## Sports, Adventure, Camps and Excursions Risk Management Form (including local walks and regular outings)

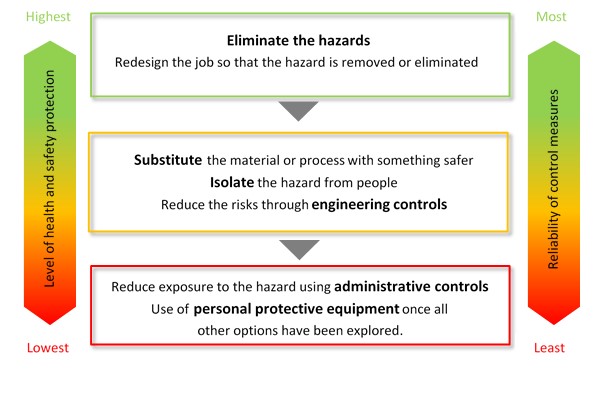
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| Site/service name |  |
| Description of camp/excursion/local walks/regular outings/activity | Festival of Music |
| Pick up location, destination, method and means of transport (including proposed route) |  |
| Date/s of camp or excursion/s and time of departure/return |  |
| Description of when the local walks and/or regular outings will occur |  |
| Proposed activities and duration of camp/excursion/activity/local walk/regular outing |  |
| Class and year level/type of service |  |
| Number of children/young people |  |
| Number of employees/volunteers  and expected supervision ratio |  |
| Water hazards/water-based activities | Yes: Identified and addressed in risk assessment  No |

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| Key contacts | Name | | Contact No | |
| Principal/Director/nominated supervisor/site/service leader |  | |  | |
| Teacher/educator/supervisor-in-charge/responsible person |  | |  | |
| Alternative staff contact and title |  | |  | |
| Health and safety representative |  | |  | |
| Site/service point of contact and title | Irene Solowij – Manager, PSMF  Anne O’Dea – Production Manager, PSMF | | 0432130281  0407797401 | |
| Nominated first aider/s and qualification/s | First Care Medical – during Concert only | |  | |
| **Acknowledgement:** Safety risks (including water hazards where present) have been identified for the above outlined camp/excursion/local walks/regular outings with agreed control strategies that will be implemented to effectively manage risks to the health and safety of participating employees, volunteers, children, and young people. The minimum safety requirements for Sport and Adventure activities have been satisfied according to the [Sports and adventure activities standard](https://edi.sa.edu.au/library/document-library/shared/sporting-and-adventure-activities-standard.pdf) and activity specific risks have been identified (where present).  **Note:** Requirements in this document must not be altered and it must be available to parents upon request. This form must be completed to ensure compliance with the [*Education and Care Services National Regulations*](https://legislation.nsw.gov.au/view/html/inforce/current/sl-2011-0653#sec.101) and departmental policy before seeking parent/legal guardian consent and before any activity takes place. | | | | |
| **Position** | **Name** | **Signature** | | **Date** |
| Teacher/educator/supervisor-in-charge/responsible person |  |  | |  |
| Site leader (Principal/Director) |  |  | |  |

Risk assessment for hazards process

**Step 1: Identify each potential hazard.** Head to [Safety management](https://edi.sa.edu.au/hr/for-managers/health-and-safety/safety-management) for further advice about hazards.

**Step 2:** I**dentify controls for all hazards.** Use the hierarchy of control chart below to help select controls that provide the highest level of protection to employees and participants.



