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| **Climbing Wall** | | | | |
| This document covers rock climbing activities on both the 5m and 10m sides of the KOEC artificial Climbing Wall tower | | | | |
| **Notes:**   * **Where a** [**CARA guideline**](https://education.qld.gov.au/curriculum/school-curriculum/CARA) **exists** and the activity requirements of the guideline cannot be met, this generic template should be used for support in determining modifications or alternative controls to ensure an equivalent level of safety. | | | | |
| **Activity scope** | | | This guideline relates to student participation in challenge high ropes courses as an activity to support curriculum delivery.  Challenge high ropes refers to any ropes activity where the participant’s safety can no longer be achieved by [spotting](https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines/challenge-high-ropes#spotting), and which requires safety systems such as harnesses, belay systems, specialist safety equipment or other established methods or systems.  Note: This activity does **not** include structures or elements that involve abseiling, rock climbing, artificial surfaces climbing or bouldering.  Depending on the scope of this activity, other risk assessments may be required when planning. Curriculum activities encompassing more than one CARA guideline (e.g. [challenge high ropes](https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines) while [camping](https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines)) must comply with the requirements of all CARA guidelines appropriate to the activity.  Schools should consider conducting this activity at a Department of Education [Outdoor and Environmental Education Centre (OEEC)](https://education.qld.gov.au/schools-educators/other-education/OEEC) and consult with OEEC centre staff for risk assessment requirements.  For activities conducted at a non-Department of Education venue, and/or when engaging external expertise, request written risk assessment advice and attach it to this CARA record.  For activities conducted off-site, schools must comply with the [school excursions and international school study tours procedure](https://ppr.qed.qld.gov.au/pp/school-excursions-and-international-school-study-tours-procedure) | |
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| **Inherent**[[1]](#footnote-1) **risk level** | | | | **Action required** |
|  | **Low** | Little chance of incident or injury | | * Document the activity within the three levels of planning. |
|  | **Medium** | Some chance of an incident and injury requiring first aid | | * Document the activity within the three levels of planning. * A OneSchool CARA record may also be required in accordance with school-based decisions. |
|  | **High** | Likely chance of a significant incident and injury requiring medical treatment | | * Document the activity within the three levels of planning. * Complete a CARA record in OneSchool. * Obtain approval from the principal or school leader (i.e. DP, HOD, HOSES, HOC) prior to conducting this activity. This approval is automatically requested in OneSchool when the CARA record is completed. * Obtain and document [parent consent](http://ppr.det.qld.gov.au/education/management/Procedure%20Attachments/School%20Excursions/Permission%20form%20template.DOC) (highly recommended). |
|  | **Extreme** | High chance of a serious incident resulting in highly debilitating injury | | * An alternative activity must be considered. If the activity is essential for delivery of the curriculum, control measures must be implemented to reduce the risks to achieve comparable learning outcomes. * Document the activity within the three levels of planning. * Complete a CARA record in OneSchool. * Obtain approval from principal prior to conducting this activity. This approval is automatically requested in OneSchool when the CARA record is completed. * Obtain and document [parent consent](http://ppr.det.qld.gov.au/education/management/Procedure%20Attachments/School%20Excursions/Permission%20form%20template.DOC) (mandatory). |

