



WHS RISK ASSESSMENT AND SUPERVISION FORM 2019 (RAS FORM)

This RAS form should be changed to fit the exact requirements of the overnight trip that you are planning. Please add missing risk or delete any aspects that are not relevant.

EOTC Risk Assessment and Supervision: NAME OF TRIP: Year 7 Whakanewha Camp OVERNIGHT? YES TEACHER IN CHARGE: Mathew Jacomb SIGNED: Mathew Jacomb EOTC CO-ORDINATOR: Mathew Jacomb SIGNED: Mathew Jacomb/HAR		Version: V1	Date:
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PEOPLE RAMS: Anything that involves students, Trip leader, volunteers, providers, parents, strangers

Harm What could go wrong?	Hazard Why would this happen?	Risk Rating? How serious?	Controls How can it be prevented? First try to eliminate, then minimise the risk	Emergency Response Plan What if it goes wrong?	Residual Risk Rating?
Confusion over roles and teacher in charge	-Lack of communication -Lack of clarity in planning -Failure to organise a pre-trip meeting with all leaders involved -Leaders do not feel safe with their roles or uncomfortable to say no to position	High	-Clarify roles in application -Communicate all information to all leaders throughout the application -Organise a meeting for all leaders to attend. -All leaders to be given the roles and responsibilities of EOTC doc	-Follow TIRPS if confusion of roles leads to serious incident -Organise a meeting during the trip and confront any issues -Report to the incident reporting system on return to WHS	Low
Medical Incident	-Allergic Reaction -Exposure to illness. -Group members have health issues before leaving.	High	-TiC to provide each AL with contact details, medical details and permission slips. AL to have them with them at all times. TiC to update AL knowledge of medical issues. -TiC outdoor first aid trained. -All medication checked by group leader before departure. -Relevant number of staff:student for hospital trip	-AL to contact TiC. Follow TIRP if severe -TiC to familiarise themselves with nearest hospital/med centre -Clarify who would go to hospital -Report to the incident reporting system on return to WHS	Low



	-Pre-existing Medical Condition	High	<ul style="list-style-type: none"> -Collect accurate medical information, discuss & ensure info tagged to right person -Ensure participant carries appropriate medication & that others know how to administer -Ensure appropriately competent staff - First Aid minimum -Specific behavioural strategies for students on the trip outlined at the back of this RAS document. 	<ul style="list-style-type: none"> -Follow procedure for specific condition -Clarify who would go to hospital -Follow TIRP if severe 	Low
Injury - cuts, grazes, burns, bruises etc	<ul style="list-style-type: none"> -Unsafe / reckless behaviour -Lack of safety instruction -Lack of correct equipment -Poor technique or fitness level inappropriate to activity -Coach or peer pressure to participate beyond expertise (if injured etc) -Lack of supervision -Cooking injury 	High	<ul style="list-style-type: none"> -Ensure behavioural expectations are clear to participants and supervising teachers/helpers. -Provide appropriate supervision and reinforce behavioural expectations. -Minimise unstructured free time. -TiC to provide each AL with contact details, medical details and permission slips. AL to have them with them at all times. TiC to update AL knowledge. - Updated and relevant first aid kit taken -Students fitness and ability assessed in PE lessons -TiC <i>outdoor</i> first aid trained -All medication checked by group leader before departure. -Relevant number of staff:student for hospital trip -Staff have experienced all activities -Instructors to give clear boundaries and identify specific risk -No students to go on activities unsupervised -Avoid challenges and races between students - Clear instructions and boundaries given during down time 	<ul style="list-style-type: none"> -Follow TIRP if severe -Provide first aid at site -AL to contact TiC -Deal with the incident -Contact parents -Report the incident reporting system on return to WHS 	Low
Missing person	<ul style="list-style-type: none"> -Students go out alone -Students misbehaving and go missing 	High	<ul style="list-style-type: none"> -Check whole of site beforehand - where participants could go and establish establish out of bounds. -Identify handrails and catching features -Clear guidelines around behaviour - always stay in pairs -Provide (and possibly mark) clear boundaries -Consider marking path to toilets at night -Method of, and regular, accounting for everyone (buddy up / number off) 	<ul style="list-style-type: none"> -Follow TIRP (Call 111 & Principal) if missing student -AL to contact TiC -Report to the incident reporting system on return to WHS 	Low