**Step 3**: Assess the risk of the identified hazard assuming all controls are in place.



**Step 4**: Check the assessed risk level and undertake the associated action.



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| Minimum risk controls for identified hazards | |
| The table below contains the minimum risk controls for identified hazardson camps, excursions, local walks and regular outings. These controls are used to eliminate or reduce risks identified in the risk assessment for hazards process and should be included (where relevant) on the risk assessment table on the following page in the Risk Controls and Management section. **All hazards and risk controls must be identified and documented in your risk assessment**.  For more information about identifying controls for specific contexts visit [Safety management](https://edi.sa.edu.au/hr/for-managers/health-and-safety/safety-processes/safety-management) to ensure [high priority risks](https://edi.sa.edu.au/hr/for-managers/health-and-safety/creating-a-safe-workplace) are effectively managed and controlled. | |
| **Environmental** | * The suitability of the location/venue for the specified activity or activities has been assessed * Supervision ratios are met for all activities specific to legislative and policy requirements for age of children and young people attending (refer to [sporting and adventure activities](https://edi.sa.edu.au/educating/programs-initiatives/sport-programs/sporting-and-adventure-activities) and [camps and excursions](https://edi.sa.edu.au/hr/for-managers/health-and-safety/creating-a-safe-workplace/camps-and-excursions) for more information) * Water hazards are identified and risk controls, mitigations and supervisory responsibilities are identified * Weather conditions are monitored before and during the activity and responses to changing conditions are determined * Location is identified as bushfire prone or susceptible and [action plans](https://edi.sa.edu.au/library/document-library/controlled-procedures/bushfire-response-procedure.pdf) are in place (note: activity must be cancelled if the destination is in a bushfire prone area during an extreme fire danger warning, a total fire ban or if there is a bushfire) * Appropriate communication device/s required for the activity are identified and made available at all times * Requirements for [sun safety](https://edi.sa.edu.au/hr/for-managers/health-and-safety/creating-a-safe-workplace/-inclement-weather-and-sun-exposure/sun-exposure), availability of drinking water, and appropriate clothing are in place |
| **Transport** | * The transport meets the required seatbelts and restraints requirements for the site/service * A contingency plan is established in the event of transport being unavailable and alternative options are identified * The processes for entering and exiting the site/service premises and the pick-up location (how will each child be accounted for and who is responsible for this process) are identified * The processes for embarking and disembarking the transport (including how is each child accounted for and who is responsible for this) are identified * The processes for checking no one is left on a bus (e.g. walk the length of the bus and conduct a visual inspection including checking under seats) and who is responsible for this are identified * The regulatory requirements for using private vehicles for transporting children and young people are met * The distance to destination has been reviewed to ensure suitability for age/development of children and young people * Actions to reduce injury from slips, trips and falls have been identified |
| **Conduct and behaviour** | * Actions to support children and young people to follow the [school/preschool behaviour code](https://edi.sa.edu.au/supporting-children/behaviour/behaviour-support/developing-a-code) and how behaviour incidents will be managed during the activity have been identified * The [Sports and adventure activities standard](https://edi.sa.edu.au/library/document-library/shared/sporting-and-adventure-activities-standard.pdf) instructions and expectations for specific activities have been applied * Children and young people will be accounted for at regular intervals using strategies such as scheduled head counts and who is responsible for this action has been identified * Supervisory team members have the relevant specialised or technical skills to fulfil their roles and responsibilities * All supervisory staff and volunteer team members have a [working](https://www.education.sa.gov.au/working-us/relevant-history-screening) with children check and RRHAN-EC training * Supervisory team are aware of their responsibilities related to the [Code of Ethics for the South Australian Public Sector](https://edi.sa.edu.au/hr/for-individuals/about-you/your-responsibilities) * All volunteers will follow the Expected Behaviours for Volunteers outlined in the [Volunteer Agreement](https://edi.sa.edu.au/operations-and-management/school-preschool-and-fdc-admin/managing-volunteers/volunteer-forms), are aware of their responsibilities and are prepared and capable to support the activity * All volunteers have completed a site induction and are aware of the [protective practices guidelines](https://edi.sa.edu.au/supporting-children/child-protection/your-responsibilities/protective-practices-guidelines) * No supervisory staff and volunteer team members will consume drugs or alcohol or smoke during activity |
| **Safety and first aid** | * A teacher/educator/supervisor is assigned as the teacher/educator/supervisor-in-charge as the delegate of the site leader * Emergency and contingency plan has been established, documented and shared with the supervisory team, and responsibilities for specific roles have been determined * Emergency management plan for venue to be implemented in conjunction with the activity emergency management plan * The appropriate types of first aid kits are available e.g. basic first aid kit for each first aider, Epi-Pen/Anapen, asthma kit * There is a designated first aider in the group in accordance with the [first aid procedure](https://edi.sa.edu.au/library/document-library/shared/first-aid-procedure.pdf) * For preschools services, there is an emergency asthma management and anaphylaxis management trained person or people who are always present with the children. The same person may hold one or more of these qualifications * Where it may take greater than 2 hours for medical assistance or a medical retrieval to arrive, there is at least 1 first aider trained in ‘HLTAID013 –first aid in remote or isolated site’ * The site contact person has access to the individual health/medical plans, parent contact information and emergency contact information for each child and young person * Adjustments for the needs of children and young people with identified health and/or medical conditions are planned and the supervisory team members are briefed on how the impact of the location and these conditions will be managed during the activity * Adjustments for children and young people with [complex and invasive health needs](https://edi.sa.edu.au/supporting-children/health-and-wellbeing/health-services-and-programs/complex-and-invasive-health) are identified and documented to ensure the opportunity to attend camps/excursions/local walks/regular outings is maintained and support by a competent person to manage their health needs is provided |

