



# **SAFETY MANAGEMENT PLAN**

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### *Rapu*

**Brett O'Brien**

*info@rapuadventures.com*

*Office: 09 8280426*

*Cell Phone: 021 550 546*

*Free Phone: 0800 787 386*

[www.rapuadventures.com](http://www.rapuadventures.com)

## GLOSSARY

**Accident** means an event that-

- (a) causes any person to be harmed; or
- (b) In different circumstances might have caused any person to be harmed.

**Adequate Logged Experience** means documented experience in the required discipline. National bodies, peers and/or employers define how much logged experience is required (usually identified in days) to be considered experienced.

**Chowder** is a term used to describe the pollution conditions when there is a turd in the line-up

*"I caught some sick waves out there but it was hard trying not to swallow the chowder"*

**Code of Practice** means a statement of preferred work practices and arrangements.

**Competent Person** means a person who has the qualification or certification, knowledge and skills appropriate to the task and or known or demonstrated competence to carry out the task to an adequate standard.

**Crew or Cast Member** means any person who does work of any kind or uses plant of any kind, or deals with a substance of any kind, in a place of work.

**Crisis** refers to any accident that involves significant loss or serious injury or death. A crisis would usually require the assistance of outside agencies such as Police, Ambulance, Fire Brigade or Coast Guard.

**Current** means up to date or most recent.

**Drop in** means to paddle on and take off on a wave when a surfer is already up and riding the same wave

**Emergency** refers to any serious incident or situation concerning the health, injury, and death, missing person, or extensive damage involving staff, clients or property.

**Employee** means any person at work, excluding a Principal, Contractor, Sub-contractor, or Self-employed Person.

**Employer** means a person or persons whom or that employs any other person to do any work for hire or reward; and, in relation to any employee, means an employer of the employee.

**Fins/Fins** Small vertical projections on the rear of the bottom of the surfboard used for stability and drive

**Hazard** means an activity, arrangement, circumstance, event, occurrence, phenomenon, process, situation, or substance (whether arising or caused within or outside a place of work) that is an actual or potential cause or source of harm.

**HSC** means Health & Safety Committee

**HSWA** means Health and Safety Work Act 2015

**Incident** means an unplanned and undesired event which, under slightly different circumstances, could have resulted in an accident.

**Injury** means harm or damage to a person.

**Leash/ Leg rope**

The cord that is attached between your leg and your surfboard.

**Location** means any site, interior or exterior, where the functions of the enterprise (i.e. filming, climbing, hunting etc.) take place.

**Machinery** means an engine, motor or other appliance that provides mechanical energy derived from compressed air, the combustion of fuel, electricity, gas, steam, water, wind, or any other source and includes:

- (a) Any plant by or to which the motion of any machinery is transmitted; and,
- (b) A lifting machine, a lifting vehicle, a machine whose motive power is wholly or partly generated by the human body, and a tractor.

**Mandatory** means where the requirement of any applicable legislation requires compliance.

**New Program/Activity** means a program or activity that has not been previously attempted, and is not currently part of the operation.

**Nose** The front of the surfboard

**PCBU** means a person conducting a business or undertaking

**Person with delegated responsibility** means the person whom, in a given situation is responsible or jointly responsible for the planning or implementation or overseeing of a specific major aspect of an enterprise, production or business.

**Producer** (in the context of film or video) means the person(s) or organisation with the overall responsibility for the production.

**Place of Work** means the place where the employee is to work under the control of the employer.

**Principal** means a person who or that engages any person (other than as an employee) to do any work for gain or reward.

**Qualified** means having the abilities, qualities and attributes necessary to perform a particular job or task.

**Risk** means the chance or possibility of harm.

**Rail** edge of a surfboard, can be hard or soft depending on board design

**Risk Management** means the process of identifying and managing risks in order to prevent an accident, incident or loss.

**Safe**

- (a) In relation to a person, means not exposed to any significant hazards; and
- (b) Means free from hazards, ("unsafe" and "safely" have corresponding meanings).

**Safety Policy** means a policy designed to influence and determine health and safety related decisions.

**Should** refers to practices or requirements which are advised or recommended and may be considered to be a minimum standard.

**Serious Harm** means:

- (a) Any of the following conditions that amounts to (or results in) permanent loss of bodily function, or temporary severe loss of bodily function: respiratory disease, noise-induced hearing loss, neurological disease, cancer, dermatological disease, communicable disease, musculoskeletal disease, illness caused by exposure to infected material, decompression sickness, poisoning, vision impairment, chemical or hot-metal burn of eye, penetration wound of the eye, bone fracture, laceration or crushing.
- (b) Amputation of any body part.
- (c) Burns requiring referral to a specialist registered medical practitioner or specialist outpatient clinic.
- (d) Loss of consciousness from lack of oxygen.

- (e) Loss of consciousness, or acute illness requiring treatment by a registered medical practitioner, from absorption, inhalation, or ingestion of any substance.
- (f) Any harm that causes the person to be hospitalised for a period of 48 hours or more commencing within 7 days of the harm's occurrence.

**SMP** means Safety Management Plan

**Sub-contractor** means a person engaged (other than as an employee) by any contractor or sub-contractor to do for gain or reward any work the contractor or sub-contractor has been engaged (as contractor or sub-contractor) to do.

