



# 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.

<b>EOTC Risk Assessment and Supervision:</b> <b>NAME OF TRIP:</b> Year 7 Whakanewha Camp <b>OVERNIGHT?</b> YES <b>TEACHER IN CHARGE:</b> Mathew Jacomb <b>SIGNED:</b> Mathew Jacomb <b>EOTC CO-ORDINATOR:</b> Rebecca Rose <b>SIGNED:</b> R Rose		Version: V1	Date: 4/12/19
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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?
<b>Confusion over roles and teacher in charge</b>	<ul style="list-style-type: none"> <li>-Lack of communication</li> <li>-Lack of clarity in planning</li> <li>-Failure to organise a pre-trip meeting with all leaders involved</li> <li>-Leaders do not feel safe with their roles or uncomfortable to say no to position</li> </ul>	High	<ul style="list-style-type: none"> <li>-Clarify roles in application</li> <li>-Communicate all information to all leaders throughout the application</li> <li>-Organise a meeting for all leaders to attend.</li> <li>-All leaders to be given the roles and responsibilities of EOTC doc</li> <li>-Clarify roles with year 12 students and TiC PED2 to ensure not confusion exists over leadership/aims/safety etc. TiC to meet PED2 students prior to the event and PED2 students will run teambuilding activities first.</li> </ul>	<ul style="list-style-type: none"> <li>-Follow TIRPS if confusion of roles leads to serious incident</li> <li>-Organise a meeting during the trip and confront any issues</li> <li>-Report to the incident reporting system on return to WHS</li> </ul>	Low
<b>Medical Incident</b>	<ul style="list-style-type: none"> <li>-Allergic Reaction</li> <li>-Exposure to illness.</li> <li>-Group members have health issues before leaving.</li> </ul>	High	<ul style="list-style-type: none"> <li>-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.</li> <li>-TiC <b>outdoor</b> first aid trained.</li> <li>-All medication checked by group leader before departure.</li> <li>-Relevant number of staff:student for hospital trip</li> </ul>	<ul style="list-style-type: none"> <li>-AL to contact TiC. <b>Follow TIRP if severe</b></li> <li>-TiC to familiarise themselves with nearest hospital/med centre Ostend Medical centre</li> <li>-JAC would go to hospital</li> <li>-Report to the incident reporting system on return to WHS</li> </ul>	Low



	-Pre-existing Medical Condition	High	<ul style="list-style-type: none"> <li>-Collect accurate medical information, discuss &amp; ensure info tagged to right person</li> <li>-Ensure participant carries appropriate medication &amp; that others know how to administer</li> <li>-Ensure appropriately competent staff - First Aid minimum</li> <li><b>-Specific behavioural strategies for students on the trip outlined at the back of this RAS document.</b></li> </ul>	<ul style="list-style-type: none"> <li>-Follow procedure for specific condition</li> <li>-Clarify who would go to hospital</li> <li><b>-Follow TIRP if severe</b></li> </ul>	Low
<b>Injury - cuts, grazes, burns, bruises etc</b>	<ul style="list-style-type: none"> <li>-Unsafe / reckless behaviour</li> <li>-Lack of safety instruction</li> <li>-Lack of correct equipment</li> <li>-Poor technique or fitness level inappropriate to activity</li> <li>-Coach or peer pressure to participate beyond expertise (if injured etc)</li> <li>-Lack of supervision</li> <li>-Cooking injury</li> <li>-Poor leadership from PED2 students</li> </ul>	High	<ul style="list-style-type: none"> <li>-Ensure behavioural expectations are clear to participants and supervising teachers/helpers</li> <li>-TiC PED2 to supervise student leadership</li> <li>-Provide appropriate supervision and reinforce behavioural expectations.</li> <li>-Minimise unstructured free time.</li> <li>-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.</li> <li>- Updated and relevant first aid kit taken</li> <li>-Students fitness and ability assessed in PE lessons</li> <li>-TiC <i>outdoor</i> first aid trained</li> <li>-All medication checked by group leader before departure.</li> <li>-Relevant number of staff:student for hospital trip</li> <li>-Staff have experienced all activities</li> <li>-Instructors to give clear boundaries and identify specific risk</li> <li>-No students to go on activities unsupervised</li> <li>-Avoid challenges and races between students</li> <li>- Clear instructions and boundaries given during down time</li> </ul>	<ul style="list-style-type: none"> <li><b>-Follow TIRP if severe</b></li> <li>-Provide first aid at site</li> <li>-AL to contact TiC</li> <li>-Deal with the incident</li> <li>-Contact parents</li> <li>-Report the incident reporting system on return to WHS</li> </ul>	Low
<b>Missing person</b>	<ul style="list-style-type: none"> <li>-Students go out alone</li> <li>-Students misbehaving and go missing</li> </ul>	High	<ul style="list-style-type: none"> <li>-Check whole of site beforehand - where participants could go and establish out of bounds.</li> <li>-Clear guidelines around behaviour - always stay in pairs</li> <li>-Provide (and possibly mark) clear boundaries</li> <li>-Consider marking path to toilets at night</li> <li>-Method of, and regular, accounting for everyone (buddy up / number off)</li> </ul>	<ul style="list-style-type: none"> <li><b>-Follow TIRP (Call 111 &amp; Principal) if missing student</b></li> <li>-AL to contact TiC</li> <li>-Report to the incident reporting system on return to WHS</li> </ul>	Low