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| **Activity Requirements** | If any requirement cannot be met, the activity must not occur.  If any other safety recommendation cannot be met, modify the activity (or elements of it) and/or identify and use the [hierarchy of controls](https://education.qld.gov.au/initiatives-and-strategies/health-and-wellbeing/workplaces/safety/hazards) to implement alternative control measures to meet or exceed the minimum safety standard. |
| **All Risk Levels** | Reference to [Australian adventure activity standard](https://australianaas.org.au/) and [abseiling and climbing Australian adventure activity good practice guide](https://australianaas.org.au/wp-content/uploads/Abseiling-and-Climbing-GPG-v1.0.pdf) is required when planning this activity.  Permission/permits are required to be obtained from land managers (e.g. local councils or private landholders), if applicable.  Assessment and management of risks associated with [working at heights (PDF, 807KB)](https://education.qld.gov.au/initiativesstrategies/Documents/working-at-heights-guideline.PDF) must occur.  Inspection and maintenance of the course must comply with AS2316.2.2:2016—artificial climbing structures and challenge courses flying foxes and challenge ropes courses—operation requirements.  Inspection and maintenance of the artificial climbing structure must comply with AS2316.1-2009—artificial climbing structures and challenge courses—fixed and mobile artificial climbing and abseiling walls.  Routine visual checks to be carried out by a competent person before each use of the artificial surface to ensure there is no obvious damage the site is safe and the integrity of the safety systems.  Operational inspection to be carried out by a competent person every 3 months, or as indicated in the manufacturer’s instruction to confirm no damage or degradation.  Periodic inspection to be carried out at least once every year by an independent certified inspection body (e.g. registered builder of artificial climbing structures) and to include routine visual check; operational inspection; assessment of worn components and where the inspector deems necessary dismantling of parts; excavation to reveal condition of items underground and/or routine proof testing.  Record and/or certification of inspection of artificial surfaces must be made available to participating schools. |
| **Planning Considerations** | |
| *Incorporate the following factors when planning risk management strategies for this activity.* | |
| **Students** | Schools must consider age, maturity and skill level of students when planning curriculum activities. Adjustments are required for [students with disability](https://education.qld.gov.au/curriculum/stages-of-schooling/p-12) to support access and participation in the curriculum. Consult with the parents/carers of students with disability, or when appropriate the student, to ensure risks related to their child's participation in the activity are identified and managed.  Schools must consult current student medical information and/or health plans in accordance with the [managing students' health support needs at school procedure](https://ppr.qed.qld.gov.au/pp/managing-students-health-support-needs-at-school-procedure). Record information about any student condition (e.g. physical or medical) that may inhibit safe engagement in the activity and include specific support measures within emergency procedures. |
| **Emergency and First-Aid** | Emergency plans and injury management procedures must be established for foreseeable incidents (e.g. medical emergency, equipment failure, thunderstorm, provision of [first aid](https://education.qld.gov.au/initiatives-and-strategies/health-and-wellbeing/workplaces/safety/hazards)).  Adult supervisors must have:   * emergency contact details of all participants * a medical alert list and a process for administering student medication * communication equipment suitable to conditions (e.g. two-way radio, mobile phone) and a process for obtaining external assistance and/or receiving emergency advice. Note that battery life can be impacted by weather conditions. * recovery/rescue equipment suitable to the location * an appointed emergency contact (e.g. the Principal) who is provided with a route card listing activity details (outline of the route to be followed, the number and names of the party, the estimated time of departure/arrival * emergency shelter/protection locations and alternative routes that consider foreseeable emergencies (e.g. injury, bushfire, thunderstorm, extreme temperature, tides).   Safety procedures must be determined for the location (e.g. safe use of equipment, location of first aid support and equipment).  Access is required to [first aid equipment (DOCX, 479KB)](https://education.qld.gov.au/initiativesstrategies/Documents/first-aid-kits-facilities.DOCX) and consumables suitable for foreseeable incidents.  An adult with current emergency qualifications is required to be quickly accessible to the activity area. Emergency qualifications include:   * [HLTAID009—provide cardiopulmonary resuscitation (CPR)](https://training.gov.au/Training/Details/HLTAID009) * [HLTAID010—provide basic emergency life support](https://training.gov.au/Training/Details/HLTAID010) * [HLTAID011—provide first aid](https://training.gov.au/Training/Details/HLTAID011) * or equivalent competencies. |
| **Induction and Instruction** | Induction is required for all adult supervisors on emergency procedures (e.g. equipment failure) and safety procedures (e.g. safe use of equipment). If the activity is conducted at an off-site facility, induction is to be informed by advice provided in consultation with expertise at the venue.  Instruction is required for students and adult supervisors on correct techniques (e.g. abseiling/rappelling and climbing techniques and methods, safe use of equipment). |