**Use of Italics**

The use of *italics* denotes policy statements. For example:

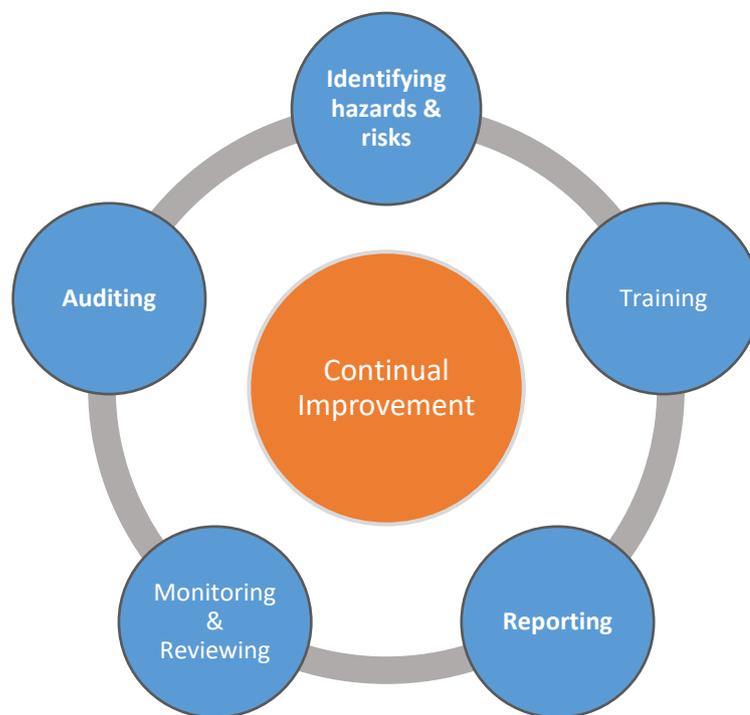
*Rapu will ensure there are adequate First Aid supplies available on any program/activity.*

## SECTION 1: BACKGROUND

### 1.1 Introduction

This SMP was compiled to aid in identification and management of risks associated with Rapu employees and is compliant with the Health & Safety at Work Act 2015.

The objective of the Act is to provide for a balanced framework to secure the health and safety of workers and workplaces by protecting workers and other persons against harm to their health, safety and welfare.



### 1.2 About Rapu

Rapu, offers unique and professional surfing experiences to some of the most pristine coastlines in the world. The company is based in Auckland and runs tours all over the upper north island. Predominantly Rapu runs its lessons at Piha, a beautiful well renowned beach located 40km west of Auckland city. Regular multiday day trips are also occasionally run to the uncrowded and unspoiled beaches of Northland. Rapu offers surf coaching and lessons for absolute beginner surfers who want to 'get up and riding' to the more advanced surfers who wants to perfect and fine tune his/her skills and technique. Once on the trip, clients will not only get to develop their skills and knowledge of the surf but get to experience some of the magic that the ocean environment has to offer.

### **1.3 Safety Management Plan Objectives**

The objectives of this plan are to:

- Identify and discuss relevant legislation and industry standards
- Identify Rapu, health and safety policy, practice and procedures in accordance with the HSWA
- Identify policies and procedures surrounding Rapu, including management, staff competencies and training
- Identify and discuss risk management issues and procedures
- Identify and discuss emergency procedures
- Detail accident and incident reporting policy and procedures
- To provide an accessible and relevant safety management plan; and
- Facilitate the ongoing improvement of safety within the company.

### **1.4 Scope**

This SMP has been created in order to ensure that as a PCBU we implement the primary duty of care, ensuring the health and safety of workers as well as all customers or members of the public that may be affected by the business that Rapu is undertaking

## **SECTION 2: RESOURCES AND INDUSTRY STANDARDS**

### **2.1 Resources**

Rapu will ensure the following resources are available ensure duty of care.

- Trained health and safety personnel including First Aiders and HSC members.
- First aid kits, which are clearly marked, adequately supplied, conveniently located and accessible at all times.
- Fire equipment, such as extinguishers and tools to escape from vehicles.
- Protective equipment and clothing when required.
- Safety equipment, such as whistles and cones.

### **2.2 Industry Standards**

Recreation industry standards pertaining to activities provided by Rapu, can arguably be identified as the certificates and qualifications administered by the following organisations:

- NZQA - the New Zealand Qualifications Authority.
- SNZ – Surfing New Zealand
- SLSNZ – Surf Life Saving New Zealand

Equivalent experience can also be established through the provision of logs and references.

## **SECTION 3: RELATIONSHIP MANAGEMENT**

### **3.1 Introduction**

The nature of Rapu's business means that employees spend a lot of time contact with customers/guests during the course of their work. This means that there is an increased potential for conflict to occur. Conflict can arise as a result of a breakdown of communication. To mitigate the risks of conflict occurring Rapu has a Relationship Management strategy in place which is covered at the time of induction. The HSC are responsible for hazard identification, risk assessment, and management of the strategy.

### **3.2 Communication**

- Employees should be aware that communication with others is a combination of factors including the following and always need to be conscious of these factors.
  - Body Language
  - Volume & Tone
  - Words
- Employees should always implement Rapu's strategies for appropriate communication including but not limited to:
  - Show active listening skills
  - Mirror the general demeanour of the other person
  - Do not advance into their personal space

### **3.3 Danger signs & personal safety**

- Employees should always be conscious of their surrounding environment, the people in it and how to react if their safety is compromised. The following signs are things to be aware of and an employee should always rely on their gut feeling/intuition.
  - Raised voice
  - Increase in swearing
  - Finger tapping/pointing
  - Fist clenching
  - Rocking backwards & forwards

## SECTION 4: OPERATIONAL RISK MANAGEMENT PROCEDURES

### 4.1 Staff roles and responsibilities

- The roles and responsibilities of employees including contract staff are clearly established before any operation/activity begins. Employees have a responsibility to observe safe work practices, rules and instructions relating to their work. In areas where management control has been delegated to an employee, it is the responsibility of that employee to maintain a safe and healthy working environment.
- Employees have a duty to:
  - identify new hazards
  - work safely and efficiently;
  - use the protective equipment provided, and by meeting statutory obligations;
  - report incidents that have led, or may lead, to injury, illness or damage;
  - adhere to procedures for securing a safe and healthy workplace;
  - assist with the investigation of accidents with the object of introducing measures to prevent a recurrence.

