that have phone reception during the way to and back to forest school and on the forest school location and in the event of an emergency, the FSL will contact the emergency services and kindly. The FSL will review the benefit risk assessments on a regular basis while Kindy Eco Explorers session are in operation and will travel to the Kindy Eco Explorers site to conduct a sweep area and record the findings. According to the sweep of the site before the session, the FSL will decide on the exact location of the boundary to be to ensure safety while being flexible for potential arising hazard due to seasonal changes or external situations. In case of an emergency involving a child or more than 1 child or a present adult or an external situation, the FSL will be the person dealing with the situation directly.

The forest school leader will be the person that has responsibility of the tools and will strictly follow the rules on the benefit risk management for the tools. The forest school leader will ensure all participants of the kindly eco explorers session, children, forest school assistant and parents and volunteers have a clear understanding and awareness of the measure to follow to ensure safety.

The forest school leader will ensure that any adults (other than the FSL & FSA) attending the forest school session have read the Kindy Eco Explorers handbook and are aware of the routine and procedures. The forest school leader will lead the program on the day. During the session, the FSL and FSA will take observations of the children and the learning unfolding. At the end of the session the FSL will invite the children to reflect on their learning. Back at the centre after the session, the forest school leader will reflect on the session and engage in professional conversations about it with the forest school assistant assessing the children's learning and how effective the risk management had been and if anything needs to be addressed and/or modified. The FSL will document any learning stories for the week.

Forest school assistant: The forest school assistant will assist the forest school leader during the full session, before and after. As the FSL, the FSA also has duty of care for all children and participants involved. The FSA will always stay at the back of the line while travelling to and from KEE assisting the FSL keeping the children safe. In case of an emergency involving the FSL during a session, or an incident resulting in the FSL being unable to carry out a duty, the FSA that is also a trained FSL and will take the role of the FSL and follow the emergency procedures, contacting emergency if needed and contacting the centre, Peace of Mind Kindergarten to have immediate physical help to assist with the children and the emergency.

In case of an emergency or an incident occurring requiring the children to be regrouped for the FSL to attend to a potential threatening situation, the FSA will call base camp and will keep the children calm and contained until the situation has been attended to and it is safe for all participants to return to their activities.

In case of an incident during a KEE session, the FSA will apply first aid to the child or person needing first aid and will monitor that person if needed. The FSA will assist the children with support when needed with toileting or if the children require to change clothes. The FSA will assist the FSL in delivering the session and take observations of the children's learning.

The FSA will engage in professional reflection and conversations with the FSL after each session to reflect on the learning and the risk managements plan and anything that may need to be addressed.

Ecological Impact and Sustainability Plan:

Our Kindy Eco Explorers Program on the KEE site will have some ecological impact. Our aim and actions are to protect the environment and reduce our ecological footprint. We will monitor the KEE site and be proactive about reducing the impact. Further detailed information regarding the actions listed below can be found in journals, learning stories, and discussions with the team.

YEAR ONE - 2018 (June to October)

- Establishing a base camp that may become permanent or not if we decide it is the best way to reduce our impact.
- Making link with the community to learn about our environment and it's needs.
- Establishing a routine for the children to connect with the flora and fauna and become aware of our impact.
- Make a photographic log with the children of all the species in our site.
- Maintain the site and reduce overall compaction.
- Plant new trees.

YEAR TWO – 2019 (April to October)

- Identify a range of measures needed.
- Planting trees and other flora, clearing and improving the location.
- Evaluating the site, our impact and the growth and flora and fauna growth and activity.
- Engaging local experts.
- Evaluate the need to relocate to another site. Contact council and investigate possibility of local park site on Mackie Rd.

YEAR THREE – 2020 (April to October)

- Evaluate the site, our impact and the growth on flora and fauna.
- Identify the needs and a how we can reduce our impact.
- Evaluate the need to relocate to another site – investigate the possibility of using the available back site on Janet's property.
- Plant trees and plants, clearing and improving the location.
- Engage with local expert in the community to identify needs.