| Sports, adventure, camps and excursions risk assessment for all identified hazards | | |
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| Follow the steps outlined in the risk assessment for hazards process. **List all hazards and controls** for the activity or activities in the table below. Visit [camps and excursions](https://edi.sa.edu.au/hr/for-managers/health-and-safety/creating-a-safe-workplace/camps-and-excursions), [sporting and adventure activities](https://edi.sa.edu.au/hr/for-managers/health-and-safety/creating-a-safe-workplace/sporting-and-adventure-activities) and [safety management](https://edi.sa.edu.au/hr/for-managers/health-and-safety/safety-processes/safety-management) to assist in identifying hazards and controls. Add more rows to the table to document all identified hazards. Examples of hazards and controls have been provided below (please delete if not applicable). All water hazards must be identified and addressed in the risk assessment. | | |
| Hazard Identification  (Describe the potential risks associated with the activity) | Risk Controls and Management  (Describe the processes/procedures you will implement to eliminate or reduce risk) | Risk Assessment  (With all controls in place) |
| *E.g. High school camp includes student archery activities which may result in student sustaining injury* | * *Archery sporting instructions followed (Category 2 activity)* * *Safety requirements explained to all students including signals and protocols to maintain safety at all times during activity* * *Qualified instructors will manage the activity and informed use of safety equipment is mandatory for all students to participate* * *Adult supervision of students to ensure safe participation at all times* | **Med** |
| *E.g. A preschool child gets left behind or goes missing during transitions of entering and exiting the preschool premises or the pick-up location or destination (on arrival or before leaving the destination point)* | * *All educators contribute to the development of risk assessment and agree to implement the processes and strategies consistently to ensure safe transitions when entering and exiting the preschool premises, as well as on arrival and before leaving the destination point.* * *Prior to the excursion/regular outing, educators will induct children into the agreed transition processes relating to entering and exiting the kindy and destination point to help create boundaries and guidance prior to the excursion/regular outing.* * *Information about transition points will be communicated in advance, so children are aware of potential hazards/dangers and have time to ask questions and formulate their understanding.* * *Educators gather children in a group prior to leaving the premises and do a roll call that requires each child’s name to be physically tick-off the Excursion Checklist / Roll Call form (see attached).* * *Educators gather children in a group when arriving back at the kindy premises and do a roll call that requires each child’s name to be physically tick-off the Excursion Checklist / Roll Call form (see attached)* | **Low** |
| *E.g. Uneven surfaces may cause slips, trips and falls during local walk from primary school site* | * *Appropriate footwear to be worn* * *Students briefed on moving safely on uneven surfaces* * *Adequate adult supervision in place to monitor student movement* * *Students remain on pedestrian pathways and use pedestrian crossings* * *First aid kit to be carried by staff and accessible during activity* | **Low** |
| Emergency procedures – communication of information | * All Production personnel and in contact through headset radios. * AEC communication processes in place for emergency action required. | **LOW** |
| Object falling from rigging | All rigging set to industry guidelines by trained staff and checked before performance | **LOW** |
| Child/adult fainting becoming distressed  Removal of child from rehearsal/performance stage | * Teachers on duty (at both rehearsals and performances) will watch students on stage * Children instructed prior to performance- what to do in the case of illness, feeling faint etc. and how to prepare beforehand * First Care Medical Sick Bay near stage * Children with identified medical needs are known by Concert Manager (CM) and their Health Plans are given first aid providers in attendance (e.g.: asthmatic or diabetic etc.) | **MEDIUM**  **LOW** |
| Security Threat | * Refer to AEC document re audience security and Production Evacuation Document (available from PSMF)   Generally, follow AEC/PSMF staff instruction in any emergency. | **LOW** |
| Travel accident | * All passengers to use seatbelts (if installed) and not distract driver   If something occurs, contact emergency services and school leadership for further instructions | **LOW** |
| Vehicle breakdown | * Reliable vehicle to be used for transport   If something occurs contact school leadership/Music Festival leadership to advise families/PSMF of possible delay | **LOW** |
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| Items that will be required on the camp, excursion, local walks or regular outings | |
| List all items (including items identified in the risk assessment)that will be used on the camp, excursion, local walks or regular outings. Specialised equipment for sports and adventure activities should also be listed. Examples of commonly required items have been provided below (please delete if not applicable). | |
| *First aid kit (asthma kit, EpiPen/Anapen)* | *Mobile phone (and charger)* |
| *Parent contacts list/emergency contacts list/emergency procedures and plans* | *Individual children’s health/medical care plans and associated equipment/items/medications* |
| *Excursion consent form* | *Plastic bag for rubbish* |
| *Excursion checklist / roll call form with names of all children and young people attending* | *Protective equipment - tissues / face wipes / vomit bag / protective gloves / towel* |
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| Emergency management plan |
| 1. Provide immediate first aid assistance or care prescribed by an individual health support plan and/or isolate any person with an infectious disease. 2. Call **000** and advise emergency services of the closest vehicle entry point. 3. Ensure communication with emergency services is maintained and all relevant information is provided. 4. Send an employee or volunteer to the point where emergency services will enter the location, if it is safe to do so. 5. Collect the attendance list, individual health support plans, parent contact details and this plan. 6. Evacuate all people to the nominated emergency assembly point. 7. Once at the assembly point, check all people are accounted for. 8. Maintain a record of actions and decisions undertaken and timeline of events. 9. Report the emergency/evacuation to the site/service leader by using the agreed form of communication i.e. mobile phone. 10. Site/service leader must:  * Notify Education Director * Report the incident using the department’s incident and report management system.  1. Wait for emergency services to arrive or provide further information/instruction. 2. Site/service leader to contact parents. |
| **Method for communicating with the site/service contact:**  **Note:** The site/service contact must be contactable at all times, have a copy of this risk management form, be aware of the emergency management plan, have the attendance lists, child and young person health and personal care information, contact numbers of parents and emergency contacts, and the itinerary for the activity. |
| **Note nearest suitable transport:** |
| **Note distance from help and method for obtaining it:** |
| **List any additional contingencies (i.e. in the event a person becomes lost):** |
| Call-in procedure |
| The following process must occur when the camp/excursion/activity is in a remote or isolated location.   1. The teacher/educator/supervisor-in-charge or delegate must contact the site/service contact person to inform them they have safely arrived; and call prior to leaving the camp or excursion location with an estimated time of arrival back at the site. 2. The teacher/educator/supervisor-in-charge must provide a time that the check-in will occur. 3. If the check-in does not occur after 20 minutes of the agreed time, the site/service contact person must phone the teacher/educator/supervisor-in-charge or an alternative contact. 4. Once 2 unsuccessful attempts have been made to contact the teacher/educator/supervisor-in-charge or alternative contact within 30 minutes of the agreed time, the site/service contact person must inform the site/service leader and call **000** for police assistance. |

