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| **Group Initiatives** | | | | |
| This document covers all Group Initiative activities including All Screwed Up, Blindfold Square, Caterpillar Crawl, Cave-in, Chop Sticks, Diminishing Hoops, Key Punch, Knots, Meuse, Mute Line Up, Nuclear Reactor, Stepping Stones, Thread the Web, Towers of Hanoi, and Warp Speed. | | | | |
| **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 games that develop student skills in using balls and/or bats to practise skills, tactics and strategies as an activity to support curriculum delivery.  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](https://ppr.qed.qld.gov.au/pp/school-excursions-and-international-school-study-tours-procedure) 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.  Competition rules and procedures with additional or more stringent safety requirements must take precedence. |
| **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. evacuation procedure, 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. mobile phone) and a process for obtaining external assistance and/or receiving emergency advice.   Safety procedures must be determined for the location (e.g. out-of-bounds areas, 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) or equivalent * [HLTAID011—provide first aid](https://training.gov.au/Training/Details/HLTAID011) or [SISSS00118—sports trainer level 1](https://training.gov.au/Training/Details/SISSS00118) or equivalent. |
| **Induction and Instruction** | Induction is required for all adult supervisors on emergency procedures and safety procedures. 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. calls to begin play, safe batting/fielding techniques. |
| **Consent** | [Parent consent](https://ppr.qed.qld.gov.au/attachment/activity-consent-form.docx) is required for all activities conducted off-site |
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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 student's medical condition or disability on safety during the activity.  The number of adult supervisors required to fulfil emergency and supervision roles must consider the nature of the activity, students' ages, abilities and specialised learning, access and/or health needs.  Before the activity, all adult supervisors:   * must be familiar with the contents of the CARA record.   During the activity, all adult supervisors:   * must be readily identifiable * must closely monitor students with health support needs * must comply with control measures from the CARA record and adapt as hazards arise   must suspend the activity if the conditions become unfavourable (e.g. extreme temperatures). |
| **Supervisor Qualifications** | Principals make final decisions in determining supervisor capability (competence, relevance and currency) and are responsible for encouraging and enabling school-based activity supervisors to raise their qualifications to improve safety standards.  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.  For **medium risk** activities:   * At least one adult supervisor is required to be a registered teacher or * An adult supervisor, working under the direct supervision of a registered teacher, with competence (knowledge and skills) in teaching minor games. |
| **Facilities and Equipment** | Location must be suitable for the activity being undertaken, including sufficient space, adequate lighting and ventilation, to ensure safe participation and that safety rules and procedures can be followed.  Participants must wear [personal protective equipment (PDF, 234KB)](https://education.qld.gov.au/initiativesstrategies/Documents/fact-sheet-personal-protective-equipment.pdf) appropriate to the activity (e.g. enclosed footwear).  Equipment must be sized to match the ability and strength of students.  Consider using a whistle for command signalling.  All equipment must be in used in accordance with the manufacturer's instructions.  Bats must have non-slip grips and/or safety knobs on handles. |

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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 – Group Initiatives

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| **Likelihood** | **Consequence** | | | | | | |
|  | People | Injuries not requiring treatment  *E.g.* *standing on another person’s foot* | Injury requiring 1st aid  *E.g. Falling over causing bruising or an abrasion* | Serious injury requiring ambulance assistance  *E.g. Collision with another - Broken Bone* | Injury requiring hospitalisation  *E.g. Heavy collision with another - Head injury* | Death or life-threatening injuries  *E.g. Medical condition leading to death* |
|  | Equipment | Replacement – no disruption to activity  *E.g. misplaced hoop and area markers* | Small disruption to activity  *E.g. Broken gear* | Unable to proceed  *E.g. Missing equipment* | Causing the cancelation of activity  *E.g. Broken unusable equipment including small fragments and sharp edges* |  |
|  | Environment | Change of daily temperature  *E.g. The heat of an afternoon activity* | Short term influence  *E.g. Sudden storm* | Minor long term damage  *E.g. Soil compaction* | Extensive Environmental damage  *E.g. Danger of falling tree limbs and timber* | Widespread damage  *E.g. Cyclonic damage* |
|  |  | **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:** Group Initiatives **Last Updated:** 01/02/2022

