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| **Mountain Biking** | | | | |
| **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 off-road cycling on a mountain bike on trails rated up to and including [intermediate](https://australianaas.org.au/wp-content/uploads/Cycling-Mountain-Biking-GPG-v1.0.pdf) as an activity to support curriculum delivery. For road, track or path cycling, refer to [cycling: road, track and path activity guideline](https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines).  Note: This activity does not include student participation on trails rated [high and extreme](https://australianaas.org.au/wp-content/uploads/Cycling-Mountain-Biking-GPG-v1.0.pdf) according to the [Australian trail difficulty rating system](https://australianaas.org.au/wp-content/uploads/Cycling-Mountain-Biking-GPG-v1.0.pdf) produced by the [International Mountain Bicycling Association (IMBA)](https://www.imba.com/).  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. [cycling: road, track, path](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.  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).  For activities conducted as part of representative school sport programs, schools should consult with [Queensland School Sport](https://queenslandschoolsport.education.qld.gov.au/) | |
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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 [cycling and mountain biking Australian adventure activity good practice guide](https://australianaas.org.au/wp-content/uploads/Cycling-Mountain-Biking-GPG-v1.0.pdf) is required when planning this activity.  Prior consultation is required with local authority (e.g. [Department of Environment and Science](https://parks.des.qld.gov.au/park-alerts/) [for track closures] and [Queensland Fire and Emergency Services](https://www.qfes.qld.gov.au/Current-Incidents)) for local advice, emergency support mechanisms and additional supervision requirements to ensure participant and public safety.  Permission/permits are required to be obtained from land managers (e.g. [QGPF](https://parks.des.qld.gov.au/experiences/camping/camping_bookings.html), local councils or private landholders), if applicable.  Road rules must be observed, where applicable.  Participants can only use mountain/off-road tracks trails rated up to and including [intermediate](https://australianaas.org.au/wp-content/uploads/Cycling-Mountain-Biking-GPG-v1.0.pdf). |
| **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. separation from group, [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, flash flooding, thunderstorm, extreme temperature).   Safety procedures must be determined for the location (e.g. appropriate distance between riders, 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) * [HLTAID011—provide first aid](https://training.gov.au/Training/Details/HLTAID011) or [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. separation from group) and safety procedures (e.g. appropriate distance between riders). 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. use of breaks and gears correct adjustment of seat and/or handlebars, manual handling techniques for transporting maintenance 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. |
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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.  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 [cycling and mountain biking Australian adventure activity good practice guide](https://australianaas.org.au/wp-content/uploads/Bushwalking-GPG-v1.0.pdf) should be consulted for supervision ratios.  The recommended supervision requirements that should be used is provided below.  Basic riding skills training - Activity leader requirements – Minors:  Maximum group size includes leaders (also refer land owner/manager requirements) 18  There must be a minimum of one leader and one responsible person for activities involving minors.  (retrieved from challenge courses Australian adventure activity good practice guide)  All adult supervisors able to identify, and respond to, risks or hazards that may emerge during the activity.  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 accompany inexperienced students * 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) * must not allow the use of tracks rated [high and extreme](https://australianaas.org.au/wp-content/uploads/Cycling-Mountain-Biking-GPG-v1.0.pdf) according to the Australian trail difficulty rating system produced by the [International Mountain Bicycling Assocation (IMBA)](https://www.imba.com/). |
| **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 a qualification relevant to off-road cycling activities from the [sport, fitness and recreation training package](https://training.gov.au/Training/Details/SIS) (or equivalent demonstrated capability). Refer to the competencies outlined in the [cycling and mountain biking Australian adventure activity good practice guide](https://australianaas.org.au/wp-content/uploads/Cycling-Mountain-Biking-GPG-v1.0.pdf) for guidance or * An adult supervisor, working under the direct supervision of a registered teacher with a [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) or similar. Refer to the competencies outlined in the [cycling and mountain biking Australian adventure activity good practice guide](https://australianaas.org.au/wp-content/uploads/Cycling-Mountain-Biking-GPG-v1.0.pdf) for guidance.   