Sun Policy

Considerations:

National Quality Standards	Quality area 2. Children's health and Safety
National Law & Regulations	167 Protection from harm and hazards. 168 Policies and procedures sun protection. 113 Outdoor space- Natural environment 114 Outdoor space- Shade
Policy Written	July 2018
Policy Reviewed	February 2019, February 2020

Policy

- Consider relevant factors, including but not only, the weather, the season, the child's clothing, the environment and the length of intended activity.
- Our KEE program is offered during Term 2 and 3 (Autumn / Spring months) when the UV and temperature levels are generally lower and in a safer range.
- Wear sun smart clothing when participating in the forest school program, in particular during high risk times when the UV rating is moderate or higher.
- Routinely check the UV levels before heading out to the Kindy Eco Explorers site and this will be communicated to all. Forest leaders, educators and children will have frequent conversations, as required during the day, to ensure sun safe practices are understood and followed. The children will be encouraged to abide by the sun practices as indicated on the UV tracking website.
- Changes to Kindy Eco Explorer session operating time will be made accordingly to the UV level during seasonal high risks time when the UV rating is moderate or higher and the children will be involved in these changes through conversations and UV tracking. Changes to the Kindy Eco Explorers program times will be made to prevent sun exposure during high risk time.
- Dress children appropriately for Kindy Eco Explorers including loose, long sleeved shirts. The Queensland Cancer Council recommends broad brimmed hat, dark colours, collars and sleeves, tight weaves, natural fibres. Parents will be advised of the recommended requirements.
- Apply a broad-spectrum sunscreen lotion to all exposed skin following the instructions of the sunscreen. These instructions often state to apply around 20 minutes before outside exposure and reapply every two hours or as needed. Parents not wishing to have sunscreen applied must provide a written statement upon which the educator and the parents will discuss alternate sun safety measures. Educators will endeavour to prevent cross contamination when applying sunscreen to children if they notice or suspect that a child has a rash, wound or other skin condition. In the instance, the wearing of gloves or thorough hand washing after the lotion will be appropriate.

Excursion Policy

Considerations:

National Quality Standards	2.1.1 2.2.1
National Law & Regulations	167 Offence relating to protection of children from harm and hazards. 99 Children leaving the education and care service premises. 100 Risk assessment must be conducted before excursion 101 Conduct of risk assessment for excursion. 102 Authorisation for excursions. 161 Authorisations to be kept in enrolment record. 168 Education and care service must have policies and procedures.

Policy Written	July 2018
Policy Reviewed	February 2019, February 2020

Policy:

When conducting Kindy Eco Explorers excursion, the Forest school leader and forest school assistant will:

- Carry and be contactable on a working mobile at all time.
The forest school leader and assistant will be familiar with areas on Kindy Eco Explorer sites with or without reception and will ensure all parent helpers or educators are also aware of it.
- Have the Emergency + App ready to be used from the working mobile.
- Have an accessible first aid kit and snake bite kit.
- Provide the parents and Peace of mind Kindergarten with the current mobile phone number.
- Have an accessible up to date emergency contact list.
- Ensure the Forest School Leader and Assistant are identifiable as a person working with children
- Verbally remind parents on the day of a Kindy Eco Explorers excursion occurring or display written communication the morning of, or the day before, the outing taking place.
 - The forest school leader and assistant will reflect after each session the safety aspect to ensure the children and all involved are always safe.
- Complete review of benefit risk assessments, handbook and procedures prior to the Kindy Eco Explorer program commencing for the year.
- The forest school leader will ensure that before each forest school session occurs, a safety sweep is been conducted to eliminate any potential hazard on the Kindy Eco Explorers site before it begins.

Peace of Mind Kindergarten aims to keep all children safe. Children will be transported to and from Kindy Eco Explorers Site by walking. The following procedure will follow:

- The children attending the session will meet with the forest school leader and assistant before leaving and will be reminded of the safety rules to follow during their walk to KEE site and what is expected of them.
- Children, forest school leader/assistant will be required to wear High Vis jackets during the travelling time to and from KEE site and their clothing will be check prior departure to meet the KEE clothing requirements.

