



# Mawson Lakes Preschool Inclement Weather Policy



Mawson Lakes Preschool is committed to providing and maintaining a safe and healthy learning and work environment for children staff, and visitors to the preschool.

The preschool works to identify potential hazards, by conducting risk assessments and implementing appropriate controls which include;

- Elimination, substitution or reorganisation of spaces and learning experiences
- Engineering controls eg creating shade
- Administrative controls e.g. changes to routines
- Managing risk factors (inc individuals at risk)
- Managing and reporting incidents as per DfE guidelines to support the safety and wellbeing of all at our preschool.

Inclement weather can affect everyday activities and comes in many forms. Inclement weather includes:

- extreme high temperatures
- high UV levels
- heavy rain, hail and snow
- strong winds
- severe dust or electrical storm
- flooding.

When planning outdoor events and excursions it is important to prepare contingency plans for the potential risk of inclement weather. To protect children, staff and visitors to our site the following processes are implemented and guide our practice and decision making.

During inclement weather the staff team will monitor daily weather forecasts and fire danger warnings ([Bureau of Meteorology](#) and the [South Australia Country Fire Service's](#) websites) and identify any potential inclement weather risks.

## **Plan for extreme heat (when the temperature reaches 36 degrees):**

- Inform parents of contingency plan for the day via note on chalkboard.
- Arrange work or learning tasks to maximise time in the shade
- Organise start, end and break times to maximise the cooler parts of the day
- Conduct temperature check (touch check) for all climbing equipment.
- Limit play to inside area and verandah (if not too hot).
- Make sure verandah fans are on, and pull down blinds, allowing for some airflow.
- Inform children at morning group time to make sure they drink enough water during the day, and remind at key times - after group time, at lunch time and packing up time.
- At morning group time discuss with children that play areas may be limited and to keep footwear on.
- Encourage quiet activities and limit running games.
- Provide flexible arrangements for timetable and activity provision including;
  - Extra small groups e.g. parachute games, circle games, board games, stories, relaxation.
  - Extra water play activities.
  - Modifying/ changing other planned activities to suit.
  - Delaying morning group time to allow for outside play prior to onset of extreme heat.
- Ensure water containers are full and add ice blocks.
- Observe and monitor children for overheating or overdressing.

## **Plan for extreme cold (when the temperature is below 8 degrees):**

- Inform parents of contingency plan for the day via note on chalkboard.
- Remind children to wear appropriate /sufficient clothing to keep warm.
- Limit play to inside area and verandah.
- Pull down verandah blinds and turn on heaters.
- Ensure mud kitchen tap is turned off and there is no access to water play.
- At morning group time, discuss with children that play areas may be limited and to keep warm clothes and footwear on.
- Provide flexible arrangements for timetable and activity provision including;
  - Extra small groups e.g. parachute games, circle games, board games, stories, relaxation.
  - Supervised inside gross motor challenges.
  - Modifying/ changing other planned activities to suit.



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## Plan for extreme wet conditions or wind conditions:

- Inform parents of contingency plan for the day via note on chalkboard.
- Inform children at morning gathering that play will be restricted to the inside learning environment if the weather gets too wet or windy. Staff will inform them if this happens during the day.
- Provide flexible arrangements for timetable and activity provision including;
  - Extra small groups e.g. parachute games, circle games, board games, stories, relaxation.
  - Supervised inside gross motor challenges.
  - Modifying/ changing other planned activities to suit

During and following a period of inclement weather the team will also:

- Consider the health and safety risks to children, staff and visitors before allowing them to undertake outdoor activities.
- Look out for tree debris such as leaves, nuts and branches that might pose a slip or trip hazard including;
  - damaged tree limbs and branches that may fall
  - wet floors and paved areas.
- Monitor severe weather danger warnings.

Potential hazards will be identified according to the situation/ context and information (e.g. weather report, warning, observations), risk assessments and controls identified and implemented.

The preschool undertakes an annual tree audit (and acts on recommendations) and is maintained according to DfE guidelines to support safety of the site (trees, structures and buildings).

## References

DfE Inclement Weather and Sun Protection

<https://edi.sa.edu.au/hr/for-managers/health-and-safety/creating-a-safe-workplace/inclement-weather-and-sun-protection>

## Legislation and National Quality Standards

This policy relates to the following National Law and Regulations:

### Education and Care Services National Law Act 2010 (Version 012- 2010)

Section 167 – Protection from harm and hazards

<https://www.legislation.vic.gov.au/in-force/acts/education-and-care-services-national-law-act-2010/012>

### Education and Care Services National Regulations 2011 (Current version 31 December 2019)

Regulation 100 – Risk assessment must be conducted before excursion

Regulation 113 – Outdoor space–natural environment

Regulation 114 – Outdoor space–shade

Regulation 168: Policies and procedures (2) (a) (ii)–sun protection.

This policy links to:

National Quality Standard 2 (2011)

### Quality area 2: Children’s health and safety.

<https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-2-childrens-health-and-safety>

There are also links to:

### Quality area 1: Educational program and practice

<https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-1-educational-program-and-practice>

### Quality area 3: Physical environment

<https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-3-physical-environment>

### Quality area 6: Collaborative partnerships with families and communities

<https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-6-collaborative-partnership-with-families-and-communities>

### Quality area 7: Governance and leadership.

<https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-7-governance-and-leadership>