Refer to the [cycling and mountain biking Australian adventure activity good practice guide](https://australianaas.org.au/wp-content/uploads/Cycling-Mountain-Biking-GPG-v1.0.pdf) and [sport, fitness and recreation training package](https://training.gov.au/Training/Details/SIS) for further information on supervisor qualifications  All activity leaders must have the appropriate competencies for the context of the activity, as listed in the units of training (or a unit’s equivalent), listed in the following table.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Trail Rating** | **Mt Bike assistant guide (Assistant Leader)** |  | **Mt Bike Guide/Instructor (Leader)** |  | |  | **Unit** | **Code** | **Unit** | **Code** | | Basic riding skills training | When not on a “road” or on a trail rating no greater than “very easy” then refer to basic riding skills table |  | When not on a “road” or on a trail rating no greater than “very easy” then refer to basic riding skills table |  | | Common units | All Core Good Practice Guide units plus |  | All Core Good Practice Guide units plus |  | | Very easy | Operate communications systems and equipment | PUAOPE013A | Operate communications systems and equipment | PUAOPE013A | | Plan for minimal environmental impact | SISOOPS304A | Use and maintain a temporary or overnight site | SISOOPS202A | | Select, set up and maintain a bike | SISOCYT201A | Select, set up and maintain a bike | SISOCYT201A | | Demonstrate basic cycling skills | SISOCYT202A | Demonstrate basic cycling skills | SISOCYT202A | | Easy All above units plus | Demonstrate basic off-road cycling skills | SISOMBK201A | Demonstrate basic off-road cycling skills | SISOMBK201A | | Intermediate All above units plus | Apply advanced off-road cycling skills | SISOMBK302A | Apply advanced off-road cycling skills | SISOMBK302A | |  |  | Guide off-road cycling tours | SISOMBK303A | |  |  | Apply navigation skills in an intermediate environment SISONAV302A or Demonstrate navigation skills in a controlled environment SISONAV201A | Appropriate for the terrain SISONAV302A or SISONAV201A | |  |  | Coordinate emergency responses | SISXEMR402A | |  |  |  | Implement and monitor occupational health and safety policies | SISXOHS402A | |
| **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. Consider the geography when planning the route, minimising the number of extreme inclines and sharp corners where possible, in relation to experience of students. Consult [cycling and mountain biking Australian adventure activity good practice guide](https://australianaas.org.au/wp-content/uploads/Cycling-Mountain-Biking-GPG-v1.0.pdf).  Adult supervisors must walk and cycle the course to check the level of difficulty including gradients, altitude gain and any other hazards, prior to students cycling it to ascertain suitability. Surface suitability, hazards, rate of traffic flow and use of off-road tracks suitable to age, maturity and skill level of participants.  Participants must wear secured and correctly fitted helmets that are without defect (Australian Standard AS/ANZ 2063-2008 compliant) for the duration of the activity.  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. enclosed footwear, sunglasses, brightly coloured vests or clothing that is close fitting and appropriate for weather conditions, gloves, elbow pads, knee pads and wrist guards).  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 (e.g. bicycles, helmets) 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. Bicycle and equipment checks to be carried out before each activity by appropriately competent adult supervisors.  Bicycles and tyres appropriate for the activity and terrain that have been maintained, inspected and serviced regularly by an appropriately competent person must be used ensuring:   * brakes function as designed and provide effective braking * wheels are firmly attached and have no loose or damaged spokes and are sufficiently straight and true * tyres have sufficient tread and are at the appropriate pressure * all bearing surfaces and fittings are appropriately adjusted * handlebars are suitably tightened to prevent movement and handlebar grips and plugs are fitted and secured * pedals are intact and saddles are attached and secure * seat posts do not exceed the manufacturers specified maximum height after adjustment * appropriate parts lubricated * lights work where appropriate * bar end plugs are fitted.   A log of equipment use, maintenance and inspection for bicycles must be kept.  Supplies must be available for all participants (e.g. individual drinking containers in a bike carrier or camelback style backpack, a whistle, insect repellent, sunscreen, personal hygiene items as necessary, food, a plastic bag for rubbish and a personal first aid kit).  Emergency maintenance equipment must be available (e.g. chain breaker, pliers, spoke key, spanner, pump, puncture repair kit).  Compass and/or other navigation aids and a waterproof method for storing must be available.  A support vehicle accessible to the cyclists to transport exhausted riders or defective bicycles must be available. This vehicle can be used for emergencies, must be registered with Queensland Transport and Main Roads and should be suitably signed, giving warning to motorists that cyclists are on the road. |

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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 – Mountain Biking

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| **Likelihood** | **Consequence** | | | | | | |
