

## Benefit Risk Excursion and Hazard Management Audit

You must complete this form in conjunction with Kat's Care Services Excursions Procedure

Provider: Katrina Thompson	Date of Benefit risk assessment visit: 1:1:24 and ongoing	Date of excursion: Current to 31/12/24.	
Destination: Regent Cinemas and Intency: corner of Dean and David Street Albury		Routine: <input checked="" type="checkbox"/>	Non-Routine: <input type="checkbox"/>
Route to Location: Left into Stafford: right onto Somerset left onto Pemberton Street: right onto Thurgoona: left onto Dean Street – travel down to end, cinema on left – parking out front or at rear in carpark. <a href="https://goo.gl/maps/CmtTpi9poBH2">https://goo.gl/maps/CmtTpi9poBH2</a> RISK LOW WITH INTERVENTIONS		Proposed time of excursion: AS NOTIFIED	
Responsible Parent/Guardian Authorisations: I agree to the participant attending excursion as documented and approved by Service.	Anticipated Number of Participants: 4-7	Approximate Duration: 3 HOURS	
Participant Name:	Parent/Guardian Signature:	Method of Transport: (PROVIDER) VEHICLE CGI31Y OR (DAKODA) CG21YB	
Participant Name:	Parent/Guardian Signature:	Anticipated Number of Providers: 1	
Participant Name:	Parent/Guardian Signature:	Other Adults Listed: 1. DANE KREMERS 2. DAKODA THOMPSON OR TANIKA THOMPSON	
Participant Name:	Parent/Guardian Signature:		
Participant Name:	Parent/Guardian Signature:	Service Approval Signed:	
Participant Name:	Parent/Guardian Signature:	Service Approval Date: 01:01:2024	
Participant Name:	Parent/Guardian Signature:	<b>Benefits of proposed excursions/outing and activities:</b>	
Participant Name:	Parent/Guardian Signature:	Routine drop off/pick up	<input type="checkbox"/>
Participant Name:	Parent/Guardian Signature:	Educational Outing	<input checked="" type="checkbox"/>
Participant Name:	Parent/Guardian Signature:	Nature experience	<input type="checkbox"/>

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Participant Name:	Parent/Guardian Signature:	Developing communication skills	<input checked="" type="checkbox"/>
Participant Name:	Parent/Guardian Signature:	Extension of gross motor skills	<input checked="" type="checkbox"/>
Participant Name:	Parent/Guardian Signature:	Meeting new people or developing relationships	<input checked="" type="checkbox"/>
Participant Name:	Parent/Guardian Signature:	Learning about the community	<input checked="" type="checkbox"/>
Participant Name:	Parent/Guardian Signature:	New Opportunities to learn	<input checked="" type="checkbox"/>
Participant Name:	Parent/Guardian Signature:	(provide rationale below)	
Participant Name:	Parent/Guardian Signature:		
Participant Name:	Parent/Guardian Signature:		
Participant Name:	Parent/Guardian Signature:		
Participant Name:	Parent/Guardian Signature:		

### Benefits of the Activity:

Learning Vocabulary: participants can learn vocabulary from a second language by watching movies or use vocabulary to seek help to understand game.

Learning Pro-social Behaviours: participants can learn pro-social skills like sharing; problem-solving and sensitivity to different cultures by watching certain movies / playing games; reflecting on behaviours expressed after discussion; once the movie / game has completed.

When participants see their favourite characters engaged in fun learning games; they want to play too. Participants also like learning activities more if they involve beloved characters; shows are especially effective for generating ideas for learning activities and using characters to model and motivate participants. Activity is a current currency used to reward positive behaviours.

Of the new movies that are released each year; you can bet that several of them are based on books; Providers and parents/guardians can challenge older participants to read a book with the promise of going to the theatre or renting the movie when they finish it. Or, participants may see a movie and like it so much that they decide to read the book. Discuss the differences between the book and the movie to help participants develop thinking skills and build analytical skills by discussing media; 'what do you think will happen next?' 'Who did it?' 'What could that character have done instead?' Asking these types of questions as you co-view with participants will help them learn to think; problem solve; predict; making viewing a more active experience.

