



# Supreme Incursions

**Engaging. Educational. Hands on.**

## Task-Based Risk Assessment: Toys Over Time

| Identify Task |                | Identify hazard   | Potential Impact  | Risk Rating before controls | Control Measures   | Risk Rating following corrective action |
|---------------|----------------|---|---|-----------------------------|--|---|
| 1             | All activities | Equipment   | Students could choke on or ingest small items used in activities.                                       | Extreme                     | Ensure students know that nothing is to be placed in their mouths during the incursion. Explain to staff to ensure adequate supervision.   | Low                                     |
| 2             |                |   | Students could obtain injuries caused by inappropriate handling of equipment.                           | Medium                      | Demonstrate and explain to students how to safely handle equipment. Advise staff of potential risks to assist with supervision.  | Low                                     |
| 3             |                | Trips, slips and/or falls                                 | Students could fall, trip or collide on/off equipment and/or with other students.                       | High                        | Explain and demonstrate how to appropriately use equipment at each rotation. Ensure students are wearing appropriate footwear. Keep areas tidy as frequently as possible so equipment and materials do not accumulate on the floor.                  | Low                                     |
| 4             | Display Table  | Breakable items   | Students could touch or drop items. Broken items could cut or injure students.                          | Medium                      | Ensure students know which items they can or cannot touch and how to safely use the equipment during the introduction.   | Low                                     |
| 5             | Up & About     | Balls, frisbees, odd-shaped items and propelled equipment | Students could propel items that may lead to hitting someone. Students could stand on an item and fall. | High                        | Explain boundaries to students and warn against standing where items are propelled. Keep areas tidy as frequently as possible so equipment and materials do not accumulate on the floor. Advise staff of potential risks to assist with supervision. | Low                                     |



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In assessing the level of risk, considerations such as the likelihood of an incident happening in combination with the seriousness of a consequence are used to gauge the overall risk level for an activity. The matrix below has been used as a guide to assist with developing the risk assessment:

| Likelihood       | Consequence     |         |            |         |            |
|------------------|-----------------|---------|------------|---------|------------|
|                  | 1 Insignificant | 2 Minor | 3 Moderate | 4 Major | 5 Critical |
| 5 Almost Certain | Medium          | Medium  | High       | Extreme | Extreme    |
| 4 Likely         | Low             | Medium  | High       | High    | Extreme    |
| 3 Possible       | Low             | Medium  | High       | High    | High       |
| 2 Unlikely       | Low             | Low     | Medium     | Medium  | High       |
| 1 Rare           | Low             | Low     | Low        | Low     | Medium     |

| Risk Level |   |
|------------|---|
| Low        | Little chance of incident or serious injury.                                |
| Medium     | Some chance of an incident and injury requiring first aid.                  |
| High       | Likely chance of a serious incident and injury requiring medical treatment. |
| Extreme    | High chance of a serious incident resulting in highly debilitating injury.  |