<b>Mental Health Issue (e.g. Suicide comments, depression, anxiety)</b>	<ul style="list-style-type: none"> <li>-Camp or overnight trip becoming too overwhelming</li> <li>-Homesickness</li> <li>-Bullying/abuse on camp</li> <li>-Previous mental health illnesses</li> </ul>	<b>High</b>	<ul style="list-style-type: none"> <li>-TiC to check the students list with counsellor/nurse/dean before going on an overnight trip as some details may not be on Kamar.</li> <li>-Promote a safe, secure environment throughout the trip and discuss feelings of homesickness etc</li> </ul>	<ul style="list-style-type: none"> <li>-Follow TIRPS with any mental health issues. Any comments about suicide must be followed up immediately.</li> </ul>	<b>Low</b>
<b>Drowning</b>	<ul style="list-style-type: none"> <li>-Lack of safety instruction</li> <li>-Lack of correct rescue equipment</li> <li>-Inability to swim/no prior testing</li> <li>-Inadequate supervision/no lifeguard</li> <li>-Lack of knowledge of area</li> </ul>	<b>High</b>	<ul style="list-style-type: none"> <li>-TiC to ensure that all students have a clear safety briefing outlining dangers, rescue equipment</li> <li>-All students to have signed aquatic consents</li> <li>-TiC must be confident that all students can swim.</li> <li>-TiC to familiarise themselves with area and specific dangers (e.g river current, rocks, slippery bottom, logs)</li> <li>-Adequate supervision ratio. No students swim unsupervised.</li> <li>- Students only allowed in specific area supervised by helpers and staff</li> <li>- Students only allowed to swim in allocated time during supervision</li> <li>- Students who are interested in swimming will be supervised by JAC, WOO, RIC and parent helpers. Only 20 people in the water at a time and a very specific area marked out for swimming. Those not swimming wait on shore or at camp with parent helpers.</li> </ul>	<ul style="list-style-type: none"> <li>-Follow TIRP (Call 111 &amp; Principal)</li> <li>-AL to contact TiC</li> <li>-Hospitalisation- One AL to go to hospital with injured student and other volunteers to stay with group</li> <li>-Do not return early. Parents may travel to location</li> </ul>	<b>Low</b>
<b>Student behaviour/ Student Incident</b>	<ul style="list-style-type: none"> <li>-Unfamiliar environment</li> <li>-Poor behaviour</li> <li>-Student behaviour is inappropriate</li> <li>-Student is involved in a serious incident involving police</li> </ul>	<b>Medium</b>	<ul style="list-style-type: none"> <li>-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</li> <li>-Students briefed before trip</li> <li>-Students questioned about instructions to check understanding</li> <li>-AL to report any poor behaviour to TiC to deal with the issue</li> <li>-Appropriate school camp ground selected</li> <li>-Students sleeping in separate tents</li> </ul>	<ul style="list-style-type: none"> <li>-Place sanctions on students who are misbehaving</li> <li><b>-Follow TIRP (Call Principal) if behaviour issue is severe and any police are involved</b></li> <li>-Family contact/ liaison with any minor behaviour problems (e.g. not listening)</li> <li>-Report to the incident reporting system on return to WHS</li> </ul>	<b>Medium</b>