|  | People | Injuries not requiring treatment  *E.g.* *Dropping bike on foot during safety check* | Injury requiring 1st aid  *E.g. Low speed collision* | Serious injury requiring ambulance assistance  *E.g. High-speed collision* | Injury requiring hospitalisation  *E.g. Eye/facial damage occurring when falling from bike mid-collision* | Death or life-threatening injuries  *E.g. Having an insecure helmet, falling on the head during a collision* |
|  | Equipment | Replacement – no disruption to activity  *E.g. Chain coming off* | Small disruption to activity  *E.g. Puncture* | Unable to proceed  *E.g. Bent and distorted wheel* | Major disruption closing part of the course  *E.g. Tree fallen across the trail* | Major disruption closing the whole activity.  *E.g. Severe weather causing flooding* |
|  | Environment | Change of daily temperature  *E.g. Afternoon activity* | Short term influence  *E.g. Gusty and showers winds* | Minor long-term damage  *E.g. Soil compaction* | Extensive Environmental damage  *E.g. Bushfire in trail area* | 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:** Mountain Biking **Last Updated:** 01/02/2022

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| **RISKS**  **Accident, injury**  **other forms loss** | Asthma  Collisions  Dangerous operational actions  Epilepsy  Exacerbating pre-existing medical condition  Hyperthermia / Heat exhaustion  Emotional danger – anxiety, fear of participation, Lack of confidence and ridicule  Flare up of existing condition  The groups' whereabouts (group Management)  Impeded progress  Limited riding balance and skill  Riders wandering from the trail/tracks  Instructor lack of ability/skill or confidence | Bike Stack - Cuts   * Bruising * Grazes * Concussion * Loss of consciousness * Broken bones   Equipment loss or damage  Rider slips from bike   * Sprains * Strain * Cuts and bruises | Climatic conditions  Heat Sunburn  Dehydration  Exhaustion  Rain  Wind  Insects  Bites and stings  Infections  Terrain/environment caused accidents  Deviation from course route as per map.  Not adhering to signage |

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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;   * other riders 3,3 Medium * another group member 2,3 Medium * ground 2,3 Medium * bike 3,3 Medium | 3 | 3 | Medium | * Clearly define areas of movement in activity area. * Areas cordoned off to alleviate the movement of spectators and participants in neighbouring activities * Closely monitor all participants and their movement in all areas * Clearly mark and define areas with domes and markers * Ensure students not riding remain in designated and outlined safe supporters’ area * Riders to be briefed on how to assist other riders and how to dismount appropriately. * Rides briefed on to to use the brakes effectively * Rides briefed to travel a safe distance apart. * Riders briefed to communicate hazards to one another and to notify others when stopping or passing. | 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 |  |  |  |
| 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  Perceived risks  Emotional distress (anxiety, peer pressure) 3,3 Medium  Excessive height of platform 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. * Ensure participants have adequate footwear, appropriate clothing, removed or taped jewellery and secured long hair. * 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. * Leader and assistants to ensure PPE is worn where administering first aid. * 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. | 2 | 2 | Medium |
| Staff Competencies  Inappropriate group size 4,3 High  Lack of number of assistants 3,3 Medium  Lack of effective communication 4,3 High  Lack of group control 4,3 High  Lack of adequate instructional skills 4,3 High  Lack of knowledge about equipment  being used 3,3 Medium  Lack of leader/ instructor experience 4,3 High  Lack of assistant skills and experience 4,3 High | 4 | 3 | 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 | 3 | 2 | Medium |
| Instructor:  Demonstrates incorrect technique 4,4, High  Has poor communication skills 4,3 High  Shows poor group management skills 3.3 Medium  Indicates poor judgement 4,3 High  Demonstrates poor skill level 4,3,High  Has poor knowledge of group 3,3 Medium  Is unaware of the route to be taken 4,4 High  Has inadequate knowledge  of bikes being used 4,3 High  Mountain Bike Team Challenge Activities  Rider movement and progression  through the course 3,4 High  Lack of knowledge of activities  and setup 3,3 Medium  Collisions  Falls from bikes  (stationary and in motion) 3,3 Medium | 4  3 | 3  3 | High  Medium | * Instructor aware of departmental safety and procedural documents (CARA). * Instructor to have read and comply with KOEC RAM and SOP. * Instructor to ensure correct adult to rider ratio is maintained recommended (1:10) depending on conditions and complexity of student group * Instructor must be accompanied by an assistant usually riding at the rear of the group * Instructor is to be aware and familiarised with KOEC track route. * Instructor to comply with KOEC track route. * Communicate with 2-way radios and whistles. * Explain to riders whistle signals * Instructor with ability to perform first aid * Appropriate safety/procedural brief and sequencing. * Clear communication. * Develop a positive rapport. * Consider group working/management skills/abilities. * Practise skills in easy flat area before progressing to harder tracks. * Adhere to designated area of operation and