- Staff Induction: all new staff are inducted into Rapu

All new staff will be informed of the health and safety policies and procedures of Rapu and a copy of Rapu SMP will be made available for review. Staff will be made aware of potential hazards likely to be encountered on trips and will be informed of the operational procedures of the company and any job roles and responsibilities will be specified. Emergency procedures training will also occur during the induction. Staff will also be informed of any relevant cultural and/or environmental issues concerning Rapu.

All new staff will be given the opportunity to ask any questions they may have regarding safety policies and procedures, operational procedures and their role and responsibilities in Rapu.

*Staff induction will be logged, signed and dated on the induction document.*

- Staff Competency: all surf coaches employed by Rapu, are required to hold the following qualifications or equivalent:
  - New Zealand Surfing Association - Level 1 Coaching Award (to be secured within 4 months of employment)
  - Current First Aid Certificate – St Johns Pre Hospital Emergency Care (3 day course) of Equivalent. – Must include up-to-date CPR training.
  - Bronze NZ Surf Lifesaving Award

- P-Class - Passenger endorsed drivers licence (Relevant only for staff who are driving clients)
- Currency of Employees: as well as attaining the relevant qualifications Rapu, recognises the importance of current qualifications within the company in order to maintain an up to date, professional industry standard.

The following steps are taken by Rapu, to ensure current, up to date practice.

- A refresher first aid course is to be taken by all surf coaches every 2 years
- All surf coaches are required to have completed their NZSA level 1 coaching award prior to employment by Rapu. This qualification must have been gained no more than 3 years prior to employment by Rapu, or the employee must have worked in the industry since completing the award.
- Staff to Client Ratios: the minimum staff to Client Ratios for all surf tour or coaching sessions is 1:8. Therefore if any more than 8 clients are to partake in a coaching session another staff member must be present.

*N.B. The staff to client ratios are recognised in the New Zealand Surfing Association guidelines as a professional and safe measure for surf coaching in New Zealand.*

## **4.2 Hazard identification and Risk management**

- All employees must immediately report hazards & risks to a HSC member.
  - A hazard is any situation or thing that has the potential to cause death, injury or illness to a person and includes a person's behaviour.
  - A risk is a probability or threat of damage, injury, liability, loss or any other negative occurrence that is caused by external or internal vulnerabilities and that may be avoided through pre-emptive action.
- For each hazard identified, Rapu must take all practicable steps to review, control and evaluate the hazard by taking into account
  - The likelihood of occurrence
  - The degree of harm that may result
  - The knowledge of the person concerned with regards to the hazard itself as well as ways of eliminating and minimising the associated risk
  - The availability and suitability of ways to eliminate and/or minimise the associated risk
  - The costs associated with eliminating and/or minimising the associated risk
- A register of hazards is maintained and managed by the HSC.

- Collection of Client Health Information
  - All clients are required to complete a waiver form. These forms will be read and reviewed by all staff prior to the trip. All health information forms are to be secured in a safe place and kept confidential.
  - Under the following circumstances staff must refuse that clients take part on the trip:
    - *If a client does not perceive themselves to be a competent swimmer (Can swim 50m without stopping).*
    - *If staff consider that a clients' health condition may put his/her self or any other member of the trip at a high level of risk (please refer to definition of risk in glossary).*
  
- Halt Operation or Activity if Safety Compromised
  - The following conditions are seen too compromise the safe continuation of a surf coaching session and will result in a halt of the activity:
    - *surf exceeds a size where motorized transport is required for the currents on the day;*
    - *surf exceeds the competency of the group;*
    - *offshore wind exceeds 40km/hr;*
    - *dangerous rips present in the surf;*
    - *dangerous side currents or under currents present in the surf;*
    - *shark sited in the surf;*
    - *air temperature is below 5 degrees Celsius;*
    - *motorboats (or similar) present in the surf;*
    - *pollution or chowder present in the surf;*
    - *Pupils operate more than 150 metres from the shore.*

The lesson is to be halted until conditions change or are resolved to meet specified guidelines.

#### **4.4 Stress, fatigue or conflict**

Management of excessive or undue stress is a joint management-employee responsibility. Employees have a duty to assist Rapu in minimising, so far as is reasonably practicable, work-related stress.

If you feel that you need support, then involving a colleague, trusted friend or the HSC may help to make issues clearer, and canvas all possible solutions.

- Inform your manager in the early stages that you are feeling stressed, so the manager has the opportunity to resolve the problem.
- Advise your manager of any factors in the workplace that may be causing work-related stress. Reflect on possible causes of stress (both work-related and non-work) to determine the most relevant causes.

- Request reasonable adjustments to working practices if these will assist in meeting changed circumstances

An employee who feels stressed is encouraged to talk to their Manager (alternatively a HSC member or co-worker) to discuss how to alleviate the stress.

Harassment - An employee who feels harassed (sexually, racially or otherwise) is encouraged to discuss the situation with their Manager.

## **4.5 Equipment Procedures**

All equipment used in Rapu, has been carefully selected to assure practical and safe use throughout the company.

Equipment includes:

- A carefully selected range of surfboards: High level of floatation, flexible, blunt fins to avoid injury.
- Range of wetsuits: To provide warmth in cold water and floatation in surf
- Leg Ropes: To avoid losing boards and swimming in the surf
- Professional and well maintained vehicles: For safe practical access to the beach
- Visible Rash Vests: For easy spotting and safe management of clients in the water

## **4.6 Motor Vehicles**

Rapu uses professional and safe vehicles to transport clients to and from the surf. Driving of these vehicles is restricted to Rapu, staff only (unless previously arranged with management).