- The forest school leader will be at the front of the line and the children will follow behind in a line.
- The forest school assistant will be at the back of the line ensuring the children stay in the line at all time.
- The group will leave Peace of mind Kindergarten by the side gate in the playground and will walk on the footpath of the carpark waiting safely together before crossing.
- Once it is safe to; the children will cross Ryder court with the Forest leader leading the way and the Forest school assistant at the back of the line ensuring all children stay in the line.
- The children will follow the forest school leader walking down Ryder court on the grassy footpath and the group will turn left onto Mackie road still walking on the footpath as close to the houses as possible.
- Once having reached 40 Mackie road, the Forest school leader will lead the way to cross the road safely following by the children with the forest school assistant at the back of the line.
- The group will have then reached their destination onto 40 Mackie road and they will safely walk down the driveway on the right side with the Forest school leader leading the way followed by the children in a straight line with the Forest school assistant at the back of the line.

The group will walk over the stone bridge and set base camp. For the way back the group will follow the exact same procedure in the opposite direction. Upon returning to Peace of Mind Kindergarten, the group will enter the building via the main front doors. They will assemble in the foyer and conduct checks and final processes for the end of the session.

Snake Bite Policy

Considerations:

National Quality Standards	2.2, 2.2.1,
National Law & Regulations	Snakes are protected by federal law

Policy Written	July 2018
Policy Reviewed	February 2019, February 2020

Policy

The service acknowledges that snakes are protected by federal law, most snake bites happen when people try to catch or kill a snake.

Best Practice

If you see a snake:

- If the snake is within 3 meters – the children will be told and shown to freeze like a tree – so that the snake does not see you as a threat and let the snake pass by.
- If the snake is more than 3 meters away – the children will be told to freeze like a tree, and then on the command of the adult, move backwards, with no sudden movements.
- Move all other children away from the area as soon as possible.
- Keep an eye on the snake from a safe distance and if needed call the snake catcher

Peter – 0455892888

24/7 - 0434 146 109 –

<https://brisbane-snake-catcher.com.au/moreton-bay-snake-catchers/>

Snake First Aid

- DO NOT MOVE THE PATIENT
- Apply a compression bandage the full length of the limb, over clothing, start the bandage below the bite continuing over the bite towards the trunk of the body. Mark the site of the bite on top of the bandage.
- Call 000, note time of bite
- Take a photo of the snake if possible or note any distinguishing markings of the snake to help identify it.
- Most bites will occur on limbs, if bitten on the arm then bandage the arm with the elbow bent and place in a sling. If the bite is on the leg apply a splint if possible.

Missing Child Policy

National Quality Standards	2.2, 2.2.1
National Law & Regulations	Child protection act 1999 (QLD) Education and Care Services National Regulations 2012

Policy Written	July 2018
Policy Reviewed	February 2019, February 2020

If it is discovered that a child or adult is missing from the group, the situation will be taken very seriously and this emergency steps will take place:

- The FSL will be informed immediately.
- The FSA will call base camp and group the children; The FSA will count the children and any parent or volunteers and will keep the children calm.
- The FSA will ring Peace of Mind Kindergarten and ask for immediate physical support informing them of the missing person situation.
- The FSL and any parents and/ or volunteers will conduct a 5-minute search.
All meeting at the end at an agreed meeting place. All searchers will be aware of their own safety, staying within an area they know.
- The FSA will walk the rest of the children to Peace of mind Kindergarten with a minimum of one extra person. A parent, a volunteer or physical help from the centre.
- If after the first search the person has not been located, The FSL will organise a second search. The searchers will leave in pairs making sure one person in the pair has a mobile phone.
It will be agreed on a length of time to search (eg: 20 minutes) Before everyone meets again at an agreed location.
- If after the second search the missing person has not been found, the FSL will ring the police for assistance. (Depending on the circumstances, it may be decided to call the police during the second search). The service will also contact the child's family.
- Once police are involved, the service will work under their direction and advice