	<ul style="list-style-type: none"> <li>-Students not listening/ following to instructions</li> <li>-Peer pressure</li> <li>-Poor behaviour from PED2 students</li> </ul>		<ul style="list-style-type: none"> <li>-Students separated if there is inappropriate behaviour in shared areas</li> <li>-Rules about socialising clearly explained</li> <li>-Expectations explained to PED2 students (not camping)</li> <li><b>-Specific behavioural strategies for students on the trip outlined at the back of this RAS document.</b></li> </ul>		
<b>Inappropriate student-behaviour (sexual/abuse)</b>	<ul style="list-style-type: none"> <li>-Inappropriate sexual behaviour during overnight trips (students sneaking into each others tents)</li> <li>-Peer to peer abuse (verbal, physical, bullying etc)</li> </ul>	High	<ul style="list-style-type: none"> <li>-Behavioural expectations clearly outlined/ Student contract</li> <li>-Appropriate school camp ground selected</li> <li>-Students sleeping in separate tents. Genders apart where possible (e.g. tents separated)</li> <li>-TiC familiarise themselves of potential peer-peer relationships in the group (LGBTI+) and ensure expectations are discussed with these students</li> <li>-Senior PED2 students are not staying overnight</li> </ul>	<ul style="list-style-type: none"> <li>-Place sanctions on students who are misbehaving</li> <li><b>-Follow TIRP (Call Principal) if behaviour issue is severe and any police are involved</b></li> <li>-Family contact/ liaison with behavioural issues (may be sent home)</li> </ul>	Low
<b>Incident with volunteers or parents</b>	<ul style="list-style-type: none"> <li>-Lack of communication</li> <li>-Volunteers unaware of expectations and school policies and protocols</li> <li>-Drinking or smoking on trip</li> </ul>	High	<ul style="list-style-type: none"> <li>-All leaders to attend a pre-trip meeting where roles and expectations will be outlined</li> <li>-Police checks for parents on all overnight trips.</li> <li>-Roles clearly outlined using the EOTC guidelines</li> </ul>	<ul style="list-style-type: none"> <li><b>-Follow TIRP (Call Principal) if behaviour issue is severe and any police are involved</b></li> <li>-TiC to raise any issues directly with volunteers and parents</li> <li>-Report to the incident reporting system on return to WHS. Do not use parents or volunteers again</li> </ul>	Low
<b>Inappropriate adult -student behaviour (sexual/abuse) False allegations of sexual misconduct/ abuse)</b>	<ul style="list-style-type: none"> <li>-Inappropriate adult -student sexual behaviour during overnight trips (teacher, volunteer or external provider)</li> <li>-Adult to student abuse (verbal, physical, bullying etc)</li> </ul>	High	<ul style="list-style-type: none"> <li>-All leaders to attend a pre-trip meeting where risks expectations will be outlined, including awareness of keeping themselves safe</li> <li>-Adults only supervise same gender in toilets/bathrooms /bedrooms at night (also awareness of LGBTI+)</li> <li>-Adults to avoid 1:1 situations alone to prevent false accusations.</li> <li>-Adults to be cautious around swimming/bathrooms/ overnight. Always cover up and be responsible.</li> <li>-Volunteers to complete a volunteer contract prior to the trip</li> <li><b>-WHS policy states Police checks are compulsory for parents on all overnight trips.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>-Report ANY allegations of sexual misconduct or abuse to the Principal via TIRP. Do not hide any incidents.</b></li> <li>-Students involved and adult involved to write statements.</li> <li>-Family contact/ liaison</li> </ul>	Low