*All Rapu, staff are required to hold a current New Zealand Passenger Class licence when transporting clients.*

*All Rapu, staff are required to hold a Class 2 – Heavy vehicle licence when driving the surf school Bus if GVM weight exceeds 6500kg.*

- Vehicles: Rapu, complies with the following Legal Requirements at all times:
  - The person driving the vehicle must hold a valid license appropriate to the particular vehicle booked;
  - The Road Code must be obeyed at all times; and
  - The vehicle and trailers hold all necessary permits and meet all legal requirements (ie. Warrant of Fitness and Vehicle Registration)
  - Clients are required to wear seatbelts when travelling with Rapu

## **SECTION 5: ACCIDENTS, INCIDENTS AND REHABILITATION**

- Seek help from first aid personnel.
- Complete the appropriate form (located within First Aid kit) and pass it to a HSC member as soon as possible. Forms can be completed on behalf of the injured person.
- A HSC member will notify and forward completed forms to Worksafe as soon as possible after being made aware of any situation set out below as defined in the Health & Safety at Work Act 2015:

### Notifiable Injury or Illness

- An injury or illness that require the person to have immediate treatment (other than first aid).
- An injury or illness that requires, or would usually require, the person to be admitted to a hospital for immediate treatment.
- An injury or illness that requires, or would usually require, the person to have medical treatment within 48 hours of exposure to a substance.

### Notifiable incident

- An unplanned or uncontrolled incident in relation to a workplace that exposes a work or any other person to a serious risk to that person's health or safety arising from an immediate or imminent exposure to an escape, spillage or leakage of a substance, implosion, explosion or fire, escape of gas, steam or pressurised substance, electric shock, fall or release from a height, collapse, overturning, failure or malfunction of or damage to any plant required to be authorised for use in accordance with regulations or the collapse or partial collapse of a structure.

### Notifiable event

- Any of the following that arise from work, the death of a person, a notifiable injury or illness or a notifiable incident.

### Harm

- Illness or injury or both including physical harm or mental harm caused by work-related stress.

### Accident/Near Miss

- An event that causes any person to be harmed or in different circumstances, might have caused any person to be harmed.

## SECTION 6: CRISIS ASSISTANCE PLAN

### 6.1 Introduction

The purpose of dealing with any emergency is the preservation of life and property and prevention of further injury or loss. This crisis assistance plan has been formulated to meet that purpose.

**Crisis:** Any accident that involves significant loss or serious injury or death. A crisis would usually require the assistance of outside agencies such as Police, Ambulance, Fire Brigade or Coast Guard.

### 6.2 Emergency Procedures

- Training for Emergencies

Staff training in emergency procedures occurs during staff induction. It will also be practiced and discussed in regular staff training. During staff training staff will be given the opportunity to have their input in the development of emergency procedures.

*Staff will attend a first aid refresher course every 2 years.*

- Emergency Plan

**Emergency:** Refers to any serious incident or situation concerning the health, injury, and death, missing person, or extensive damage involving staff, clients or property.

If an emergency situation arises on a Rapu, New Zealand Surf & Snow Tour or coaching session, tours must cease, clients must be removed from the water and emergency procedures be undertaken.

*All accidents and incidents requiring professional medical attention or rescue services must be immediately reported to:*

**Brett O'Brien** (Manager of Rapu,)

*Office: 09 8280426*

*Cell Phone: 022 6461036*

*Free Phone: 0800 787386*

## REFERENCES

Health and Safety Work Act 2015

Education Outdoors New Zealand (Inc.). (1995) *Quality Management and Safety Systems For Education Outside the Classroom, Outdoor Education, and Outdoor Recreation*. Palmerston North

Erickson, D. and G. Egarr. 1990. *The River Guides Guide*. New Zealand River Guides Association.

Hillary Commission for Sport, Fitness and Leisure. (1996). *Outdoor Pursuits: Guidelines for Educators* (4th ed.). Wellington.

Horizons Unlimited and David Irwin. 1998. *Christchurch Polytechnic Recreation and Adventure Program Safety Management Plan*. Christchurch: Christchurch Polytechnic.

Occupational Safety and Health Service. (1993). *HSE Act Discussion Paper*. Wellington: Department of Labour.

Maritime Safety Authority. *Maritime Rules Part 80: Marine Craft used for Adventure Tourism*. Wellington: Maritime Safety Authority.

Ministry of Education. (1995). *Education Outside the Classroom Guidelines for Good Practice*. Wellington: Ministry of Education,

Outdoor Safety Institute. (1994). *Safety Management: Guidelines for Schools (Revised Edition)*. Wellington: Hillary Commission.

**APPENDICES**

**Appendix 1: Equipment Log Book**

**Equipment Type:**

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ID Number: \_\_\_\_\_ Date Purchased: \_\_\_\_\_ Description: \_\_\_\_\_ (make, colour, etc)

Date	Venue and Activity	Hours Use	Condition	Checked by

Date retired: \_\_\_\_\_ Reason Retired: \_\_\_\_\_



## Appendix 2: Health Information & Risk Acknowledgment

### **CONDITIONS OF BOOKING - SURF TOURS**

The “Operator” means Rapu, Limited.

#### **1. MEDICAL**

- 1.1 It is your responsibility to advise us in writing at the time of booking of any medical condition or physical disability that requires any special treatment or attention. The Operator reserves the right to decline your booking on the grounds that your safety and that of others could be compromised.
- 1.2 At the time of the tour, any person presenting themselves in an apparently intoxicated state or under the influence of drugs will **not** be allowed to take the tour nor will any refund be forthcoming.