| **Consent** | [Parent consent](https://ppr.qed.qld.gov.au/attachment/activity-consent-form.docx) is required for all activities conducted off-site.  [Parent consent](https://ppr.qed.qld.gov.au/attachment/activity-consent-form.docx) is required for all activities conducted off-site and strongly recommended for **high risk** activities conducted on-site.  [Parent consent](https://ppr.qed.qld.gov.au/attachment/activity-consent-form.docx) is required for **extreme risk** activities.  In addition to the above, for **extreme risk** level:  Small, specialised groups only. These activities are unsuitable for class groups. |
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| **Supervision** | Principals make final supervision decisions for the activity. Sufficient adult supervision must be provided to manage the activity safely (including emergency situations).  For activities with students with a medical condition or disability that may impact on safety during the activity, consultation with parents is required prior to allocating supervision to determine the impact of students' medical condition or disability on safety during the activity.  At least two adult supervisors, one of whom is a registered teacher must be present. In certain situations, there may need to be smaller or larger numbers of participants per adult supervisors.  The number of adult supervisors required to fulfil emergency and supervision roles must consider the nature of the nature of the climbing/abseiling elements, [belay system](https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines/climbing-abseiling-artificial-surfaces#belay) (top managed, bottom managed or autobelay), students' ages, abilities and specialised learning, access and/or health needs. The [abseiling and climbing Australian adventure activity good practice guide](https://australianaas.org.au/wp-content/uploads/Abseiling-and-Climbing-GPG-v1.0.pdf) should be consulted for supervision ratios.  For single-pitch on natural or artificial surfaces:  • top-belay with belayer at the bottom, with participants as belayers and backup belayers, while climbs in close proximity to each other:  o 1 x climbing guide/instructor to maximum of 2 x belay systems in use  o 1 x climbing guide/instructor and 1 assistant guide to maximum of 3 x belay systems in use.  • top-belay with belayer at the top, with participants as belayers and backup belayers, while climbs in close proximity to each other:  o 1 x climbing guide/instructor supervising belaying and 1 x assistant climbing guide supervising tying in (at the base) to a maximum of 2 belay systems in use.  • auto-belay top-belay on artificial surface with climbs in close proximity:  o 1 x climbing guide/instructor to a maximum of 8 x belay systems in use.  • lead climbing with participants as belayers and backup belayers, while climbs in close proximity to each other:  o 1 x climbing guide /instructor to a maximum of 2 belay systems in use.  • self-belay (note: is context dependent based on an appropriate leaning progression):  o 1 x climbing guide/instructor to maximum 2 x belay systems in use.  (retrieved from abseiling and climbing Australian adventure activity good practice guide)  Due to the risk associated with falls from height, the safe conduct of these activities requires the use of spotters in order to protect the participant’s upper body and head from heavy contact with the ground. Spotters are required when the feet of the participant are up to 1.8m above the ground (e.g. lead climbing activities before first clip) AS 2316.1-2009).  Before the activity, all adult supervisors:   * must be familiar with the contents of the CARA record * must inspect the intended location in order to identify variable risks, hazards and potential dangers * if artificial climbing occurs outdoors, [weather conditions](http://www.bom.gov.au/) must be assessed prior to undertaking the activity.   During the activity, all adult supervisors:   * must be readily identifiable * must closely monitor students with health support needs * must closely monitor all students, removing participants for the safety of the group or individuals, if applicable * must comply with control measures from the CARA record and adapt as hazards arise. |
| **Supervisor Qualifications** | All adult supervisors must comply with the [working with children authority—blue cards procedure](https://ppr.qed.qld.gov.au/pp/working-with-children-authority-procedure) and be able to identify, and respond to, risks or hazards that may emerge during the activity.  A registered teacher must be appointed to maintain overall responsibility for the activity.  At least one adult supervisor is required to be:  **High risk** level   * A registered teacher with competence (knowledge and skills) and experience in climbing and abseiling, with statements of attainment which must include the endorsements of climbing and abseiling activities from the [sport, fitness and recreation training package](https://training.gov.au/Training/Details/SIS) or similar. Refer to the competencies outlined in the [abseiling and climbing Australian adventure activity good practice guide](https://australianaas.org.au/wp-content/uploads/Abseiling-and-Climbing-GPG-v1.0.pdf) for guidance. or * An adult supervisor, working under the direct supervision of a registered teacher, with competence (knowledge and skills) and experience in climbing and abseiling and with [Certificate III in outdoor leadership](https://training.gov.au/Training/Details/SIS30619) or [Certificate III in sport and recreation](https://training.gov.au/Training/Details/SIS30115), similar or higher (e.g. statements of attainment which must include the endorsements of climbing and abseiling). Refer to the competencies outlined in the [abseiling and climbing Australian adventure activity good practice guide](https://australianaas.org.au/wp-content/uploads/Abseiling-and-Climbing-GPG-v1.0.pdf) for guidance.   **Extreme risk** level   * A registered teacher with competence (knowledge and skills) and experience in climbing and abseilling and with [Certificate III in outdoor leadership](https://training.gov.au/Training/Details/SIS30619) or [Certificate III in sport and recreation](https://training.gov.au/Training/Details/SIS30115), similar or higher (e.g. statements of attainment which include the endorsements of climbing and abseiling). Refer to the competencies outlined in the [abseiling and climbing Australian adventure activity good practice guide](https://australianaas.org.au/wp-content/uploads/Abseiling-and-Climbing-GPG-v1.0.pdf) for guidance. or * An adult supervisor, working under the direct supervision of a registered teacher, with competence (knowledge and skills) and experience in climbing and abseilling and either:   + a [Certificate IV in outdoor leadership](https://training.gov.au/Training/Details/SIS40619) or [Diploma of outdoor leadership](https://training.gov.au/Training/Details/SIS50419), with specialisations in relevant climbing and abseiling units   + a qualification as a registered leader under the [National Outdoor Leader Registration Scheme (NOLRS)](http://www.outdoorcouncil.asn.au/nolrs_intro_59.html), at a registration level appropriate to the context e.g. abseiling, artificial surface, single pitch or   + certification as [Australian Climbing Instructors Association (ACIA)](http://www.acia.com.au/) (or equivalent) multi-pitch guide.   **Climbing Artificial Surfaces Guide Competencies**   |  |  | | --- | --- | | PUAOP013A | Operate communications systems and equipment | | SISOOPS304A | Plan for minimal environmental impact | | SISOCLA302A | Apply top rope climbing skills on artificial surfaces | | SISOCLA303A | Establish belays for climbing on artificial surfaces | | SISOCLA311 | Guide top rope climbing activities on artificial surfaces | | SISXRSK301A | Undertake risk analysis of activities |   (retrieved from abseiling and climbing Australian adventure activity good practice guide) |
| **Facilities and Equipment** | The qualified adult supervisor of the activity, in consultation with the principal, determines the requirements for facilities and equipment appropriate to the local context.  Location must be suitable for the activity being undertaken. Undertake a reconnaissance of new or infrequently used locations to ascertain suitability.  Vehicle access must be available at all times.  Inspection of staging and climbing areas must occur immediately prior to the activity.  All facilities, structures (e.g. wall fixtures) and equipment (e.g. ropes, harnesses, slings, carabiners and chocks) used must be manufactured specifically for [rock climbing](https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines/climbing-abseiling-artificial-surfaces#rock-climbing)/abseiling and must comply with the Australian Standards AS 2316.1-2009 for use and maintenance and [International Climbing and Mountaineering Federation (UIAA)](http://www.theuiaa.org/safety-standards.html) specifications.  All equipment (e.g. ropes, harnesses, slings, carabiners and chocks) manufactured specifically for rock climbing/abseiling and must comply with the Australian Standards AS 2316.1-2009 for use and maintenance and [International Climbing and Mountaineering Federation (UIAA)](http://www.theuiaa.org/safety-standards.html) specifications.  Equipment must be sized to match the ability and strength of students.  All equipment must be used in accordance with the manufacturer’s instructions.  A retirement schedule must be developed to replace equipment by manufacturers' nominated expiry date or when significant wear causes a hazard.  Establish and employ a process for checking for damage for all equipment used in the activity.  A log of equipment use, maintenance and inspection for each course must be kept and made available to participating schools upon request.  Equipment listed below must be manufactured for use in the context of the activity and meet the relevant EN, [UIAA](https://www.theuiaa.org/safety-standards/)/CE or Australian Standard:   * accessory cord * artificial fixed anchors used in artificial climbing or abseiling structures * ascending devices * belay devices appropriate to the activity and location * carabiners or other connectors * descending devices * dynamic rope * harnesses connected by a safety line (rope or tape) to an appropriate anchor point or belay where exposure to a fall exists * helmets * Lanyards * pulleys * slings * static rope * any other equipment that is part of the safety system used.   Abseiling/rappelling rope long enough for the descent and a top-rope safety rope used in addition to the abseiling/rappelling rope.  Harnesses, helmets, ropes and lanyards must be provided for all participants in line with the following standards and practices:   * Harnesses, helmets, ropes and lanyards that meet [UIAA safety standards](https://www.theuiaa.org/safety-standards/), EN358, EN361, EN813, EN12277, AS/NZS1891.4 or equivalent * harnesses must be worn at all times and fitted correctly when on course, and connected by a safety line (rope or [webbing/tape](https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines/climbing-abseiling-artificial-surfaces#webbing)) to an appropriate anchor point or belay * helmets that meet UIAA or EN12492 standards must be correctly fitted and secured for the duration of the activity * the belay system or [lanyard arrangement](https://www.worksafe.qld.gov.au/injury-prevention-safety/alerts/whsq/2018/high-ropes-adventure-courses) is appropriate for the expected fall factor of a climber to minimise risk of strangulation.   Appropriate vertical rescue equipment suitable for unassisted abseil, and/or haul and lower rescue techniques must be readily accessible including, but not limited to:   * ascending devices * belay device * connectors * knife * pair of pliers or multi grips * pulleys * prusik loops * webbing tape * alloy or steel carabiners * rope long enough for the longest pitch * safety harnesses * slings.   Personal equipment must be provided for all participants including (but not limited to):   * helmets correct size and fit and appropriate for protection from falling objects * harnesses must be worn at all times and fitted correctly * clothing appropriate for the activity and weather conditions * firmly fitting, enclosed non-slip footwear appropriate to the terrain * access to drinking water.   Consider using backpacks to carry equipment and edge protectors to protect ropes from abrasion damage.  Matting/soft fall of sufficient density to absorb body impact on the floor must be at the base of the climbing wall in accordance with AS2316.1-2009.  Base of climbs/abseils must be cleared of potential hazards. |