tracks * Set minimum and maximum number per group * Can demonstrate and perform correct technique and skills * Clear and explicit instructions provided on braking and gear change. * Practice safe braking techniques under instructor supervision. * Maintain **3 second rule** when following another rider * Instructor to ensure all riders have appropriate skill level for advanced KOEC routes * Practise safe dismount and falling techniques. * Modify or abort activity as deemed as necessary * Route selection appropriate to rider ability, experience and confidence * Staff trained in emergency procedures * Assess suitability of activity in consultation with Admin. Staff, and the student if required. * Clear briefing and appropriate sequencing. Review KOEC SOP. * 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 * Route selection appropriate to rider ability, experience and confidence * Practise skills in easy flat area before progressing to harder tracks. * Adhere to designated area of operation and tracks * Fully briefed on Team challenge activities * Demonstrate and explain procedures for the progression through the Team Challenge activities * Be aware of program expectation of Team Challenge activities * Review the set-up of activities prior to activity * Ensure all resources are available for Team Challenge activities * Monitor movement between and during Team Challenge activities * Consider group working and specific group management skills | 3 | 2 | Medium |
| Riders  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  Children’s attitude 3,3 Medium  (Over-confidence, fool hardy)  Anxiety level /Fear of 3,3 Medium  crashing or falling off  Group ability / disabilities 3,3 Medium  Group size 4,2 High  Fitness Levels 3,3 Medium  Limited group skills 3,3 Medium  Incorrect technique / poor skill level 4, 3 High  Over confidence / complacency 4,3 High  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 | 4  4 | 3  4 | High  High | * Set clear behaviour expectations. * Implement positive 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. * Assessing participants' ability with regard to maturity, cognitive ability, physical strength and emotional readiness. * Detailed medical history/access to medical forms. * 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. * Participants are to use their own cups or water bottles. * Emergency/first aid equipment on hand with Instructor and Assistant | 3  3 | 2  2 | Medium  Medium |
| Assistants  Insufficient supervisors. 3,2 Medium  Poor group control. 4,3 High  Poor communication skills. 4,3 High  Lack of equipment knowledge. 3,3 Medium  Lack of confidence 4,2 High  Poor knowledge of the group 3.3 medium  Lack of involvement 3,3 Medium  Lack of riding ability 4,3 High | 3 | 3 | Medium | * Assistant’s roles and responsibilities negotiated * Emergency/first aid equipment on hand with Instructor and Assistant * Group advised of the role of the assistants and be accorded due respect * Assistants informed of radio usage and communication * Assistants must be able to ride a bike * Riding responsibilities may only involve flat land with only slight undulation | 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    Trailer (Only when moving bikes off site): 4,4 High  incorrectly positioned bikes on trailer  Incorrectly tied down  Empty trailer not secured.  Bikes fall off the trailer  Bikes: 4,4 High  Damaged bike  Seat is ill-positioned  Bike is set up poorly  Bikes are poorly maintained  Equipment failure – brakes, chains, punctures, handlebars, seat support, front and rear wheel bearings, wheel nuts and loose and slippery pedals  Incomplete repair kits  Incorrect size bike for rider  Personal Gear: 4,4 High  Inadequate clothing and footwear  Incorrect fitting of helmet  Incomplete first aid kits    Team Challenge Equipment 3,3 Medium  Equipment left unsupervised  Equipment worn and unsafe to use  Equipment nor regularly checked | 4 | 4 | High | * Assessment of participant ability to use equipment. * Briefing including an awareness of the hazards. * Briefing on correct use and awareness of consequences of incorrect use of equipment * Regular inspection and maintenance of all equipment. * Retire worn and unusable gear. * Staff ability to recognise worn or faulty equipment. * Use gear according to manufacturer's specifications. * Visual inspection of equipment prior to and during session. * Pre-ride safety check (ABCDE) * Biennial professional bike maintenance check * KOEC log kept up to date to record bike maintenance and history * Check the bikes are safe and not damaged. * Repair and maintenance bike kit carried on journey. * Riders supply their own helmets * Helmets to comply with Australian Standards (AS/NZS 2063) and are fitted correctly. * Riders must wear appropriate enclosed footwear and clothing * Radios and first aid kit carried by assistant and instructor. * Instructor to carry a repair kit appropriate to the trails to be used. * Visual inspection of equipment by KOEC staff and instructor * Take spare bike and helmet – when off-site * Sufficient water to be carried by rider, and sunscreen applied. * Secure and check the bikes when loaded on the trailer * Use “tie downs” on all sections of the load and cover entire load with a cargo net. * Trailer maintained in a roadworthy condition. * Vigilance when carrying and returning gear to trailer. * KOEC staff setup and check all equipment and activities | 3 | 3 | Medium |