Declared Medical Conditions, that may hinder your ability to perform the tours activities.  
(E.g. Asthma, Allergies)

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#### **2 LIABILITY**

- 2.1 The activities provided by the operator carry a degree of risk. By participating in any of the activities provided by the Operator you are expressly assuming those risks personally and release the Operator and its officers, agents and employees from any liability, claim, losses, damages, expenses or loss of enjoyment caused by any event including, but not limited to personal injury or death, property loss or damage, acts which may be construed as negligent or accidental, any other loss; damage, suffering, emotional or nervous disorder, accidents to or failure of equipment or transport and further; through any person failing to comply with the safety procedures of the Operator or the instructions of the Operator during the tour.
- 2.2 By participating in any of the activities provided by the Operator, you agree not to commence any litigation or proceedings in any country in relation to the risks and perils set out in Clause 2.1 above and further, you agree to indemnify the Operator in respect of any such claims made against the Operator.

#### **3 CANCELLATION**

- 3.1. The Operator reserves the absolute right to cancel or amend any tour at any time for any reason and as such assumes no liability whatsoever for any loss, additional cost or any other consequential loss.

On the signing of the booking form and the completion of the medical questionnaire, you acknowledge having received these condition together with the safety procedures and that you will accept all the terms and conditions of the booking.

Customer Name \_\_\_\_\_ Customer Signature \_\_\_\_\_  
Date \_\_\_\_\_

Rapu – SMP ©



Under 18 Signed by Parent or Guardian

Parents/Guardians Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

Safety Procedures: Must be a confident swimmer.

1. **No entering the water while under the influence of drugs or alcohol.**
2. **If any guide blows the whistle it means turn your attention to the guide immediately and await next instructions.**
3. **If you want to enter the water inform a guide first.**
4. **If you want to swim, swim between the flags at patrolled beaches, or inform a guide to watch over you.**
5. **Always wear your leg rope on the surfboard or body board.**
6. **Always wear a wetsuit while on a surfboard or body board.**
7. **Inform your guide when you are cold or uncomfortable or get out of the water.**
8. **Keep eye contact with the guides.**
9. **Keep 4 meter spacing when surfing to avoid collision.**
10. **When walking with surfboard keep the fins in front of you.**

\*\* Broken fins are charged at \$80 per fin, please do not ride your boards up onto the sand.

\*\* All pictures taken by Rapu are the property of Rapu.

## Appendix 3: Accident and Incident Report Sheet

Record of Accident /Incident/ Serious Harm	
To be completed by the Surf/SUP School Manager and injured person and sent to Surfing NZ Coaching Director within 48 hours of the event.	
Is it an <input type="checkbox"/> Accident <input type="checkbox"/> Incident/Near Miss <input type="checkbox"/> Condition (e.g. OOS)	
<p>Surname:</p> <p>First name(s):</p> <p>Residential address:</p> <p>Phone:</p> <p>Gender: <input type="checkbox"/> M <input type="checkbox"/> F</p> <p>Date of event:                      Time:                      am/pm</p> <p>Date reported:</p> <p>If OOS – date of visit to doctor:</p> <p>Hours worked since arrival at work:</p> <p>Shift <input type="checkbox"/> Day <input type="checkbox"/> Evening <input type="checkbox"/> Night</p> <p>Location where event occurred:</p> <p>Occupation or position of injured person:</p> <p>Type of employment:</p> <p><input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Non-employee</p> <p>Period of employment:</p> <p><input type="checkbox"/> 1st week <input type="checkbox"/> 1st month</p> <p><input type="checkbox"/> 1–6 months <input type="checkbox"/> 7 months – 1 year</p> <p><input type="checkbox"/> 1–5 years <input type="checkbox"/> Over 5 years</p> <p>Nature of injury or disease:</p> <p><input type="checkbox"/> No injury <input type="checkbox"/> Superficial</p> <p><input type="checkbox"/> Sprain or strain <input type="checkbox"/> Open wound</p> <p><input type="checkbox"/> Head injury <input type="checkbox"/> Poisoning/toxic effect</p> <p><input type="checkbox"/> Fracture, spine <input type="checkbox"/> Other fractures</p> <p><input type="checkbox"/> Multiple injuries <input type="checkbox"/> Foreign body</p> <p><input type="checkbox"/> Puncture wound <input type="checkbox"/> Internal injury, trunk</p> <p><input type="checkbox"/> Chemical reaction <input type="checkbox"/> Occupational hearing loss</p> <p><input type="checkbox"/> Burns <input type="checkbox"/> Bruising/crushing</p> <p><input type="checkbox"/> Mental disorder <input type="checkbox"/> Amputation, including eye loss</p> <p><input type="checkbox"/> Nerves/spinal cord <input type="checkbox"/> Dislocation</p> <p><input type="checkbox"/> Disease skin <input type="checkbox"/> Disease circulatory system</p>	<p><input type="checkbox"/> Disease nervous system</p> <p><input type="checkbox"/> Disease musculo-skeletal system</p> <p><input type="checkbox"/> Disease digestive system</p> <p><input type="checkbox"/> Disease infectious or parasitic</p> <p><input type="checkbox"/> Disease respiratory system</p> <p><input type="checkbox"/> Tumour (malignant or benign)</p> <p><input type="checkbox"/> Damage artificial aid</p> <p><input type="checkbox"/> Fatal</p> <p>Injured part of body:</p> <p><input type="checkbox"/> Trunk <input type="checkbox"/> Neck</p> <p><input type="checkbox"/> Head <input type="checkbox"/> Internal organs</p> <p><input type="checkbox"/> Upper limb(s) <input type="checkbox"/> Lower limb(s)</p> <p><input type="checkbox"/> Multiple locations</p> <p>Mechanism of event:</p> <p><input type="checkbox"/> Fall, trip or slip</p> <p><input type="checkbox"/> Sound or pressure</p> <p><input type="checkbox"/> Biological factors</p> <p><input type="checkbox"/> Body stressing</p> <p><input type="checkbox"/> Mental stress</p> <p><input type="checkbox"/> Being hit by moving objects</p> <p><input type="checkbox"/> Heat, radiation or energy</p> <p><input type="checkbox"/> Chemicals or other substances</p> <p><input type="checkbox"/> Hitting objects with part of the body</p> <p>Was a 'Significant Hazard' involved?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Type of treatment given:</p> <p><input type="checkbox"/> Nil <input type="checkbox"/> First aid</p> <p><input type="checkbox"/> Doctor <input type="checkbox"/> Hospital</p> <p>Agency of injury:</p> <p><input type="checkbox"/> Machinery or (mainly) fixed plant</p> <p><input type="checkbox"/> Mobile plant or transport</p> <p><input type="checkbox"/> Tools, appliances, equipment (powered)</p> <p><input type="checkbox"/> Tools, appliances, equipment (non-powered)</p> <p><input type="checkbox"/> Chemical or chemical products</p> <p><input type="checkbox"/> Material or substance</p> <p><input type="checkbox"/> Environmental agency</p> <p><input type="checkbox"/> Animal, human or biological agency (not bacterial/virus)</p> <p><input type="checkbox"/> Bacterial or virus</p>