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| **Who will be leading the activity?** | | |
| **Staff/Other Participants** | | |
| **Family Name** | **Given Name** | **Type** |
| Roberts | Zach | Teacher |
| Kleinschmidt | Rod | Teacher |
| Hodgson | Kevin | Teacher |
| Cinelli | Alex | Teacher |
| Nash | Liz | Teacher |

Risk Management Matrix – Climbing Wall

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| **Likelihood** | **Consequence** | | | | | | |
|  | People | Injuries not requiring treatment  *E.g.* *bumping into each other walking to the wall* | Injury requiring 1st aid  *E.g. tripping over seats/crates* | Serious injury requiring ambulance assistance  *E.g. staff re-injuring back while belaying* | Injury requiring hospitalisation  *E.g. fall with suspected back/neck injury* | Death or life-threatening injuries  *E.g. seizure on the wall* |
|  | Equipment | Replacement – no disruption to activity  *E.g. stiff carabiner* | Small disruption to activity  *E.g. Snagged rope* | Unable to proceed  *E.g. Wall is too high for the student ability and perception* | Major disruption closing part of the course  *E.g. harnesses are “out of date”* | Major disruption closing the whole course.  *E.g.*  *Wall in an unsafe condition* |
|  | Environment | Change of daily temperature  *E.g. Sun directly on the wall* | Short term influence  *E.g. Gusty and showers winds* | Minor long-term damage  *E.g. Fall protection exposes anchors and wooden supports* | Extensive Environmental damage  *E.g. Rusting of the screw securing the holds to the wall* | Widespread damage  *E.g. Cyclonic damage causing structural damage to the wall* |
|  |  | **Insignificant** | **Minor** | **Moderate** | **Major** | **Catastrophic** |
|  | **Risk Matrix** | **1** | **2** | **3** | **4** | **5** |
| Almost Certain | **5** | medium | High | High | Extreme | Extreme |
| Likely | **4** | Low | medium | High | High | Extreme |
| Possible | **3** | Low | medium | medium | High | Extreme |
| Unlikely | **2** | Low | medium | medium | High | High |
| Rare | **1** | Low | Low | medium | medium | High |

