❶ *Introduction*

A. Workplaces, study areas or activities cannot be assumed to be safe for children on the basis that they are safe for adults. The same hazard may present a much greater risk to children than to adults. It should also be considered that children may introduce, by their behaviour or their mere presence, a risk for others.

To manage appropriately the duty of care we owe children and the legitimate access needs of parents, carers and guardians, any University Manager who is considering allowing a child into a location or activity that they control should identify and implement any risk control measure that may be necessary. The process for identifying these measures is outlined in Section ❷ of this document – *HIRAC Table for Children in University Locations/Activities*:

- in the first and second columns: identify and assess the risks specifically associated with the presence of a child or children in that location/activity;
- in the third column: identify the risk control measures which will effectively and practicably eliminate or minimise the risks (see B & C below), and implement them in consultation with all stakeholders, including the child's parents/carers/guardians and the local *Health and Safety Representative(s)*; and
- in the fourth column: verify the risks have been eliminated or reduced to LOW.

B. Note on Assessing Risks

Risks can usually be assessed through a consultative process which makes use of the participants' experience and judgement. Where necessary, risks can be assessed more formally based on two key factors: (a) the severity of any injury/illness resulting from the hazard and (b) the likelihood the injury/illness will actually occur. For more information, refer to the University's *Risk Assessment Guideline*.

C. Note on Controlling Risks

The presence of a child in an area or activity with EXTREME, HIGH or MEDIUM risks is **not acceptable**. Effective risk control measures (see options 1, 2 and 3 below) must be implemented to bring the residual risk down to LOW before a child's presence becomes acceptable. It is inadequate to rely solely on administrative measures (e.g. supervision) to control HIGH risks to children. The risk control options below are ranked in decreasing order of effectiveness. Risk control measures should always aim to be as high in the list as practicable. The effective control of any given risk generally involves a number of measures drawn from the various options.

Risk Control Options:

1. Elimination of hazard: examples include the proper disposal of dangerous items of equipment, the removal of chemicals from the area, etc. The elimination of hazards is 100% effective and is therefore the control measure of choice where death or serious injury may occur.
2. Substitution of hazard: examples include the use of non-toxic materials in the manufacture of toys, the replacement of outdated cots with safer ones, the selection of non-toxic cleaning products rather than dangerous ones, etc. The effectiveness of substitution is wholly dependent on the choice of replacement.
3. Physical controls: examples include the use of playpens to restrict the movements of babies and toddlers, the use of safety plugs in unused power outlets, the installation of barriers across stairs, the use of a pusher as opposed to carrying children, etc.
4. Administrative controls: include supervision, instructions, warnings, training, education, etc. Administrative controls can be of very limited use, especially when children are involved. They typically require significant resources to be maintained over long periods of time for continuing levels of effectiveness.
5. Personal protective equipment: includes safety glasses and goggles, earmuffs and earplugs, hard hats, toe-capped footwear, gloves, respiratory protection, aprons, etc. This option is generally not suitable for children.

❷ *HIRAC Table for Children in University Locations/Activities*

LOCATION/ACTIVITY UNDER REVIEW: _____ DATE REVIEWED: _____

PEOPLE CONDUCTING REVIEW: _____

Identify Risks	Initial Risk (High/Med/Low)	Implement Control Measures	Residual Risk
Is the child at risk due to the <u>physical environment</u> or <u>the design of the workplace</u>? **Examples** ☐ uneven or slippery work surfaces ☐ obstacles (e.g. sharp corners at child's head height) ☐ fragile windows or other breakable glazing (e.g. glass table top, doors) ☐ high places, work platforms, stairs, ladders, guardrails, etc. ☐ openings or gaps in walkways, handrails, balustrades or platforms ☐ confined spaces or enclosed spaces where a child may become trapped ☐ inadequate lighting ☐ objects liable to cause suffocation (plastic bags, pen caps, small parts, etc.) ☐ harmful noise levels ☐ confusing or inadequately labelled controls (e.g. poorly labelled or reversed hot/cold taps, latches causing children to become locked into rooms/toilets) ☐ floor, materials, plant, structures, furniture, etc., liable to fall or collapse ☐ hot components/items (including kitchen appliances), hot drinks, campfires ☐ extremely cold materials, components (e.g. dry ice) or areas (cool rooms) ☐ radiation (ionising or non-ionising, lasers)			
Are <u>mechanical risks</u> present? **Examples** ☐ entanglement of the child's hair, fingers, clothing, etc., in moving components ☐ entanglement in, or impact against, fixed protrusions ☐ gaps or openings allowing entrapment of head or other body part ☐ unexpected movement of machines, work pieces, vehicles or loads ☐ inability to slow, stop, secure or immobilise machines or vehicles ☐ moving, sharp, hot, or "live" tools or components ☐ traffic accident ☐ risk of being pushed, pulled or thrown off plant, structures, etc. ☐ components or materials liable to disintegrate (e.g. grinding wheels) ☐ damaged, poorly maintained or unguarded equipment ☐ components, work pieces, fluids, etc., being ejected			

Identify Risks	Initial Risk (High/Med/Low)	Implement Control Measures	Residual Risk
Are there <u>electrical</u> risks? **Examples** ☐ access to electrical services, switchboards, controls, power points, etc. ☐ accidental contact with power cables (overhead, underground, other)			
Are there <u>chemical</u> risks? **Examples** ☐ compressed gases, chemical storage containers, etc. ☐ flammable or explosive gases, vapours, liquids, dusts, etc. ☐ matches or lighters ☐ industrial, scientific, pharmaceutical or domestic chemicals ☐ oxygen-depleted atmospheres (fermentation vessel, septic tank, etc.)			
Are there <u>biological</u> or <u>human</u> risks? **Examples** ☐ contaminated or spoilt food ☐ venomous or dangerous animals ☐ toxic natural substances (plant, mushrooms, gases, etc.) ☐ (potentially) infectious substances ☐ accidental collision with another person ☐ being assaulted or assaulting another person			
Are there <u>manual handling</u> risks? **Examples** ☐ having to carry the child over obstacles, up stairs, etc., having to push a pram/pusher/wheelchair up steep slopes… ☐ the child himself/herself being at risk of strain/sprain			
Are risks arising from <u>organisational or procedural</u> deficiencies? **Examples** ☐ special first-aid equipment or trained personnel required for child ☐ special evacuation, emergency or rescue planning and facilities for child ☐ uncertainty or ambiguity about responsibilities for the safety and supervision of the child in any circumstance			

Identify Risks	Initial Risk (High/Med/Low)	Implement Control Measures	Residual Risk
Are risks arising from the <u>natural environment</u>? **Examples** ☐ drowning (small children can quickly and silently drown in shallow water) ☐ bushfires or lightning ☐ becoming lost or ill in remote locations ☐ fall of tree limbs, rock falls, cliff collapse, etc. ☐ being engulfed in loose or crumbling ground, soil, sand, etc. ☐ exposure to sun ☐ extreme environmental conditions (hot, cold, dry, wet, etc.)			