THE INVESTIGATION: Describe what happened.

ANALYSIS: What caused the event?

PREVENTION: What action has or will be taken to prevent a recurrence?

By whom?            By when?

Were ACC forms completed?     Yes     No

Has time been lost from work?     Yes     No

If yes, how many days? \_\_\_\_\_

Manager (Name): \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

Consent (in the case of an ACC claim)

I authorise the Surf School Manager to obtain medical and any other records that are, or may be, relevant to this claim.

I authorise disclosure to any accident insurer of personal information and health information held by other parties relating to the claim.

I authorise disclosure of my health and other information relating to this claim to: my employer, ACC, contracted health or rehabilitation providers, employee representatives.

Injured Person: \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

## Appendix 4: Surf Tour Programme and Procedures

### Driver's Checklist – 1 & 2 Day Tours

- Ensure that the bus is clean, that the oil and water is checked for the Vehicle and that COF, Road User charges are all up to date and the vehicle is road legal.
- Check you have all your gear that you will need for the day e.g. whistle etc.
- Ensure you have the manifest, understand everything and the correct number of waiver forms and feedback forms.
- Be on time for your pick-ups.
- Greet everyone, open the door and ensure that you have everyone before moving on to the next pick up.
- Ensure that everyone has their seatbelt on and all the gear is stowed correctly.
- At the last pick up point turn the radio off and welcome everyone on the tour. Introduce yourself and any other instructors.
- Explain where you are going and the conditions at that beach, outline how the day will run and that we will have a bit of fun cause that's what it is all about.
- Ask these points.
- "Does anyone have any existing medical conditions that may affect surfing today?"
- "Is there anyone here who unable to swim 50 metres freestyle unassisted" Prerequisite for surfing today.
- "Is there anyone here who does not have sunblock?"
- "Does everyone have food and drink or do I need to stop on the way to grab something from the bakery?"
- Then explain the waiver form.
- First part is medical
- Second is the liability
- Bottom of the waiver is the procedures for the day and that they should read this before signing. Explain you be asking them questions to see if they have read it.
- Explain they are then to sign the waiver form fold it in half and place it in the pouch on the left hand side of the black folder along with any voucher/cash that they have. This way everything is done while you are driving and then there is no time wasted doing this at the beach.
- Pass the Black Folder to the back of the bus so by the time everyone has completed the forms the Black Folder is up the front of the bus so you can then check that everything is in order. You will need to go through waiver forms to check any medical conditions and that all the vouchers have been handed in. Once all this is done take those forms and any money and put in the clear sleeve that is on the clip board with the manifest. In that sleeve there will be the feedback forms, swap them into the Black Folder so at the end of the day you can pass them back the Black Folder to complete the feedback forms.
- If you have to stop for anything remind everyone to put their seat belts on and check you have everyone before you leave!!

- If you are going to Piha remember to stop at the lookout where you will start the lesson explaining rips and currents. Also there you may meet other people joining the tour. You will need to ask the same questions and run through the same procedure above for these people once you have got them to the beach.
- When you get to the beach explain that they will be given wetties and where to go to the toilet and get changed. Remind everyone to put sunblock on!
- All the gear is to be stowed on the bus and the head surf coach will have a bag for the key and any gear that the guests would like to take on to the beach. Any gear that the guest takes to the beach is their risk!
- Ensure all the instructors are aware of any medical conditions or those who are weak swimmers.
- Ensure all the instructors are aware of the timings for the lesson.
- Ensure the bus is secure.

## End of the Day

- Check that you have everyone!
- Ask if everyone enjoyed their day! And remind them that they now can come back as Return Surfers! At the Return Surfer rate of only \$80!
- Play the 5 Day Tour video (It is loaded in the CD deck) and explain how perfect the waves are for learning.
- Hand the Black Folder to the back of the bus so everyone can complete the feedback forms. Once the forms are done put the completed forms in the clear sleeve on the clipboard with the manifest.
- Drop off everyone and then sweep the vehicle empty the rubbish and refill the fuel so it's ready to go for the following day.

Signed (driver):

Print name:

Date:

Tour name:

## Appendix 5: Lesson Plan



### **BEGINNER SURF LESSONS!** **ALWAYS DO HEAD COUNTS IN THE WATER!**

**First lesson** – is about 45 mins on the beach 1hour 15 minutes in the water

For Piha the lesson commences at the lookout!

Welcome them to the beach and show them the features of the beach.

Then you explain beach and swell dynamics.

How are waves made? Ripples on the surface of the water travelling over distance creates swell and then that swell feels the ocean floor (at approx. one and half times its size) Shoals, gets top heavy and breaks and then comes up the beach as white wash. Explain this is what we will be surfing today.

Explain the three ways to recognise a rip and that they like to form around stable structures. – Can anyone see a rip?

Explain about sand banks, being where the waves break and that they are high points on the beach and rips are the low points.