**Kinchant Outdoor Education Centre**

**Risk Analysis and Management System**

**Activity/Situation:** Climbing Wall **Last Updated:** 01/02/2022

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| **RISKS**  **Accident, injury**  **other forms loss** | Asthma  Emotional trauma  Exacerbating previous medical conditions  Fear of heights  Hair/clothing entanglement  Head Injuries  Unconsciousness  Death  Loss of self esteem  Reduced involvement  Exhaustion  Rope burn  Rope tangles  Loss of balance while on the wall  Harness syndrome | Injury to self and others  Person falling from   * wall   Slipping from   * wall   Equipment loss and damage  Objects falling from   * Wall * Climber   Equipment breakage  Rope slippage  Harness mal-function  Chain anchor breaking  Broken/damaged seat/crates | Exposure to adverse weather  Insects  Bites and stings  Infections  Sunburn  Dehydration  Loose soft fall area  Composed soft fall material  Contamination of soft fall areas |

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| **People** | | | | | | | |
| **CAUSAL FACTORS**  Hazards, perils, dangers | Consequences | Likelihood | Rating | **RISK MANAGEMENT STRATEGIES**  Strategies to reduce perceived risk rating to acceptable & manageable levels to maintain a safe, secure working environment | Consequences | Likelihood | Rating |
| Movement  Collision with;   * Others on the wall 3,3 Medium * Onlookers and instructors on   the ground 3,3 Medium  General camp community. 2,1 Medium   * Other climbers when moving   to the wall 2,2 Medium   * Belay team positioning 3,2 Medium | 3 | 3 | Medium | * Clearly define areas of movement in climbing area, wall belay set-up area, belay team, supporters, debrief area * Areas cordoned off to alleviate the movement of spectators and participants in neighbouring activities * Closely monitor all movement in all areas * Clearly mark areas with domes and markers * Ensure students “**Off rope**” remain seated in the supporters’ area * During preparation for climbing, student to stand close to the climb they will be using * Only the climber and the B1 to be in the soft fall area * Belay team on the grassed area behind respective B1 * A supporters’ crates on the ground (only 1 crate high) behind the assembled belay teams * Climbers to use only their own coloured climb | 2 | 2 | Medium |
| Inappropriate behaviour  Misbehaviour. 3,3 Medium  Special needs students. 3,3 Medium  Students’ poor cognitive ability. 3,3 Medium  Undue attention. 3,3 Medium  Disobedience. 3,3 Medium  Unfocused. 3,3 Medium | 3 | 3 | Medium | * Set clear behaviour expectations. * Follow through with behavioural consequences if required. * Implement behaviour management strategies. * Ensure a supportive learning environment. * Ensure realistic personal goal setting, include real choice in terms of entry and exit options. * Establish a positive rapport. * Establish effective communication pathways between staff and participants. * Share common expectations with regard to participant performance, equipment use etc. * Reinforce the rule that participants who demonstrate or threaten to behave in a manner which has the potential to physically, emotionally or psychologically injure themselves or another may not participate in the session. * Negotiate clear role description for all staff and students. * Provision to modify or abort the activity as situation dictates. * Consider student groupings | 2 | 2 | Medium |
| Medical problems.  Pre-existing medical conditions 3,3 Medium  Fatigue & Exhaustion 3,3 Medium  Climber’s excessive weight 3,3 Medium Physical health & fitness 3,3 Medium Excessive weight impact on belayers 3,3 Medium  Loose clothing/jewellery/hair. 3,2 Medium | 3 | 3 | Medium | * Provide physical aids appropriate to the needs of the participants. * Vigilant supervision. * Session to be appropriate/modified to medical needs. * Secure long hair appropriately. * Ensure loose clothing secured (jumper not tied around waist, Track suit tops zipped or removed) * Participants are to use their own cups or water bottles. * Detailed medical history for all participants to be held by Admin. * Leader to be familiar with and understand medical synopsis. * Ensure the individual's medication is carried/available. * Emergency equipment immediately available * Gloves and resuscitation mask to be available. * Adequate PPE for assistants | 3 | 2 | Medium |
| Harness syndrome caused through  Prolonged time hanging from the wall  with weight predominately  in the harness 4,2 High  Delays in descend due to clothing jam 4,3 High | 4 | 3 | High | * Check for loose clothing * Explain and demonstrate a controlled and steady descent/abseil * While descending, encourage * “backside” lower than the feet * two feet on the wall and feet apart for balance | 4 | 2 | High |
| Perceived risks  Emotional distress (anxiety, peer pressure) 3,3 Medium  Excessive height of the wall 3,3 Medium | 3 | 3 | Medium | * Appropriate sequencing to establish a level of trust and co-operation. * Consider readiness to learn, level of skill acquisition, age, maturity, ability and experience in sequencing and briefing the activity. * Select the wall height as appropriate to students’ expectations and readiness (Approximate [5m wall for year 5/6, 10m wall Year 6+]) | 2 | 3 | Medium |
| Staff Competencies  Too large a group. 4,3 High  Lack of the number of assistants 4,3 High  Poor belaying technique. 5,3 Extreme  Poor group control. 4,3 High  Poor instruction skills. 4,3 High  Ineffective communication skills 4,3High Lack of equipment knowledge. 3,3 Medium  Lack of technical skills. 4,3 High  Leader inexperience 4,2 High  Inexperienced assistants 5,3 Extreme | 4 | 4 | High | * Staff trained in emergency procedures * Appropriate program sequencing e.g. to avoid participant and instructor fatigue. * Appropriate sequencing to establish a level of trust and co-operation. * Assess suitability of activity in consultation with Admin. Staff, and the student if required. * Assessing participants' ability with regard to maturity, cognitive ability, physical strength and emotional readiness. * Clear briefing and appropriate sequencing. * Consider readiness to learn, level of skill acquisition, age, maturity, ability and experience in sequencing and briefing the activity. * Proven and demonstrated leader competence. * Clear definition of roles and responsibilities for all assistants * Ensure assistants are given explicit instruction and demonstration of the 5 - step belay procedure * Ensure assistant prove they can demonstrate confident 5-step belay procedure | 3 | 3 | Medium |
| Climbers  Lack of understanding of procedures 4,3 High  Unsure about climbing techniques 3,3 Medium  Unsure of descending techniques 4,3 High  Unsure of the use of equipment 4,3 High  Overly excited at the top of the climb 3,2 Medium  Poor communication between  climber and belayer 3,3 Medium  Overbalance while descending 3,3 Medium  Trapped on rope (rope twist, tangles) 4,3 High  Loss of footing while descending 4,3 High  Rope burn 2,2 Medium  Finger jams 3,2 Medium  Clothing jams 2,2 Medium | 4 | 3 | High | * Personal check prior to PPE fitting (enclosed footwear, suitable and modest clothing, hair tied back, removal of jewellery and body piercings) * Explicit explanation and demonstration of PPE (harness and helmets * Explanation of the features of the wall * Demonstration and explanation of the wall and climbing techniques using holds * Clear explanation and demonstration of fitting karabiners * Demonstrate and explain the whole process of a student “hooking up”, climbing, “simulated fall”, descending as well as having the belay team perform their roles and show their responsibilities * Students are encouraged to give themselves a target to reach before descending * Explain and discuss communication and calls to be used before the ascent and after completing the descent * Instructors aware and practised in use of belay line to assist the ascent and descent of the climber * Discuss the calmness in communication and calming techniques * Review program focuses and assist students with dealing with anxious situations * Encourage “2-way communication” between climber and belayer * Check the alignment of the rope (no crossed rope) | 3 | 3 | Medium |
| Belay Team  Assistants unsure of belay process 4,2 High  Poor communication between  climber and belayer 4,3 High  Students moving to and from the wall  before and after their climb 4,3 High  Tripping in the soft fall area 4,3 Medium  Student opting not to climb 3,3 Medium  Rope burn 2,2 Medium  Finger jams 3,2 Medium  Clothing jams 2,2 Medium | 4 | 3 | High | * Ensure a supportive learning environment * Instructors to be hooked into the anchor strop * Students in the belay area or awaiting their turn to wait for the instructions of the instructor or respective B1 * Demonstrate and explain the whole process of the belay drill and progression as well as having the belay team perform their roles and show their responsibilities * During set-up of equipment, all ropes and equipment checked to ensure smooth transition between B3, B2 and climber * Demonstrate and practice effective and safe use of belay team equipment (carabiners, prussic and rope bag) * Encourage “2-way communication” between climber and belay team | 3 | 2 | Medium |