Mental Health Issue (e.g. Suicide comments, depression, anxiety)	<ul style="list-style-type: none"> -Camp or overnight trip becoming too overwhelming -Homesickness -Bullying/abuse on camp -Previous mental health illnesses 	High	<ul style="list-style-type: none"> -TiC to check the students list with counsellor/nurse/dean before going on an overnight trip as some details may not be on Kamar. -Promote a safe, secure environment throughout the trip and discuss feelings of homesickness etc 	<ul style="list-style-type: none"> -Follow TIRPS with any mental health issues. Any comments about suicide must be followed up immediately. 	Low
Drowning	<ul style="list-style-type: none"> -Lack of safety instruction -Lack of correct rescue equipment -Inability to swim/no prior testing -Inadequate supervision/no lifeguard -Lack of knowledge of area 	High	<ul style="list-style-type: none"> -TiC to ensure that all students have a clear safety briefing outlining dangers, rescue equipment -All students to have signed aquatic consents/have swim test. TiC must be confident that all students can swim. -TiC to familiarise themselves with area and specific dangers (e.g river current, rocks, slippery bottom, logs) -Adequate supervision ratio. No students swim unsupervised. -TiC lifeguard trained? Experienced? 	<ul style="list-style-type: none"> -Follow TIRP (Call 111 & Principal) -AL to contact TiC -Hospitalisation- One AL to go to hospital with injured student and other volunteers to stay with group -Do not return early. Parents may travel to location 	Low
Student behaviour/ Student Incident	<ul style="list-style-type: none"> -Unfamiliar environment -Poor behaviour outside of expectations -Student behaviour is inappropriate -Student is involved in a serious incident involving police -Students not listening/ following to instructions -Peer pressure 	Medium	<ul style="list-style-type: none"> -TiC to check behaviour of students going prior to the trip and will be supported by Deans/SLT if they do not wish to take a student with behavioural concerns -Students briefed before trip -Students questioned about instructions to check understanding -AL to report any poor behaviour to TiC to deal with the issue -Appropriate school camp ground selected -Students sleeping in separate tents -Students separated if there is inappropriate behaviour in shared areas -Rules about socialising clearly explained -Specific behavioural strategies for students on the trip outlined at the back of this RAS document. 	<ul style="list-style-type: none"> -Place sanctions on students who are misbehaving -Follow TIRP (Call Principal) if behaviour issue is severe and any police are involved -Family contact/ liaison with any minor behaviour problems (e.g. not listening) -Report to the incident reporting system on return to WHS 	Medium
Inappropriate student-	<ul style="list-style-type: none"> -Inappropriate sexual behaviour during overnight trips 	High	<ul style="list-style-type: none"> -Behavioural expectations clearly outlined/ Student contract -Boys/girls not allowed in each other room -Appropriate school camp ground selected 	<ul style="list-style-type: none"> -Place sanctions on students who are misbehaving 	Low



students behaviour (sexual/abuse)	(students sneaking into each others tents) -Peer to peer abuse (verbal, physical, bullying etc)		-Students sleeping in separate tents. Genders apart where possible (e.g. tents separated) -TiC familiarise themselves of potential peer-peer relationships in the group (LGBTI+) and ensure expectations are discussed with these students	-Follow TIRP (Call Principal) if behaviour issue is severe and any police are involved -Family contact/ liaison with behavioural issues (may be sent home)	Low
Incident with volunteers or parents	-Lack of communication -Volunteers unaware of expectations and school policies and protocols -Drinking or smoking on trip	High	-All leaders to attend a pre-trip meeting where roles and expectations will be outlined -Police checks for parents on all overnight trips. -Roles clearly outlined using the EOTC guidelines - Parents to sign parent volunteer contracts for all overnight trips (link to an exemplar form:)	-Follow TIRP (Call Principal) if behaviour issue is severe and any police are involved -TiC to raise any issues directly with volunteers and parents -Report to the incident reporting system on return to WHS. Do not use parents or volunteers again	Low
Inappropriate adult -student behaviour (sexual/abuse) False allegations of sexual misconduct/ abuse)	-Inappropriate adult -student sexual behaviour during overnight trips (teacher, volunteer or external provider) -Adult to student abuse (verbal, physical, bullying etc)	High	-All leaders to attend a pre-trip meeting where risks expectations will be outlined, including awareness of keeping themselves safe -Adults only supervise same gender in toilets/bathrooms /bedrooms at night (also awareness of LGBTI+) -Adults to avoid 1:1 situations alone to prevent false accusations. -Adults to be cautious around swimming/bathrooms/ overnight. Always cover up and be responsible. -Volunteers to complete a volunteer contract prior to the trip -WHS policy states Police checks are compulsory for parents on all overnight trips.	-Report ANY allegations of sexual misconduct or abuse to the Principal via TIRP. Do not hide any incidents. -Students involved and adult involved to write statements. -Family contact/ liaison	Low