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| Emergency management map for your remote or isolated destination |
| The below map is not required in built-up residential areas. **It is only required when an ambulance station is not within 30kms of the camp or excursion location.** You must include the emergency vehicle access point and the emergency assembly point as indicated in your emergency management plan. |
| Using Google Maps to get Latitude and Longitude |
| * Go to [maps.google.com](https://maps.google.com). * Type the address, place, or a general location into the search bar. * Right-click on the pin dropped at the location. * From the context menu, select **What’s Here?** * A box will appear at the bottom of the map showing the **latitude** and **longitude** of that point. |
| Using Google Maps to get Plus Code |
| * Follow the 5 steps as above * Click on the **latitude** and **longitude** link displayed * In the information panel that appears for that location, you’ll see a **Plus Code** (usually 6 or 7 characters e.g. **7FG8+H8**). |
| GPS coordinates |
| Plus code: ; or  Latitude: Longitude: |
| Remote or isolated location – site map required |
|  |
| Instructions to obtain your site map |
| * Use [Google Maps](https://www.google.com.au/maps) to locate site by searching for your destination * Press “Alt + PrtScn” buttons on your keyboard (this will copy the map to your clipboard) * Click the sample map above and press “Ctrl + V” to insert your new map. * Use the “text box” function to identify key points such as “Emergency assembly points”, “Emergency vehicle access/egress point” and “Activity area” etc. |