Fire Procedure

In the event of a fire that cannot be put out quickly and safely by the FSL or FSA the steps will be taken:

- Blow the fire whistle to alert the group
- The FSA will call base camp and direct the children and any other person attending to a safe location to group away from the fire. Base camp may need to be relocated if the fire is close to it.
- The FSA will do a headcount.
- The FSL will use the phone and the emergency application to contact the fire brigade and to give them the exact location.
- The FSL will ring Peace of Mind Kindergarten to alert them of the situation and send physical help to walk the children back to the centre.
- If there are any volunteers or parent helpers, the FSA will walk the group back to the centre.
- The FSL will direct the Fire brigade before evacuating back to the centre.

Lock Down Procedure

In the event that the lockdown is at the Peace of Mind Kindergarten:

1. The Nominated Supervisor/ Responsible Person in Charge will notify the Forest School Leader who will give the alert to the Forest School Assistant and other educators, parent, volunteers and children at the Kindy Eco Explorers Location that the lock down is required.
2. The Forest School Leader will call the children to Base Camp and quietly mark the names off the roll, to ensure all children are accounted for.
3. The Forest School Leader and Forest School Assistant will instruct the children to be sitting quietly waiting for instructions.
4. No-one will exit the location until given the all clear by the service or emergency personal.
5. The Forest School Leader will keep the children at Base Camp until the Nominated Supervisor/Responsible person in charge notify that the area including both the Kindergarten and Forest School Location is deemed all clear by emergency personal.
6. The Forest School Leader will return the children to the Kindergarten once given the all clear.
7. All families will be notified of the incident as soon as possible, once given the all clear.

In the event that the lock down is required at the Kindy Eco Explorers Site:

1. The Forest School Leader will give the alert to the Forest School Assistant and other educators, parent, volunteers and children at the Kindy Eco Explorers Location that the lock down is required.
2. The Forest School Leader will call the children to Base Camp and quietly mark the names off the roll, to ensure all children and assistants are accounted for.
3. The Forest School Leader and Forest School Assistant will instruct the children to be sitting quietly waiting for instructions. The Forest School Leader will keep the children at Base Camp.
4. The Forest School Leader will phone the service once safe to do so and notify of situation. The service will take necessary action, depending on the situation.
5. No-one will exit the location until given the all clear by the Forest School Leader or emergency personal.
6. The Forest School Leader will return the children to the Kindergarten once given the all clear.
7. All families will be notified of the incident as soon as possible, once given the all clear.

Emergency/ Incident Procedures During a Kindy Eco Explorers Session

In case of minor injuries or illnesses.

- Children with minor injuries or requiring minimal first aid will be cared for on site at the base camp station by the FSA or FSL. An incident report will be filled and filed, and the child or person will be monitored if needed.
- Children with signs of illness with minor symptoms will be cared for by the FSA and the FSA will call the service to have the child collected. Further action will be taken once the child is back at the service, depending on the situation.
Children with signs of illness with major impact will be treated following the emergency/ major incident procedure by the FSL.

In case of major incidents:

- The forest school leader will use the emergency application on the work phone to contact an ambulance giving them a precise location from the built-in map in the application.
- The forest school assistant will call “Base camp” to group the children together keeping them calm and safe.
- The FSA will ring Peace of mind kindergarten and then the parents of the child
- Nominated person from the service will provide physical help to support the forest school assistant in walking the children back to the Kindergarten ground and assist both the FSA and FSL.
- If parents or volunteers are present, they will then assist the FSA in walking the children back to the centre without having to wait for extra physical help.
- The forest school leader will directly deal with the situation applying first aid and following the instructions from the emergency services.

The FSL will communicate to the Emergency services:

- *Who has been injured.*
- *What their injuries are.*
- *If they have any medical conditions.*
- *Exact location of the patient.*
- *Clear direction on how to get to the site (using Emergency app)*

Stay with the patient,

Don't hang up until you are told to do so by the call taker.

Stay calm.

Emergency contact number:

Ambulance, Fire Brigade, Police: 000

Peace of Mind Kindergarten: 0738882961

General Rules for Tool Use

All tools must have an individual benefit risk assessment.