EQUIPMENT RAMS: Anything involving equipment, gear, facilities (personal, school or hired)

Inadequate personal equipment for trip	-Inappropriate clothing for weather conditions during the trip -Inappropriate footwear for activity	Medium	-Students briefed on trip about kit requirements and expectations for money -Supervisors to carry some equipment (first aid kit) -Teacher in charge to check medical details and ensure personal medication is shown before trip.	-TiC to cover any expenses and then claim back costs after -Students unable to participate in activity if inappropriately dressed	
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	-Forgotten personal medication (Inhalers/ epi pen etc)		-Vital equipment checked (trainers, sports gear (waterproof) jacket) -Supervisors to carry some extra equipment i.e (sunscreen, water, first aid kit) -Students checked they have enough warm gear / sun protection		Medium
Inadequate group equipment for activity	-Inadequate shoes for walking and jacket for rain protection -Inadequate safety gear.	Medium	-Students can bring own gear or have to borrow -TiC has back up gear	Withdrawal from activity if unsafe. TiC decision is final. Do not risk without adequate gear.	Low
Lost equipment or theft	-Student leaving bags and belongings unattended -Student forgetting bags on transport or in venue -Theft of belongings, valuables or money	Medium	-TiC and AL to ensure valuables are always locked somewhere safe -Ensure belongings are always supervised -Collect in or pool valuables -Remind students to check area before leaving venue or transport (or buddy up)	-TiC to contact venue or transport -Contact parents and explain situation -TiC to provide student with contingency money if required	Low
Lack of food for the trip	-Poor planning and budgeting of quantities -Food not suitable for dietary conditions -Food causes allergic reaction -Students not eating	Medium	-Liaise with other staff who have run similar trips -Jointly plan menu with group -Check allergies and dietary requirements -Check numbers and costings from previously run trips -Monitor portion size	-TiC to be prepared for any extra costs. This will be reimbursed on return.	Low
Injuries or illness during cooking	-Faulty equipment (gas cooker, gas bottle) -Accident with knife, burns etc -Students lacking cooking experience -Lack of supervision	High	-TiC, AL or volunteer to actively monitor cooking -TiC is outdoor first aid trained -First aid kit taken on trip -Students to be briefed on safety when cooking etc -Use parents and volunteers	-Follow TIRP (Call 111 & Principal) if if severe injury -Deal with first aid if minor -Report to the incident reporting system on return to WHS	Low



ENVIRONMENTAL RAMS: Anything based on the surroundings including facilities, weather, conditions and the area that the trip takes place within

Environmental Disaster	Extreme event – Earthquake, Fire, Flood, Lightning that causes injury/ loss of life /group members to be separated .	High	-Trip will not run if any risk factors are apparent prior to the trip. EOTC coordinator and experienced staff members to make call -Unpreventable if environmental disaster occurs with no pre-warning (e.g. Earthquake)	-Follow TIRP (Call 111 & Principal) if incident occurs during trip -Cancel or postpone trip if any danger. EOTC coordinator or principal to have final decision on cancellation.	Low
Extreme Weather Conditions	-Sun, Rain, Wind, Snow, -Temperature -Dark	High	-Trip to be cancelled in severe weather that could affect safety -Withdrawal of activity if deemed unsafe (TiC has the right to say No)	-Follow TIRP (Call 111 & Principal) if incident occurs during trip -Cancel or postpone trip if any danger. EOTC coordinator or principal to have final decision on cancellation.	Low
Lost student or group	TiC or students not understanding the area	High	-TiC recommended to visit site prior to activity -TiC to familiarise themselves with the area through maps -TiC to have access to GPS or smartphone -Set meeting points for students	-Follow TIRP (Call 111 & Principal) if missing student -Report to the incident reporting system on return to WHS	Low