Explain what to do if they ever find themselves in a rip and the signal you give if you need help when in the water. Re-enforce that this is not going to happen today because they will only ever be in waist to chest deep water and staying standing unless they are paddling for a wave.

#### **Breakdown of the Lesson - approximately 1 minute.**

Explain what is expected of the customer during the lesson.

- 45 min beach lesson.
- 1 hour 15 minutes in the water.
- Explain that surfing is difficult and by managing to stand you are doing really well. Today is a taster for you to experience the early stages of surfing. You will be gaining knowledge which you can take further, but like any sport practice makes perfect.

#### **About the board – approximately 3-5 minutes.**

- Give a brief description on the parts of the board, what type of board they will be using (i.e. a longboard) and the different sizes that are used for different people and their skills.
- Show how to unravel your leash and put in on the show how far the board will travel before it stops. Explaining that is why we do not walk out behind another person. Then show how to wrap up your leash as soon as you exit the water. Do not hold the leash as it may wrap around you.

### Safety talk 5 minutes

Gather the group on a high point on the beach and re run through where the high points and the low points are (sandbanks and rips). Ask if anyone can see the rips? And explain the boundaries (using cones for big groups).

Run through the signals

Ask questions from the safety procedures to see if anyone actually read them e.g. How far apart should we be in the water?

Remind them of the depth that they will go into the water.

Explain how to wipeout. (Covering the head) and when in the water to ensure that one person one wave.

### Warm up – 5 minutes

Gather the group on the beach with you and place the group so that the boards are nose on the line in a semi-circle and do quick warm –up. Do stretches such as the upward facing dog and use the burpee to see those who can pop up.

### Have everyone lie on their boards

Talk through the act of walking to the water's edge and attaching the leash and walking out into the water keeping the board pointing out sea getting waist deep and turning the board around, placing themselves in between the wave and the board and having it pointing straight towards the beach. Warn them that these are the only directions they should have the board facing at any time, to avoid injury. Then looking for that white wash wall and jumping on the sweet spot in one motion.

Explain the sweet spot and how it keeps the board on trim and common mistakes people make

1. Being too far forward – resulting in a nose dive.
2. Being too far back, making it difficult to catch waves, and making them stall when they stand up.
3. Once you have identified the sweet spot for each person, explain it is important for them to keep their shoulders and chest off the board and their chin up when they are paddling.

Explain paddling

- They need to have their hands cupped, fingers in the water first, long deep paddles past the hip. Demonstrate this for them, scooping the sand.
- Use this time to emphasise the importance of having the chest off the board, shoulders back and chest up. Let them know that they can be on the right position on the board, but if their chin and chest are not up they could nose-dive the board.

Explain catching the white water

Remind them one person one wave so they must make sure that no one else is riding that wave and they are responsible to get out of that persons way. They must also check that no one is between them and the beach before they try and catch that wave. Explain that beginner's give way to everyone else.

When you see a wave coming towards you, give yourself enough time to get on your sweet spot on your board, keep the board pointing straight ahead and start paddling. When the wave hits you from behind

you will feel it push you. Explain this is not the time to stand but to do four more power strokes to make sure they have caught the wave.

Explain how to come up into prone position

After the 4 power paddles are made hands are flat on the deck right by the armpits and then coming up into prone position. Leaning to the left will turn the board to the left and same with the right. Ride the wave in and how to stop.

Practice this on the beach with them and then get them into the water and practice this for 15 minutes. Then call everyone back in and show them how to stand.

**Repeat safety talk before entering the water!**

Entering the White Water and Water Safety

- Walking into the water between thigh and waist deep. The only time you will paddle is to catch the wave. This is because it is safer to have your feet on the ground so you don't drift. Explain how they must be aware that the board is the major cause of accidents and injuries in the water, and everyone should be aware of the board and its position in the water.
- It is important when walking in the water that they never have the board in front of them, or the wave will push the board back into their face. We don't like missing teeth! Show the right and wrong way of holding the board when entering the water. They should hold the nose of the board and carry it into the water.

When they wipe out, beginners will often try to keep their head above the water. Explain that this is not a good idea because the board will often bounce on the water and hit their head. When they wipe out they should stay under the water for at least two seconds, and emerge with their hands protecting their head.

- As they go to collect their board they should not stand behind their board as a wave may hit the board into them as they try to gather it.
- When walking into the water never walk directly behind a beginner. If the person in front of you loses their board it may come back and hit you. Demonstrate this by attaching a leg-rope to a board and yourself and walking back to show just how far the board can reach.
- Always buddy up strong swimmers with weak swimmers. This does not mean they need to stick together but they should always be aware of each other's location. If they see their buddy in trouble or outside the cones have them alert the instructor.
- Let the customer know that one of the biggest dangers in the water is each other.
- If anything goes wrong or you are not happy about how they are dealing with the rips, explain you will whistle or shout and bring everybody into address the issue.
- Explain the importance of the **boundaries** and to stay between the cones. If they stray from the boundaries explain to them you whistle or shout and then point them in the direction they should head. (Demonstrate this action). **Please be extremely strict that people stay within the boundaries and are in waist deep water. Make sure you know the depth of the water they are in.**
- Mostly you will be surfing at Piha. Explain that 1 minute it can be knee- deep and then chin-deep as a surge comes through. They could lose their footing when this happens and start to drift out with the outgoing surge. **For the first half of the first water lesson be extremely forceful with this point and do not let anyone stray too far out!!**

- You should be in the water with the customers going as deep as the deepest person (hip deep) and help everyone try and catch a wave. This will show which depth they should be at and how they should prepare themselves for catching the wave.
- **3 reasons for immediately removing them from the water for safety**
  - 1 Not covering their head during a wipeout**
  - 2 Not checking that there is no one else on the wave they are about to catch**
  - 3 Not checking that the way is clear**
- Give everyone your support but focus on the ones who are having difficulty. If necessary bring them back to the sand to revise aspects of the technique – please keep your eye on the rest of the group.

