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| **Alpine Rescue** | | | | |
| This document covers all Alpine Rescue activities including Crevasse Crossing (Meuse), Tyrolean Traverse, Snow Cave (Spider’s Web), Snow Shoe Shuffle (Caterpillar Crawl), Ice Slab (Whale Watch). | | | | |
| **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 low ropes courses and group challenge activities to support curriculum delivery.  Low ropes activities refer to any activity that requires an individual or pair to complete an element conducted on a purpose-built facility for which the appropriate safety is achieved through safe and effective spotting.  Group activities refers to any activity undertaken by a small to large group conducted on a purpose-built facility for which the appropriate safety is achieved through safe and effective spotting or adult supervisor directed dismount.  Where the participant's safety can no longer be achieved by spotting, refer to [challenge high ropes guideline](https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines).  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 low ropes and group activities](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/), [challenge courses Australian adventure activity good practice guide](https://australianaas.org.au/wp-content/uploads/Challenge-Courses-GPG-v1.0.pdf) is required when planning this activity.  Permission/permits are required to be obtained from land managers (e.g. [QGPF](https://parks.des.qld.gov.au/camping/bookings), 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 ropes course must comply with AS2316.2.2:2016—artificial climbing structures and challenge courses flying foxes and challenge ropes courses—operation requirements.  Routine visual checks must be carried out by the adult supervisor leading the activity before each use of the course to ensure there is no obvious damage; the site is safe and; the integrity of the safety systems.  Operational inspection must be carried out by an adult supervisor who has a statement of attainment from a Registered Training Organisation (RTO) covering [SISOCHC005—manage challenge course or similar](https://training.gov.au/Training/Details/SISOCHC005) every 3 months, or as indicated in the manufacturer's instruction, to confirm no damage or degradation.  Periodic inspection must be carried out at least once every year by an independent certified inspection body (e.g. registered builder of challenge ropes courses) 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.  If challenge ropes course is built in trees, the trees must be inspected by a competent person annually or as advised by the manufacturer of the ropes course.  Records and/or certification of inspections 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. evacuations procedure, [snake bites (PDF, 296KB)](https://education.qld.gov.au/initiativesstrategies/Documents/fact-sheet-preventing-managing-snake-bites.pdf)).  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 (e.g. emergency position-indicating radio beacon [EPIRB] or personal locator beacon [PLB], flares) * an appointed emergency contact (e.g. the Principal, a park ranger, or local police) 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. 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) * [HLTAID010—provide basic emergency life support](https://training.gov.au/Training/Details/HLTAID010) * [HLTAID011—provide first aid](https://training.gov.au/Training/Details/HLTAID011) * [HLTAID013—provide first aid in remote situations](https://training.gov.au/Training/Details/HLTAID013) * or equivalent competencies. |
| **Induction and Instruction** | Induction is required for all adult supervisors on emergency procedures (e.g. rescue from height) and safety procedures (e.g. out of bounds areas, roll marking). 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. spotting, correct 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. |
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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).  Due to the risk associated with falls from height, spotters must be used 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 ([Australian Standard AS 2316.2.1:2016](https://www.standards.org.au/)). If participant's feet are over 1.8m above the ground refer to the [challenge high ropes guideline](https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines/challenge-high-ropes).  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.  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. The [challenge courses Australian adventure activity good practice guide](https://australianaas.org.au/wp-content/uploads/Challenge-Courses-GPG-v1.0.pdf) should be consulted for supervision ratios.  Where participants are spotting they must be instructed and appropriately supervised.  Where a safety system requires a spotter, either the spotter must be:  • a competent spotter or  • under Level 1 or 2 supervision of an activity leader.  The number of spotters required and their location in relation to the climber must be determined prior to the activity for each element or adventure game.  