Reviewed:		Date:		Approved:		Next Review:	
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This section is for specific site hazards. Below is an example which may be irrelevant to your trip. Please think about your location and add in any extra risks.

Specific Event and Site: Whakanewha Camp Ground - Waiheke	By: JAC	Date: 11 Mar 19
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Site Specific Hazards - What else could go wrong at this site?	Management - How can we control this?
Many large trees around the campground - Falling hazard	The trees around the camping and games area are blocked by a rope fence and students are aware of the out of bounds zones.
Slipping on the rocks at the beach	Students are not allowed on the beach without an adult
Invading other campers personal space	Choose a spot away from the public and set up tents in a circle facing the centre. Set boundaries, camp expectations and quiet time.
Specific Hazards on the Day - What could go wrong at this site: 1. On this day (weather, tide, current etc)? 2. With these people (participants, staff etc)?	Management - How can we control this? Strong onshore southerly winds and waves - None of the activities are based around the water so any forecast can be mitigated with activities.
Forecast is for rain	Make sure all students have wet weather gear. tarpaulins and gazebos to cook under and keep essential equipment dry.
Fast changing tidal beach	Beach is out of bounds unless with an adult



1. Roles and Competency: Identify the **roles and competencies** required for the event

Role Names	Police Check?	First Aid?	Skill / Qualification / Experience	Induction and/or Training?
<i>Mathew Jacomb</i>	YES	YES	<i>PE Teacher, run similar trips before</i>	<i>Yes – EOTC Co-ordinator Outdoor First Aid</i>
<i>Tony Wood</i>	YES	YES	<i>Teacher</i>	Yes
<i>David Kennedy</i>	YES	No	<i>Teacher</i>	Yes
<i>Kate Peterson</i>	YES	No	<i>Teacher</i>	Yes
<i>Maria Heer</i>	YES	YES	<i>Teacher</i>	Yes <i>Outdoor First Aid</i>
<i>David McTaggart</i>	YES	No	<i>Teacher</i>	Yes



2. Group members requiring specific management strategies: Provide **specific management strategies** for participants requiring special attention

<p>Medical (e.g. asthma, allergies, medical conditions, current injury) Sienna Askham - ADHD, ODD, Takes Ritalin in the morning Flynn Baker - Mild reaction to bee stings Harry Harris - Allergic to Mosquitoes Violet Heta - Allergic to grass, takes medicine to cope Bella Anderson - Mild reaction to bee stings Bowden Bowl Smith - Asthma Natasha McKee - Dysgraphia, sensitive to loud music and allergic to raw egg Kane Mills - Anxiety Lewis Newland - Asthma Amy Singh - Anxiety</p>
<p>Behaviour (e.g. poor listeners, ADHD, socially inept, short tempers, disobedience/untrustworthy) None noted on KAMAR - Will check with Dean</p>
<p>Abilities (e.g. swimming ability, physical disability) None noted on KAMAR</p>

3. Staffing and Supervision Structure: Specifically describe the **supervision structure** required for the event

<p>Supervision structure (includes allocation of roles and allocation of students to supervisors) Number of groups and size, number of supervisors/leaders per group, leaders not directly supervising a group and their role) -JAC is the trip leader and will be the overall supervisor of the camp -WOO, MCT, KEN are all activity leaders. They will be offering different activities to a group of 10-12 year 7 students. -KEN, PET, HEE will be assistants who will be supervising and running other aspects of the camp -Parent helpers will go around with the groups and help where needed</p>



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Completed by:		Date:		Approved:		Date:	
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