Ensure safe storage at kindy with the nominated Forest School Leader access and responsibility

Ensure safe storage and responsibility by the Forest School Leader at the Kindy Eco Explorers Site

Never walk around with tools in your hand, tools are to be used in the designated 'tool area' with the Forest Leader.

Always make sure they are clean and sharp before using them

When using tools with children in the tool area it should only be with the Forest School Leader or trained supervisor, supervised closely at all times.

When using tools you have a roped off designated tool area where you and the children sit when using the hand knives and potato peelers, and kneeling when using the mallet. Standing with one foot forward one foot back when using the bow/hand saw.

Peace of Mind Kindergarten - Benefit Risk Assessments

The following benefit risks assessments were written in July 2018, when Kindy Eco Explorers Program was initially developed.

These assessments are reviewed annually, or whenever significant factors in the assessment have changed.

All stakeholders are invited to participate in the review process.

Assessment Item- Traveling to & from KEE site

Most recent review date - March 2020

Item Location: Service, Ryder Crt, Mackie Rd

Benefit Assessment

Description of intended experience: KEE group leaving kindy and travelling to KEE site, and then returning to kindy.

Anticipated benefits / outcomes / purpose:

Children have opportunities to experience an extended program in small groups Children develop awareness and appreciation of the world around them. Children develop awareness of and responsibility for their own safety

Children's perspective on benefits and risks:

You could get 'runed' over. I love walking to bush kindy. You always hold the rope. Don't let go of the rope, even if your hat falls off. If you let go of the rope you have to go back to kindy.

NOTE: Effective supervision is expected *at all times* and is an ongoing risk management strategy.

Risk Assessment

Potential hazards: consider risks from human, environmental, animal and other sources.

Mitigation strategies

Children moving away from the group

Check in occurs before leaving kindy and rules talk/reminder. A rope is used that all children must hold while walking to and from the site. Educators walk at the front and back of the line. Children who have been identified as needed extra support will hold the rope and hand of an educator.
Discussions and practice of holding the rope will occur in the weeks leading up to KEE program commencing, using children who experienced the program last year to demonstrate to new children.

Busy road with cars / trucks

Children and educators wearing hi vi's vests.
We have established the safest place to cross Mackie Rd, to get to KEE site. This is used each time.

Crossing driveways on the walk

Discussions on road safety (looking both ways) is incorporated in conversations in lead up to and during the KEE program.

Parent input:

Ni given at this stage

Assessment Item – low ropes course tied between tree’s Most recent review Date - February 2020

Item Location: KEE site

Benefit Assessment

Description of intended experience: A low ropes course set up as a balance / coordination experience for the children to use, tied between two tree’s. Children use hands and feet to walk along.

Anticipated benefits / outcomes / purpose:

Children learn coordination, resilience, balance, build their core strength, flexibility, vestibular and gross motor skills, learn tactics, problem solving, turn taking, focus, and a sense of community. Children develop self achievement and perseverance. Children develop skills to self risk assess and manage risks.

Children’s perspective on benefits and risks:

You could fall and hit your head. It’s a bit tricky for me. I know how to hold on tight and walk slowly.

NOTE: Effective supervision is expected *at all times* and is an ongoing risk management strategy.

Risk Assessment

Potential hazards: consider risks from human, environmental, animal and other sources.

Mitigation strategies

Children could lose balance and fall

Only one person at a time
No walking under / over the rope
Kept low to the ground
Supervised at all times
Ensure sufficient and correct knots used at all times
Appropriate emergency response procedures in place

Children could get rope burn / whip lash

Monitor the stability of rope and wear and tear (replacing as required)
Explanation of walking along rope, not swinging from it

Parent input:

Nil given at the stage

Assessment Item- Hand tools - saw
Item Location: at KEE site

Most recent review Date - February 2020

Benefit Assessment

Description of intended experience: Children learning how and when to use hand tools, such as saw.