More important than just memorising facts; developing thinking skills will benefit them for the rest of their lives; participants are influenced by people they see in television and movies; especially other participants; obviously this can have a negative result, but it can be positive too; with a little bit of redirection in discussion and some more thought. Many movies have begun promoting some positive agendas such as healthy living and environmental awareness; as participants see their favourite characters making positive choices; they will be influenced in a good way; providers can also point out positive traits that characters display and spark valuable discussions (developing linguistic abilities) that ensure that viewing experiences are enriching and not damaging. All these skills can be utilised with new people met, and, also to develop connections and relationships (memories); with peers and providers that may not otherwise be made.

For participants impaired verbally excitement can develop with discussion explaining where we are going and what we are seeing; show pictures; make effort to dress up; model excitement for a wonderful and rewarding outing. 'Movie Reward.' Praise positive behaviour in social setting upon return; discuss movie with others including participants verbally impaired (by name) and observe visual cues to use to extend conversation; ensure inclusion not exclusion.

### Hazard's Identified

### Comment if hazard identified

### Precaution/Control Measures

### Managed by who and when?

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Are there water hazards (including water play)?	<input type="checkbox"/> List: No	N/A	Provider
Are there traffic hazards?	<input checked="" type="checkbox"/> List:	Main street: 2 adults always for movie outings unless with competent older participants. Car seat and seat belt as per Australian Standards and regulations.	Provider
Are there human hazards?	<input checked="" type="checkbox"/> Comment:	'Stranger Danger' 'Hands and Feet to Self.' Make staff aware of any participants with dietary needs or anaphylaxis if in Gold Class and getting meals.	Provider
Are there chemical hazards?	<input type="checkbox"/> Comment: N/A	N/A	Provider
Are there poisonous or dangerous plants?	<input type="checkbox"/> Comment: N/A	N/A	Provider
Are there fall, trip or slip hazards?	<input checked="" type="checkbox"/> Comment:	Stairs, participants to walk, entry via lift available for disabled/wheelchair access.	Provider
Weather considerations? UV rating, gumboots, coat, hats, sun protection.	<input checked="" type="checkbox"/> Comment:	Indoors.	Provider
Are there toilets/hand washing and water accessible?	<input checked="" type="checkbox"/> Comment:	Always accompany participants to toilet area and remain until finished.	Provider
Is play equipment safe?	<input checked="" type="checkbox"/> Comment:	In Intensity, same monitored by staff on duty.	Provider
Is the environment clean and safe?	<input checked="" type="checkbox"/> Comment:	Participants to acknowledge not to touch any food / drinks not theirs – provider to take wipes and hand sanitizer – toilets to wash hands.	Provider
Is the environment smoke free?	<input checked="" type="checkbox"/> Comment:	Outdoors may pass same.	Provider
Is there mobile phone coverage?	<input checked="" type="checkbox"/> Comment:	Provider to have mobile always - 0409 274 790.	Provider
Are there any other hazards not listed?	<input checked="" type="checkbox"/> List:	Doorways to main road (Dean Street), participants need to be responsible and stay with provider.	Provider
Individual participants medication or other car needs? (Consideration of participants with special needs e.g. asthma or anaphylaxis):	<input checked="" type="checkbox"/> List:	Participants medications carried with provider always, participants information able to be accessed via drop-box, and hard copy held with provider. Carry epi-pen for anaphylaxis participants and make staff aware of same within facilities and when ordering foods.	Provider
Emergency contact numbers available:	<input checked="" type="checkbox"/> List:	Participants/parent/guardian information able to be accessed via drop-box, copy with provider.	Provider
First Aid kit available:	<input checked="" type="checkbox"/> List:	Always in car, onsite as per regulations. Carry epi-pen for anaphylaxis participants and make staff aware of same within facilities and when ordering foods.	Provider

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