| Equipment management  Inappropriate attire. 3,2 Medium  Incorrect use of equipment 3,2 Medium  Accidents using equipment 4,3 High  No proper maintenance schedule 4,4 High | 4 | 3 | 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. * Ensure understanding of rotation and responsibilities of correct safety procedures | 3 | 2 | Medium |
| Equipment security  Equipment loss. 2,1 Low  Security of bikes 4,3 High  (unsupervised usage) | 4 | 3 | High | * Leader to account for all equipment at the end of the session. * Correctly storing and maintaining gear. * Ensure vigilance of the course/trails to prevent access when not under supervision. * Ensure vigilance of the bikes to prevent access when not under supervision. | 2 | 1 | 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 | 3 | 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 grass maintenance for off-road trails * Vigilant supervision. * Visual check of trail prior to use. * Apply sun Safe Policies * Ensure appropriate number of rest and drink stops | 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  Rain causing slippery conditions,  increased tour duration, washouts and  impaired vision 3,3 Medium  Adverse weather conditions. 4,3 Medium | 4 | 4 | High | * Trail inspection after severe weather event (cyclone) * Awareness of weather forecasts and changeable conditions * Select appropriate activity if the weather is too bad. * Leader competence - knowledge of local weather patterns and ongoing monitoring, first aid. * Exit the trail if the weather becomes unsuitable. * Biking should not occur during 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 (shoulder/arm strains). 3,3 Medium  Disturbance of flora and fauna 3.3 Medium  Track selection  Inappropriate route / track 3,3 High  selection for rider’s ability.  Steep slopes 3,4 High  Loose surface i.e. gravel 3,3 High  Rock / log /obstacle on track 4,3, High  Uneven track / land  Trees and branches falling across track.  Man-made structures grids, fences, gates, bitumen roads, camp structures and equipment 4,3 High  Traffic – cars, pedestrians and animals  (native and domestic) 4,3, High | 4 | 3 | High | * Use environmental management strategies to reduce human impact e.g. use paths to minimise compaction. * Use minimal impact strategies. * Participant awareness of the potential hazard. * Participants instructed and supervised to walk carefully along the paths provided or the verge of the road if pushing bikes. * Modify course access to alleviate/address environmental factors. * Monitor participant behaviour and attitudes prior to and during ride. * Ensure instructor is aware of boundaries and riding limits * Ensure appropriate briefing to bike handling and maintain constant assessment on individual rider confidence and progress * Instructors use designated tracks as appropriate * Instructor to set boundaries as to single file, passing techniques and signals to be employed. Stay clear of other activities. * Riders brief and made aware of potential hazards (fences & grids) | 3 | 3 | Medium |

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| **EMERGENCY** | General:  (a) First Aid kits.  (b) Instructors skilled at group management and rescue situations.  (c) Instructors skilled and experienced in Mountain biking  (d) Qualified First Aid person on hand.  (e) Two-way radio network for immediate assistance.  (f) Spare bike and helmet available when off site.  (g) Vehicle at the bike site (when offsite)  In the event of an accident / emergency   * Respond to and monitor casualty. * Remove other riders from area and brief. * Access first aid kit and medical details. * Assess injury and provide first aid as required. * Reassure and monitor casualty’s condition. * Contact KOEC office if necessary. * If radios are used to notify KOEC staff ensure suitable and appropriate radio language and protocol is used. * KOEC staff will respond to accident and contact and liaise with emergency services if necessary. * KOEC staff to provide visiting school staff with an incident report form. * If ambulance is required, visiting school administration and parents / guardians need to be notified and advised. * In the event of a serious accident KOEC staff need to notify district office. * KOEC staff and visiting school staff to be debrief after the incident. |
| **RELEVANT INDUSTRY STANDARDS APPLICABLE** | * Education Queensland CARAs * Australian Adventure Activity Standards * Be aware of Centre's radio signals. * Centre 'Standard Operation Plans and Procedures' e.g. be alert for radio calls. |
| **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 Lesson suggestions * Maximum group size of 18 (recommended 16) with one registered teacher in control of the group * KOEC 'Standard Operation and Procedures' * KOEC site specific Lesson Plan and Track Map * KOEC Risk Assessment Mountain Biking * Instructors leading the group have some teacher and parent helpers depending on the age group. * Individual School Health & Safety Policies |
| **SKILLS REQUIRED BY STAFF** | * First Aid and Emergency Qualifications - HLTAID009—provide cardiopulmonary resuscitation (CPR); HLTAID011—provide first aid or HLTAID013—provide first aid in remote situations; or equivalent competencies * Satisfied the conditions of a unit of competency from Certificate III in outdoor leadership or Certificate III in sport and recreation or similar. Refer to the competencies outlined in the cycling and mountain biking Australian adventure activity good practice guide for guidance. * 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)