Anticipated benefits / outcomes / purpose:

Children learn cause and effect, coordination, team work, develop the ability to build something using the offcuts. Children develop ability to self risk assessment and keep themselves and others safe. Children can make things, utilise branches.

Children's perspective on benefits and risks:

It's dangerous. I can cut wood. You need to be careful. You could hurt somebody.

NOTE: Effective supervision is expected *at all times* and is an ongoing risk management strategy.

Risk Assessment

Potential hazards: consider risks from human, environmental, animal and other sources.

Mitigation strategies

Child could slip on the saw and cut themselves

Two people using the saw at one time (FSL and child)
- 1adult:1child ratio
- Communicate names according to turns
(Amanda:lennox)

Discussions and looking at tools occurs in detail before tools are used and only when FSL feels the children are ready to do so.

Saw could be dropped on foot / stood on

Use the saw horse only for stabilisation, with the adult holding the wood steady so that the child can focus on the sawing motion.

Lock tool away when not in use with the safety shield on

Equipment counted out and back.

Wearing shoes at all times

Appropriate emergency procedures in place

Parent input:

Nil given at this stage

Assessment Item- Pocket Knife / potato peeler

Most recent review Date - February 2020

Item Location: KEE site

Benefit Assessment

Description of intended experience: Children learning how and when to use hand tools

Anticipated benefits / outcomes / purpose:

Children learn tool safety, and develop focus and concentration

Children engage in relaxing mindful, creative experience.

Children using fine motor / gross motor skills and strengthening these, as well as coordination

Children's perspective on benefits and risks:

You could get cut. I can make lots of things

NOTE: Effective supervision is expected *at all times* and is an ongoing risk management strategy.

Risk Assessment

Potential hazards: consider risks from human, environmental, animal and other sources.

Mitigation strategies

Children could slip and cut themselves

Ensure the child using the tool is sitting a good distance away from others (blood bubble) – a blood bubble a term used for the children to be aware that they need to be away from other people while using the tool, so that they avoid injuring themselves or others. We will ensure the child is sitting with legs crossed and is cutting away from themselves and not toward others.

Cut themselves or others

Ensure the tool is locked during transport/ in a zipped pocket or in locked container
When stored, store in a locked container inside a locked cupboard
Ensure tool is cared for after each use, cleaned and sharpened (a blunt tool is a dangerous tool)
1:1 ratio
Ensure tool is only used on wood
Appropriate emergency procedures in place
Equipment is counted out and in
Appropriate clothing/foot wear is worn

Parent input:

Nil given at this stage

Assessment Item- Hand drill

Most recent review Date - February 2020

Item Location: KEE site

Benefit Assessment

Description of intended experience: Children to learn how and when to use hand tools

Anticipated benefits / outcomes / purpose:

Creativity / Construction / Engineering

Children engage with simple machines – explore various uses for play and learning

Children develop awareness of self risk assessment and safe use of tools

Children's perspective on benefits and risks:

You could get hurt. It could cut your finger

NOTE: Effective supervision is expected *at all times* and is an ongoing risk management strategy.

Risk Assessment

Potential hazards: consider risks from human, environmental, animal and other sources.

Mitigation strategies

Injury with hand drill
Child could slip and scratch themselves or someone else

Instruction on safe drilling procedures by FS leader
1:3 ratio
Cutting equipment in good condition
Equipment counted out and back.
Appropriate emergency procedures in place

Parent input:

Nil given at this stage

Assessment Item- Tent pegs

Most recent review Date - February 2020

Item Location: KEE site

Benefit Assessment

Description of intended experience: Children learn how to use these materials while setting up base camp

Anticipated benefits / outcomes / purpose:

Children are able to secure shelter/ropes

Children's perspective on benefits and risks:

They might be sharp and hurt you. I have these when we go camping

NOTE: Effective supervision is expected *at all times* and is an ongoing risk management strategy.

Risk Assessment

Potential hazards: consider risks from human, environmental, animal and other sources.