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| Equipment | | | | | | | |
| **CAUSAL FACTORS**  Hazards, perils, dangers | Consequences | Likelihood | Rating | **RISK MANAGEMENT STRATEGIES**  Strategies to reduce perceived risk rating to acceptable & manageable levels to maintain a safe, secure working environment | Consequences | Likelihood | Rating |
| Equipment failure  Personal  Harness 4,2 High  Helmet 4,2 High  System  Anchor Chain 4,2 Medium  Belay matting and foundation 3,2 Medium  Carabineers 4,3 High  Anchor strops 4,2Medium  Dynamic climbing ropes 5,2 High  Belay device (ATC) 3,2Medium  Rope bag 3,2 Medium  Wall structure  Climb faces 4,2 High  Loose Hold 4,1 Medium  Broken seat/crates 3,2 Medium  Soft-fall area disturbance 3,2 Medium | 4 | 3 | High | * Assessment of individual with regards to body shape, weight or confidence. * Use of sit harness or combination chest harness where appropriate * Assessment of participant ability to use equipment. * Briefing including an awareness of any potential hazard. * Visual inspection of wall and tower before use * Briefing on correct use and awareness of consequences of incorrect use of PPE * Check fitting and continually monitor wearing of PPE * Regular inspection and maintenance of all equipment. * Withdraw, appropriately mark and dispose of unserviceable and faulty equipment * Regular safety audits. (Yearly main Professional Inspection) * Routine tower inspections carried out quarterly by KOEC Staff throughout at the year to confirm no damage or degradation. * Separation of retired gear and usable gear. * Staff ability to recognise worn or faulty equipment. * Use according to manufacturer's specifications. * Use effective 5-step belay procedure. * Vigilant supervision. * Visual inspection of ropes, webbing and hardware during session. * Ensure seat/crates and in good condition * Explain the use of the seat/crates. * Continually check seat/crate are being used as directed * Implement appropriate belay procedures and protocol appropriate to manufacture’s recommendations and guidelines | 3 | 2 | Medium |
| Equipment management  Inappropriate attire. 3,3 Medium  Incorrect fitting PPE 4,3 High Incorrect use of equipment 4,3 High  Misuse and dropped carabiners 4,3 High  Accidents using equipment 4,3 High  Incomplete rescue pack 4,3 High | 4 | 3 | High | * Individual staff kit to include multi tool, rope knife, gloves, spare prussic, alloy karabiners and sling * Rescue pack to be readily available to be accessed in “rescue situations” * Rescue pack to include additional karabiners, tapes, slings, static rope, pulleys, chest harness, leg stirrup and haul system * KOEC instructors to be trained to use elements of the rescue pack and trained in appropriate rescue procedures * Ensure all participants wear a helmet at the Wall and activity area. * Ensure participants have adequate footwear, appropriate clothing, removed or taped jewellery and secured long hair. * Leader competence in use of equipment. * Maintaining a log on the Climbing ropes * Check the fitting of harnesses and helmets. * Briefing to avoid damage to environment & equipment. * Any damage to be reported and logged * Damaged equipment destroyed and disposed in a safe manner * Belaying process/ lowering must be smooth. **No SAS bouncing of students down the Wall** * Use the Wall in line with constructor’s recommendations and guidelines | 3 | 2 | Medium |
| Equipment security  Equipment loss. 3,3 Medium  Security of system elements. 4,3 High  (unsupervised usage) | 4 | 3 | High | * On completion of activity ropes to be taken down with the VB cords in place * Leader to account for all equipment at the end of the session. * Course to be set up for each group. * Correctly storing and maintaining gear. * Secure course to prevent ground access when not under supervision. | 2 | 2 | Medium |

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| Environment | | | | | | | |
| **CAUSAL FACTORS**  Hazards, perils, dangers | Consequences | Likelihood | Rating | **RISK MANAGEMENT STRATEGIES**  Strategies to reduce perceived risk rating to acceptable & manageable levels to maintain a safe, secure working environment | Consequences | Likelihood | Rating |
| Environmental danger  Exposure to Environment 4,4 High  (Hyperthermia, Dehydration, Sunburn)  Insects, ants and wasps 4,3 High  Damage to the equipment 4,3 High  Soft-fall Material  Contamination in material 3,2 Medium  Continual decay and decomposition  of soft-fall material 3,2 Medium  Condition of the mats at anchors 3,2 Medium | 4 | 3 | High | * Adequate briefing and sequencing of potential issues * Animals/insects removed. * Appropriate environmental briefing and sequencing. * Create an awareness of any environmental hazard (soft fall areas, ants, and wasp nests). * Ensure equipment is returned and stored appropriately away from Environmental elements (sun, rain, direct UV rays) * Ensure rescue equipment is available and positioned near the shed to be readily used. * Equipment not left out in the open for extended time. * General on-site maintenance *i.e. Softfall raking and brooming* * Use equipment only under a certified leader’s supervision. * Vigilant supervision. * Visual check of course prior to use. * Rake and inspect soft fall material daily when in use. * Monitor and assess the condition of the soft-fall area * Inspect material for presence of insects etc. and spray where necessary | 2 | 3 | Medium |
| Weather conditions  Weather extremes 5,2 High  (Cyclone, lightning, high winds)  Moderate weather conditions 3,3 Med  (gusty winds & rain)  Equipment damage (sun, rain & dirt) 3,3 Med  Heat. 4,3 High Limited visibility (rain, sun). 4,4 High Strong winds. 3,2 Med  Sun and adverse weather conditions. 4,5 Ex | 4 | 4 | High | * Professional Wall inspection after severe weather event (cyclone) * Select another activity if the weather is too bad. * Leader competence - knowledge of local weather patterns and ongoing monitoring, first aid. * Exit the Wall if the weather becomes unsuitable. * Climbing Wall should not be used in electrical storms. * Encourage participants to drink water, ensure participants have water bottles and opportunities to drink. * Suitable medication, first aid readily accessible. * Implement sun safe strategies. * Modify activity/task to suit weather conditions or abort. * Participants to wear suitable protective clothing. | 2 | 3 | Medium |
| Environmental Footprint  Human impact. 4,3 High  Repetitive injuries (neck). 3,4 High Height and gravity. 5,5 Extreme  Disturbance of flora and fauna 3.3 Medium  Compaction of soil 2,2 Medium | 4 | 3 | High | * Use environmental management strategies to reduce human impact e.g. use paths to minimise compaction. * Use minimal impact strategies. * Take regular breaks as required to vary posture. * Participants' medical history assessed. * Participant awareness of the potential hazard. * Participants instructed and supervised to walk carefully along the paths. * Hang rope bags used as rope organisers off the soft fall material * Modify course access to alleviate/address environmental factors. * Monitor participant behaviour and attitudes prior to and during the use of the course. | 2 | 2 | Medium |