Call the Group back to the beach and show them the different methods standing and of the surfing stance.

Use drop knee stance to show how to stand low on the board

Use chin/knee/toe stance to keep the weight on the front foot thus having the board remain on trim

Use bend by the knees not the back

Explain Pop-Up method of standing:

- At all times their eyes are to be focused at the front of the board when they are going to stand up.
  - At this point explain to the customer that their goal, not necessarily today, is to achieve the pop-up. Demonstrate this technique. This is a difficult task so explain the alternative methods to getting up. Some people are able to pop up, so have everybody attempt this before teaching the three step method.
  - For those who can do so efficiently, encourage them to use the pop-up method in the water, but have them understand the three-step method.
- Once everyone is standing on the board for the first time, have them all look at their position on the board and demonstrate the correct way. Identify for each person the ideal location for their feet. Their front foot is to land where their chest was positioned on a 45-degree angle on the board. Back foot should be perpendicular to the board. Feet should be double shoulder length apart. Get them to bend their knees, explaining that the lower they are – the better the centre of gravity. Dropping the back knee allows for you to get lower. Shoulder and arms to the front, 60-70% of their weight on the front foot. Give everyone a thumbs-up, and let them know this is the way we want to be riding the waves today!

Explain 3-Step Method of standing:

- Firstly get everyone to put their hands in front of their chest and have them do a push-up.
- Then have them place their hands behind their chest and have them do another push up. They will then realise that having your hands behind your chest allows you to stand more easily.

**Step One:**

Pushing the body up. Place hands behind chest (like a push up) and raise upper body.

**Step Two:**

Drop and twist leading hip towards the front of the board, while placing the back foot firmly on the board right beside the knee of the foot.

(Explain at this point that they must keep all their weight on their arms as it is important not to push back with their arms thus transferring their weight to the back of the board).

**Step Three:**

A small downward movement with their arms before pushing up firmly, while dragging the front foot and placing it between their arms.

- Explain as they are about to stand up, to raise back-side first keeping their hands on the board, and eyes to the front.
- They should then slowly raise the top half of their body, bringing hands off the board last.
- Once standing remind them to keep their upper body hunched over their front foot as straightening their back will transfer weight to their back foot.
- Show them the importance of keeping their eyes facing straight ahead, and the downfalls of shifting their body too much to either side.
- Once all the beginners are standing on their boards then explain the importance of keeping 75% of their weight on their front foot. Too much weight on the back of the board and they will sink and the wave will pass them by. They must keep their knees bent, but not their back. Their shoulders and arms should be facing the front.
- Have them practice this with you a couple more times, correct them as they go along. Then have them practice on their own a couple more times and continue to correct any problems.
- Pay particular attention to ensuring that between steps two and three, their weight on the sweet spot is maintained and that they don't push their weight to the back.

Explain 4-Step Method of standing: - **for those who are having real trouble.** If you get these guys standing they will remember you for life!

- After **30** or so minutes in the water and you know they just won't get up use the 4-step method. Bring the individual in and show them the 4-step method. It is still very important to emphasis keeping the weight over the sweet spot when attempting to stand. Make sure you keep an eye on the guys in the water.

**Step One:**

Pushing the body up. Place hands behind chest (like a push up) and raise upper body.

**Step Two:**

Shift knees up and under the body, keeping arms at 90 degree angle to the board and their bottom in the air. Don't let them sit back with weight on their ankles. Weight must centred over the sweet spot. Have them practise this until they can ride waves in this position. Once they are comfortably doing this, bring them in for the next steps.

**Step Three:**

Follow step 2 but and have them place their back foot where their knee used to be. Keep weight centred over the sweet spot.

**Step Four:**

Follow step 3 and then bring the front foot forward so that it lands in the right position.

Lunch time – In between lessons

Run through each person and what they need to work on and explain that this second lesson you're more hands off.

Dish out sponsors products and photo that.

**SECOND LESSON – approx. 2 hours**

**Repeat safety talk before entering the water!**

Make sure everyone has applied more sun block, and had some drinking water and light food before beginning the next lesson.

Revise with everyone the key steps that you have covered in lesson one, and spend 5 to 10 minutes on suggestions for each individual. Ask if anyone has a question before heading back into the water.

Usually with the second lesson you would have established who requires more help. Spend the first few moments with those who require extra assistance.

If someone is struggling, simply grab their attention, bring them in towards you and give appropriate tips. This is important as the customer needs to know you are not just cruising. Get involved!

For those who are excelling give them more challenges to attempt, such as looking along the wave and trying to surf along the wave rather than just going straight ahead.

Give the group a 10-minute countdown before finishing for the day

Ensure that the leashes have been securely wrapped up and all gear is free of sand and removed from the beach

Get the guests to rinse and turn the wetsuits around the right way around and assist with the boards.

***This is a great time to take a group shot with their boards!***

**Appendix 6: Student Surf Camp/ Day Trip Registration Form**

**STUDENT REGISTRATION FORM**

Name ..... Date/s of trip.....

Address .....

Contact Phone No..... Height/Weight..... Age.....(Minimum age 13)

Email..... Male / Female

Special Food Requirements (*only required for Multi day Tours*)

.....

Is there anything else we should know?.....

.....

I am a Confident Swimmer Yes / No (Able to swim 50 metres)

Parent/Guardian Signature .....

Date .....

**EMERGENCY CONTACT DETAILS**

Parent/Guardian .....

Address.....

Home Phone ..... Work Phone.....Mobile.....

Other contact person.....

Home Phone ..... Work Phone.....Mobile.....

**Please complete both the Registration Form and the Conditions of Booking Form and email to: [info@rapuadventures.com](mailto:info@rapuadventures.com)**

**Alternatively mail to: CMB113, Piha, Auckland 0646**