Mitigation strategies

Tent pegs could become a trip hazard with ropes attached
Child gets hurt when hammering them into ground

Children are instructed to keep tent pegs away from faces, use a hard surface for hammering
1:3 ratio
Appropriate clothing worn
Demonstration given until children become more experienced
Equipment counted out and in
Appropriate emergency procedures in place

Parent input:

Nil given at this stage

Assessment Item- Fire Item Location: KEE site	Most recent review Date - February 2020
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Benefit Assessment

Description of intended experience: Children learn to make fire to boil Kelly kettle
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Anticipated benefits / outcomes / purpose: Children learn about natural elements. Children develop respect for fire and appreciation. Children learn cultural benefits/uses for fire.
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Children’s perspective on benefits and risks: You could get burned. I like making fire. We have a fire when we go camping at night time. We need marshmallows.

NOTE: Effective supervision is expected <i>at all times</i> and is an ongoing risk management strategy.
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Risk Assessment

<i>Potential hazards: consider risks from human, environmental, animal and other sources.</i>	<i>Mitigation strategies</i>
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Burn to self or others Causing fire that spreads Children may be affected by smoke (asthma)	Shoes on at all times Develop a fire barrier/boundary (only a FS leader and 1 child can enter) Use a fire glove No loose clothing Have water on standby Have first aid kit (burn sheets) on standby Have everything you need to light/manage/extinguish fire on hand before fire is lit – FS leader is not to leave the fire once it has been lit. Flints and matches in locked box in locked cupboard when stored. Cooking tools need to be as long as your arm (marshmallow sticks, popcorn baskets) Monitor asthmatics and have medication on hand. Appropriate emergency procedures in place
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Parent input: Nil given at this stage
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Assessment Item- Water play (including using creek)

Most recent review Date - February 2020

Item Location: KEE site

Benefit Assessment

Description of intended experience: Children will access the creek to obtain water for mud/water play

Anticipated benefits / outcomes / purpose:

Children learn about our waterways.

Learn about ecosystems

Learn about conservation

Sensory experience

Connect with the Earth

Children develop awareness of self risk assessment – keeping themselves and others safe

Children's perspective on benefits and risks:

You could fall in and drown. I know how to swim I learned at swimming lessons.

NOTE: Effective supervision is expected *at all times* and is an ongoing risk management strategy.

Risk Assessment

Potential hazards: consider risks from human, environmental, animal and other sources.

Mitigation strategies

Child could slip and fall, potential for drowning.

Water could become contaminated

Only go near the creek with a teacher, stay within the boundary, only go as far as ankles (use a stick for boundary point.

Identify entry point as part of the boundary walk

Appropriate emergency procedures in place

Discussions about water safety occur before experiences using water/creek begin.

Parent input:

Nil given at this stage

Assessment Item- Kelly Kettle

Most recent review Date - February 2020

Item Location: KEE site

Benefit Assessment

Description of intended experience: Kelly kettle is used to boil water for hot chocolate and other cooking experiences

Anticipated benefits / outcomes / purpose:
Children learn about natural elements and develop awareness and respect of and for fire
Children are able to make a hot drink
Children learn cultural benefits/uses for fire.
Children learn about fire safety.

Children’s perspective on benefits and risks:
It is very hot. You can burn. I love hot chocolate

NOTE: Effective supervision is expected *at all times* and is an ongoing risk management strategy.

Risk Assessment

Potential hazards: consider risks from human, environmental, animal and other sources.

Mitigation strategies

Burn yourself with the hot water or hot Kelly kettle
Burn a friend

Shoes on at all times
Develop a fire barrier/boundary only a FSL or FSA and 1 child can enter during the lighting of the fire. All children to remain outside the fire barrier when the Kelly kettle is on.
Use a fire glove
No loose clothing
Have water on standby.
Have first aid kit on standby
How to use the Kelly Kettle safely:
The children will help to build the tinder and kindling
Once it is ready to be lit. All children will step out of the fire perimeter and the FSL or FSA will invite 1 child at a time to use the fire starter to attempt lighting the fire. All children will then remain behind the fire perimeter and the FSL will light the fire. The FSA will be sitting with the children ensuring they follow the safety rules. The FSL may call in a child at a time to come wear the fire glove and feed the fire being very mindful of safety making sure the child does not lean over and moves their arm as soon as the stick is in. Once the water boils, the FSL will use the fire glove and hold the handle down using 2 hands at right angles and will place the hot container on flat ground in near them where they can see it.
The FSL will then use a stick to spread the coal and ashes into the bowl until all flame is gone. The FSL will then move the hot Kelly kettle further back using the safe handling method and move the bowl further back using the glove.