Considerations in determining the number of spotters and their location should include but are not limited to:  • the nature and design of the element or adventure game  • the likelihood of falling and possible directions of the fall  • whether the element has holds on vertical, inclined and/or overhanging surfaces  • the body orientations of the climber that the element or holds permit, or the adventure game requires  • obstacles in the fall zone  • the use of padding to protect from hazards in the fall zone and/or hard landings  • the number of active participants enables activity leaders to monitor, detect and correct improper procedures.  (retrieved from challenge courses Australian adventure activity good practice guide)  Before the activity, all adult supervisors:   * must be familiar with the contents of the CARA record * must assess [weather conditions](http://www.bom.gov.au/), and obtain accurate information on [tides](http://www.bom.gov.au/australia/tides/#!/qld), depths, currents and other expected water conditions (if applicable) prior to undertaking the activity, inspecting the intended location in order to identify variable risks, hazards and potential dangers.   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 * must suspend the activity if the conditions become unfavourable (e.g. poor visibility, extreme temperatures, thunderstorms). |
| **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.  At least one adult supervisor is required to be:   * a registered teacher with competence (knowledge and skills) and experience in leading challenge low ropes activities or * an adult supervisor, working under the direct supervision of a registered teacher, with qualifications [SISOCHC001—lead challenge course sessions, low elements](https://training.gov.au/Training/Details/SISOCHC001) or similar.   Refer to the c[hallenge courses Australian adventure activity good practice guide](https://australianaas.org.au/wp-content/uploads/Challenge-Courses-GPG-v1.0.pdf) and [SIS—Sport, fitness and recreation training package](https://training.gov.au/Training/Details/SIS) for further information on supervisor qualifications. |
| **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.  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 process for checking for damage for all equipment used in the activity must be established and employed.  A log of equipment use, maintenance and inspection for each course must be kept and made available to participating schools upon request.  Equipment (e.g. harnesses, helmets, ropes, lanyards) must be retired by manufacturer’s nominated expiry date or when significant wear appears that could impact the safety of the participant. A retirement of equipment policy developed.  Procedures and systems used should be consistent throughout the challenge course activity session.  Participants must wear [personal protective equipment](https://education.qld.gov.au/initiatives-and-strategies/health-and-wellbeing/workplaces/safety/managing/school-officers) as relevant (e.g. firmly fitting enclosed non-slip footwear, clothing appropriate to activity and weather conditions).  Where a spotter cannot effectively reach mid-torso of the climber, participants must wear secured and correctly fitted helmets compliant with [International Mountaineering and Climbing Federation (UIAA)](https://theuiaa.org/safety/safety-standards/), European Community (CE) standard or equivalent (refer to UIAA safety standards for more information) for the duration of the activity. If helmets are worn they must be secured and correctly fitted for the duration of the activity and must meet Australian Standards.  If the feet of the participant are above 1.8m, additional fall protection must be applied.  If privately owned equipment is being used, Principal approval and owner consent/insurance details must be obtained prior to the activity. |

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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 – Alpine Rescue

Crevasse Crossing (Meuse), Tyrolean Traverse, Snow Cave (Spider’s Web), Snow Shoe Shuffle (Caterpillar Crawl), Ice Slab (Whale Watch)

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| **Likelihood** | **Consequence** | | | | | | |
|  | People | Injuries not requiring treatment  *E.g.* *Slipping on the Meuse* | 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. missing sling from Tyrolean traverse kit.* | Small disruption to activity  *E.g. Sider web starts to unravel* | Minor disruption causing modification to activity  *E.g. Missing equipment* | Minor disruption to halt activity  *E.g. Broken unusable equipment (whale watch axel collapses)* | Major disruption stopping the whole activity |