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| **RISKS**  **Accident, injury**  **other forms loss** | Asthma  Emotional trauma  Exacerbating previous medical conditions  Hair/clothing entanglement  Head Injuries  Unconsciousness  Death  Loss of self esteem  Reduced involvement  Children’s attitude (apprehensive, over-confident, pushy) | Passing traffic (student groups, vehicular)  Group awareness and member attributes (shy, quiet, doctorial, over whelming)  Instructor knowledge of group and activity outcomes  Injury to self and others  Persons running into another  Slipping on the ground  Equipment loss and damage  Equipment breakage  Accidents caused by gear (tripping over hoops) | Exposure to adverse weather  Insects  Bites and stings (snake, spiders, wasps)  Infections  Sunburn  Dehydration  Exhaustion  Climatic conditions making equipment slippery  Fallen debris (branches, sticks)  Animal impact (wallaby droppings) |

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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 3,3 Medium * General camp community. 3,2 Medium * Manual handling 3,2 Medium * Sharp objects 3,2, Medium | 3 | 3 | Medium | * Clearly define areas of movement * Area cordoned off to alleviate the movement of spectators and participants in neighbouring activities * Closely monitor all movement on each activity * Let the group “brainstorm” ideas to complete the task. * Each team member is aware of individual roles and personal responsibilities * All group member are aware of “Restrictions” prior to commencement of specific activity * Co-ordinated entry and exit (eg Key Punch) * Correct lifting, lowering, pushing, pulling, carrying processes * Remove jewellery before activity * Implement safe play protocols during briefing and during activity * Padding protection where necessary * First aid equipment | 3 | 2 | Medium |
| Inappropriate behaviour  Misbehaviour. 3,3 Medium  Special needs students. 4,3 High  Students' poor cognitive ability. 4,3 High  Inattentive 3,3 Medium  Disobedience 4,3 High  Unfocused 4,3 High  Appropriateness  Children strength and mobility 3,3 Medium  Have enough strength and flexibility  to grasp and handle equipment 3,3 Medium  Group remain at the designated area 3,3 Medium  Group size 3,3 Medium  Lack of confidence of the group 3,3 Medium  Group to effectively communicate  and co-operate throughout the activities 3,3 Medium | 4  3 | 3  3 | High  Medium | * Set clear behaviour expectations. * 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. * Lead-up activities to assess the group cohesion and individual behaviours * Reinforce the focus of working groups to support and develop a trust within the group * Appropriate program sequencing e.g. to avoid participant and instructor fatigue. * Appropriate sequencing to establish a level of trust and co-operation including trust sequences * Children are suitably ‘warmed up” prior to the start of the activity | 3 | 2 | Medium |
| Medical problems.  Pre-existing medical conditions 3,3 Medium  Fatigue & Exhaustion 3,3 Medium  Physical health & fitness 3,3 Medium  Loose clothing/jewellery/hair. 3,2 Medium  Emotional distress(anxiety, peer pressure) 3,3 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. * 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. * Ensure realistic personal goal setting, include real choice in terms of entry and exit options. | 2 | 2 | Medium |
| Staff Competencies  Insufficient supervisors. 3,2 Medium  Poor group control. 3,3 Medium  Poor instruction skills. 3,3 Medium  Lack of equipment knowledge. 3,3 Medium  Leader inexperience 3,2 Medium | 3 | 3 | Medium | * Staff trained in emergency procedures * 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 working groups appropriate to size groupings. * Consider readiness to learn, level of skill acquisition, age, maturity, ability and experience in sequencing and briefing the activity. * Proven and demonstrated leader competence. * Groups are given clean instructions or a “situation story” * Instructor has attended KOEC induction and is aware of SOPs | 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    Activity specific equipment  (Overarching potential issues)  Movement and progression Caterpillar “Feet”  Use of boffer “chopsticks” when retrieving ball  Poor co-ordinated movement of metal bridges at Meuse  Poor balance on TP shuffle log  Careless attitude on Whale watch | 3    4 | 2  4 | Medium  High | * Assessment of participant ability to use equipment. * Briefing including an awareness of the hazards. * Regular inspection and maintenance of all equipment. * Withdraw, appropriately mark and dispose of unserviceable and faulty equipment * Maintain log book recording regular maintenance and replacement * Ensure vigilance of the course to prevent access when not under supervision. * Staff ability to recognise worn or faulty equipment. * Use gear according KOEC SOPs * Instructor current with KOEC training and induction to use of specific equipment on chosen activities * Vigilant supervision during the course of the activity * Visual inspection of ropes and other equipment during session. * Visual inspection of the course prior to session. * Students given time to discuss and trial the correct and effective use of equipment * Students given guidance as to acceptable use and handling of specific equipment * Monitor correct use of handled equipment during the activity * Communication is paramount before any equipment is moved or used when supporting the group plan and objectives | 3 | 3 | Medium |
| Equipment management  Inappropriate attire. 3,2 Medium  Incorrect use of equipment 4,2 Medium  Accidents using equipment 4,3 High  Boundary clearance 3,2 Medium | 4 | 2 | High | * Ensure participants have adequate footwear, appropriate clothing, removed or taped jewellery and secured long hair. * Leader competence in use of equipment. * Briefing to avoid damage to environment & equipment. * Establish zones for activities * Check equipment safety before and during activity. | 3 | 2 | Medium |
| Equipment security  Equipment loss. 2,1 Low  Security of system elements. 4,3 High  (unsupervised usage) | 4 | 3 | High | * 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. * Install security lighting if activity used at night session | 3 | 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 3,2 Medium  (Hyperthermia, Dehydration, Sunburn)  Insects, ants and wasps 3,2 Medium  Damage to the equipment 3,2 Medium | 3 | 2 | Medium | * Adequate briefing and sequencing. * Animals/insects removed. * Appropriate environmental briefing and sequencing. * Create an awareness of any environmental hazard (long grass, ants, and wasp nests). * Insect repellent within easy reach * Ensure equipment is returned and stored appropriately away from environmental elements (sun, rain, direct UV rays) * Equipment not left out in the open for extended time. * General tree maintenance i.e. Regular pruning. * Use equipment only under a certified leader’s supervision. * Vigilant supervision. * Visual check of course prior to use. * Sand areas to be raked for animal droppings, sticks or stones | 2 | 1 | Low |
| Weather conditions  Weather extremes 5,1 High  (Cyclone, lightning, high winds)  Moderate weather conditions 3,3 Medium  (gusty winds & rain)  Equipment damage (sun, rain & dirt) 3,2 Medium  Heat.  Limited visibility (rain, sun). 3,2 Medium Strong winds. 3,2 Medium  Sun and adverse weather conditions. 3,3 Medium | 4 | 4 | High | * Select another activity if the weather is too bad. * Leader competence - knowledge of local weather patterns and ongoing monitoring, first aid. * Exit the course if the weather becomes unsuitable. * Activities 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. | 2 | 2 | Medium |
| Environmental Footprint  Human impact. 4,2 High  Repetitive injuries (neck). 3,3 Medium Slippery grass and loose soil 3,3 Medium  Disturbance of flora and fauna 3.3 Medium | 3 | 3 | Medium | * Use environmental management strategies to reduce human impact e.g. use paths to minimise compaction. * Use minimal impact strategies. * Participants' medical history assessed. * Participant awareness of the potential hazard. * Participants instructed and supervised to walk carefully along the paths. * Modify course access to alleviate/address environmental factors. * Monitor participant behaviour and attitudes prior to and during the activity | 2 | 2 | Medium |
| Biological material  bodily fluids (sweat, saliva, blood) 3,2 Medium | 3 | 2 | Medium | * Follow appropriate cleaning and hygiene management practices * Manage bodily substances before, during and after activity. | 2 | 2 | Medium |