The FSL will pour water in the bowl and then empty the bowl out outside the boundary, leaving the bowl to further cool down outside the boundary.

The FSL will use the hot water straight away following this method:

With one hand on the handle and the other grabbing the chain and stopper on the end, lift the Kettle off the ground. Pouring lip to lip, tilt the Kettle using the chain into the vessel you intend to fill (i.e. cup or mug). Keep an eye on all left-over water in the kettle.

The children will always be kept at distance during this process.

The FSL will add whatever cold liquid in use to the hot beverage to make it the right temperature to the children.

Once the KK is empty, the FSL will put it behind the boundary pouring cold water over it and leaving it to cool down outside the boundary. The children will then be invited to come collect their drink.

Parent input:
Nil given at this stage

Assessment Item- Interacting with the animals

Most recent review Date - February 2020

Item Location: KEE site

Benefit Assessment

Description of intended experience: At different times there may be ducks or goats (or possibility of other animals) present on / near the KEE site

Anticipated benefits / outcomes / purpose:

Children develop a sense of empathy. Promote a connection to nature.

Children develop a caring nature as they connect to an animal and grow a desire to look after it.

Children become inquisitive towards the environment and develop an interest in becoming observant and investigate; to understand the natural cycle and animal behaviour. Increase in self confidence as the children learn to interact with the animals and learn to expect and respond to their sometimes unpredictable and wild nature.

Children's perspective on benefits and risks:

They could bite you. They look so cute. I love them

NOTE: Effective supervision is expected *at all times* and is an ongoing risk management strategy.

Risk Assessment

Potential hazards: consider risks from human, environmental, animal and other sources.

Mitigation strategies

Unpredictable animal behaviour that could lead to injuries on the children.

Animals becoming demanding and dominant.

Continue to communicate with Janet the owner of the site to be aware of the animal's behaviour to be aware of what to expect.

Teach the children safety rules around the animals.

Close supervision while interacting with the animals.

Be attentive to the animal's behaviour to respond appropriately to ensure safety.

Teach the children about animal behaviour, what to expect, prevent, do or not do, modify, be attentive off.

When feeding the animals, show the children how to hold the end of the bread for the goats and to sprinkle peas or corn on the ground for the ducks to prevent bites from the animals.

Appear as the dominant and teach the children how to also while still promoting a caring approach.

Parent input:

Nil given at this stage

Assessment Item- Hammock	Most recent review Date - February 2020
Item Location: KEE site	

Benefit Assessment

Description of intended experience: Using hammocks during rest / relaxation time
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Anticipated benefits / outcomes / purpose: A space for the children to rest and relax – take some time out for themselves.

Children’s perspective on benefits and risks: I love them.

NOTE: Effective supervision is expected <i>at all times</i> and is an ongoing risk management strategy.
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Risk Assessment

<i>Potential hazards: consider risks from human, environmental, animal and other sources.</i>	<i>Mitigation strategies</i>
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Children could fall out of the hammock	<p>Rules for using the hammocks will be discussed before using.</p> <ul style="list-style-type: none"> -Only when teacher is around -Not to swing on (by lying sideways across it) -Get in slowly sitting inside first before placing whole body in -Not to jump in or attempt to stand up in -To be used as a relaxation experience for sleep or rest <p>When setting up the hammock</p> <ul style="list-style-type: none"> - tie it to a thick tree that is not a dead tree - look up for potential dead branches or low branches - set hammock low to the ground - Tie knots securely - test hammock and knots before allowing children to get in
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Parent input: A lovely opportunity for sleep and rest
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