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| **EMERGENCY** | General:  (a) First Aid kits carried by all instructors.  (b) Instructors skilled at group management and rescue situations.  (c) Qualified First Aid person on hand. All KOEC instructors qualified.  (d) Two-way radio network available for immediate assistance.  Leader effecting emergency procedure:  (A) Leader on the ground  In responding to a participant in need of assistance the Leader must:  (a) Identify the participant in difficulty.  (b) Communicate with the participant if possible.  (c) Brief other staff and participants if required.  (d) Assist the participant in an effective and appropriate way.  If a rescue is required   1. First option is to lower the climber if possible   (a) Inform the other staff.  (b) Ensure the safe operation of the belay system in use.  (c) Collect emergency response gear (elements from the rescue pack).  (d) Make themselves safe.  (e) Maintain communication with the participant if possible.  (f) Determine the method of assistance to the participant or the descent of the participant.  (g) Make the participant safe with a back-up anchor if the belay remains directly unsupervised.  (h) Provide assistance to allow the participant to continue or return the participant to the ground.   1. Second option climb to the patient using the adjacent climb rope then assist the lowering to the ground. 2. Effect an assisted rescue |
| **RELEVANT INDUSTRY STANDARDS APPLICABLE** | * Climbing Wall manufactures recommendation and guidelines * Australian Adventure Activity Standards |
| **POLICIES AND GUIDELINES RECOMMENDED** | * EQ Workplace Health, Safety and Wellbeing - First Aid * EQ Health/ safety / management - Health & Safety recording and notification * EQ CARAS - Curriculum Activity Risk Management * EQ Health and Wellbeing Policies - Sun Safety * Individual School Health & Safety Policies * Refer Centre specific “Standard operational procedures” * Maximum group size of 16 (recommended 16) with one Centre staff plus one adult per element to be used. * KOEC staff only to provide belay training the assisting adults * Correct and proficient belay technique must be demonstrated by assisting personnel prior to assisting in the climbing session * Age group advice Year 4 (small group using full body harness) & Year 5/6 on the 5m wall   Year 6+ on the 10m wall. |
| **SKILLS REQUIRED BY STAFF** | * First aid and emergency qualifications; HLTAID009—provide cardiopulmonary resuscitation (CPR); HLTAID010—provide basic emergency life support; HLTAID011—provide first aid; or equivalent competencies. * Group control and management in an outdoor setting. * Proficient in usage of equipment. * Proficient in carrying out rescues. * Competent in rope work for belaying. * Good interpersonal communication skills. * Effective processing skills. * Competence (demonstrated ability to undertake the activity) in recognised safety systems used on Climbing Walls (recognised belaying techniques). * Competence (demonstrated ability to undertake the activity) in effecting a rescue from any activity on the Climbing Wall. * Competence (demonstrated ability to undertake the activity) as an instructor. |
| **FINAL DECISION ON IMPLEMENTING ACTIVITY** | Choose one |
| Accept √ Reject  After consideration of the probability of the risk occurring, how often the participants are exposed to the hazards associated with the risks and the possible consequences, all of the above risks are unacceptable and hence control/management strategies will be implemented. |

**Approval Details**

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| Submitted by: | |
| Name: Zach Roberts | Position: Principal |
| Email: zrobe47@eq.edu.au | |
| Signed: | Date: 01/02/2022 |

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| Approval *(only required for high or extreme risk activities)* | | |
|  | Approved as submitted | |
|  | Approved with the following conditions: | |
|  | Not approved for the following reasons: | |
| Visiting staff approved to facilitate activity: | | |
| Signed (visiting school principal): | | Date: |

1. *The inherent risk level is determined before any control measures are put in place. Refer to the* [CARA planner](https://education.qld.gov.au/curriculum/school-curriculum/CARA). [↑](#footnote-ref-1)