|  | Environment | Change of daily temperature  *E.g. The heat of an afternoon activity* | Short term influence  *E.g. cattle wandering through the course* | 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:** Alpine Rescue **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)  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)  Using equipment places above ground level (balance)  Poor spotting techniques  Trust activities poorly sequenced  Passing traffic (student groups, vehicular)  Group awareness and member attributes (shy, quiet, doctorial, over whelming) | 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  Injury 3,2 Medium  Manual handling 3,2 Medium  Sharp objects 3,2, Medium | 3 | 2 | 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 members are aware of “Restrictions” prior to commencement of specific activity * Co-ordinated entry and exit * Correct lifting, lowering, pushing, pulling, carrying processes * Remove jewellery before activity * Implement safe play protocols during briefing and during activity | 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 3,3 Medium  Unfocused 3,3 Medium  Trust Focus  Lack of confidence in partner 3,3 Medium  Lack of understanding in the trust  A “Two-way” agreement 3,3 Medium  Limited value given to trust concept 3,3 Medium  Limited chance to establish trust 3,3 Medium  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 | 3  3  3 | 3  3  3 | Medium  Medium  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 the session. * Negotiate clear role description for all staff and students. * Provision to modify or abort the activity as situation dictates. * Lead-up trust activities to assess the group cohesion and individual behaviours * Reinforce the focus of working in groups to support and develop a trust within the group * Correct “spotting technique” demonstrated and practiced through trust activity * Appropriate program sequencing e.g. to avoid participant and instructor fatigue. * Appropriate sequencing to establish a level of trust and co-operation. * Continually monitor student pair/groups performance reinforcing safe spotting technique * Monitor all areas to ensure maximum engagement and support * 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  Climber’s excessive weight 3,3 Medium Physical health & fitness 3,3 Medium Excessive weight impact on spotters 3,3 Medium  Loose clothing/jewellery/hair. 3,2 Medium  Emotional distress (anxiety, peer pressure) 3,3 Medium  Special Needs (fear, anxiety) 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. 3,2 Medium  Poor instruction skills. 4,3 High  Lack of equipment knowledge. 3,3 Medium  Lack of effective spotter techniques. 4,3 High Leader inexperience 3,2 Medium | 4 | 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 | 2 | 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 3, 2 Medium    Activity specific equipment  (Overarching potential issues)  Incorrect use of equipment 3, 3 Medium  Position of counter-balancing children  on whale watch 3, 3 Medium  Falls during activities 2, 3 Medium  Poor spotting 4, 3 High  Poor co-ordinated movement 2, 3 Medium  Unsupervised use equipment/activities 4, 3 High  Poor trust activity sequence progression to  pass students through the web 4, 3 High  Poor balance on Caterpillar Crawl 3, 3 Medium  Careless attitude on Whale watch 3, 3 Medium  Lack of co-ordination on Caterpillar Crawl 3, 3 Medium | 3    4 | 2  3 | 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 * Development of Trust activities to ensure security and safety of lifted students * Discussion and demonstration of correct swinging and landing techniques when using a swinging rope * Communication is paramount before any equipment is moved or used when supporting the group plan and objectives * Correct spotting techniques are to be encouraged and monitored during the related activity * Discuss and monitor safe lifting techniques and procedures when handling and progressing equipment specific to that activity | 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 sprayed/ removed. * Appropriate environmental briefing and sequencing. * Create an awareness of any environmental hazard (long grass, ants, and wasp nests). * 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 (in the immediate vicinity of the wall) maintenance i.e. Regular pruning. * Use equipment only under a certified leader’s supervision. * Vigilant supervision. * Visual check of course prior to use. * Ensure awareness of soft fall areas and wooden boundaries and inform students of the risks with movement within these boundaries * 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 | * Professional Course 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 course if the weather becomes unsuitable. * Low Ropes 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 Height and gravity. 4,2 High  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 use of the course. | 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 |
| **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** | * [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);[HLTAID013—provide first aid in remote situations](https://training.gov.au/Training/Details/HLTAID013);or equivalent competencies. * Satisfied the conditions of a unit of competency [SISOCHC001—lead challenge course sessions, low elements](https://training.gov.au/Training/Details/SISOCHC001) or similar. * (or equivalent) * Or a registered teacher with demonstrated ability in teaching low elements (Certified by the visiting school principal and KOEC Principal) * Group control and management in an outdoor setting. * Proficient in usage of equipment. * 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 program focus * 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)