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| **EMERGENCY** | General:  (a) First Aid kits.  (b) Instructors skilled at group management and medical situations.  (c) Qualified First Aid person on hand.  (d) Two-way radio network for immediate assistance.  Leader effecting emergency procedure  In responding to a participant in need of assistance the Leader must:  (a) Identify the student in difficulty.  (b) Communicate with the participant if possible.  (c) Brief other staff and students if required.  (d) Assist the participant in an effective and appropriate way. |
| **RELEVANT INDUSTRY STANDARDS APPLICABLE** | * Education Queensland CARAs * Australian Adventure Activity Standards * Australian Adventure Activity Standards Low Challenge |
| **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 * KOEC specific Team Challenge SOPs * EQ Health and Wellbeing Policies - Sun Safety * Individual School Health & Safety Policies * Activity specific “Standard operational procedures” * Maximum group size of 16 (recommended 15) with one registered teacher in control of the group * Leaders have undergone training and observed activity carried out by a KOEC instructor * Appropriate spotting technique must be demonstrated prior to assisting in the session |
| **SKILLS REQUIRED BY STAFF** | * First Aid and Emergency Qualifications - HLTAID009—provide cardiopulmonary resuscitation (CPR or equivalent; HLTAID011—provide first aid or SISSS00118—sports trainer level 1 or equivalent. * Group control and management in an outdoor setting. * Proficient in usage of equipment. * Instructor recently (within 2 years) inducted through KOEC in-house training/orientation day. * Instructor has reviewed aims and safety issues prior to undertaking the activity (KOEC staff or prepared booklet material) * Good interpersonal communication skills. * Effective processing skills. * Competence (demonstrated ability to undertake the activity) in recognised identify safety potential during course session. * Competence (demonstrated ability to undertake the activity) to facilitate the focus of support and developing trust within participate. * 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)