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

<b>Inadequate personal equipment for trip</b>	<ul style="list-style-type: none"> <li>-Inappropriate clothing for weather conditions during the trip</li> <li>-Inappropriate footwear for activity</li> <li>-Forgotten personal medication (Inhalers/ epi pen etc)</li> </ul>	<p style="text-align: center;"><b>Medium</b></p>	<ul style="list-style-type: none"> <li>-Students briefed on trip about kit requirements and expectations for money</li> <li>-Supervisors to carry some equipment (first aid kit)</li> <li>-Teacher in charge to check medical details and ensure personal medication is shown before trip.</li> <li>-Vital equipment checked (trainers, sports gear (waterproof) jacket)</li> <li>-Supervisors to carry some extra equipment i.e (sunscreen, water, first aid kit)</li> <li>-Students checked they have enough warm gear / sun protection</li> </ul>	<ul style="list-style-type: none"> <li>-TiC to cover any expenses and then claim back costs after</li> <li>-Students unable to participate in activity if inappropriately dressed</li> <li>-Staff member could drop off equipment from school if necessary</li> </ul>	<p style="text-align: center;"><b>Medium</b></p>
<b>Inadequate group equipment for activity</b>	<ul style="list-style-type: none"> <li>-Inadequate shoes for walking and jacket for rain protection</li> <li>-Inadequate safety gear.</li> </ul>	<p style="text-align: center;"><b>Medium</b></p>	<ul style="list-style-type: none"> <li>-Students can bring own gear or have to borrow</li> <li>-TiC has back up gear</li> </ul>	<p>Withdrawal from activity if unsafe. TiC decision is final. Do not risk without adequate gear.</p>	<p style="text-align: center;"><b>Low</b></p>
<b>Lost equipment or theft</b>	<ul style="list-style-type: none"> <li>-Student leaving bags and belongings unattended</li> <li>-Student forgetting bags on transport or in venue</li> <li>-Theft of belongings, valuables or money</li> </ul>	<p style="text-align: center;"><b>Medium</b></p>	<ul style="list-style-type: none"> <li>-TiC and AL to ensure valuables are always locked somewhere safe</li> <li>-Ensure belongings are always supervised</li> <li>-Collect in or pool valuables</li> <li>-Remind students to check area before leaving venue or transport (or buddy up)</li> </ul>	<ul style="list-style-type: none"> <li>-TiC to contact venue or transport</li> <li>-Contact parents and explain situation</li> <li>-TiC to provide student with contingency money if required</li> </ul>	<p style="text-align: center;"><b>Low</b></p>
<b>Lack of food for the trip</b>	<ul style="list-style-type: none"> <li>-Poor planning and budgeting of quantities</li> </ul>	<p style="text-align: center;"><b>Medium</b></p>	<ul style="list-style-type: none"> <li>-Liaise with other staff who have run similar trips</li> <li>-Jointly plan menu with group</li> <li>-Check allergies and dietary requirements</li> </ul>	<p>-TiC to be prepared for any extra costs. This will be reimbursed on return.</p>	<p style="text-align: center;"><b>Low</b></p>



	-Food not suitable for dietary conditions -Food causes allergic reaction -Students not eating		-Check numbers and costings from previously run trips -Monitor portion size		Low
<b>Injuries or illness during cooking</b>	-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 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**

<b>Environmental Disaster</b>	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
<b>Extreme Weather Conditions</b>	-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
<b>Lost student or group</b>	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	-Follow TIRP (Call 111 & Principal) if missing student	



			-Set meeting points for students	-Report to the incident reporting system on return to WHS	Low
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<b>Reviewed:</b>		<b>Date:</b>		<b>Approved:</b>		<b>Next Review:</b>	
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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.**

<b>Specific Event and Site:</b> Whakanewha Camp Ground - Waiheke	By:	JAC	Date:	4/12/19
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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

**Supervision Requirements** Consider the risk assessment and the staffing requirements to manage the controls By **JAC** Date **4/12/19**

**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>	<b>YES</b>	<b>YES</b>	<i>PE Teacher, run similar trips before</i>	<i>Yes – EOTC Co-ordinator Outdoor First Aid</i>
<i>Tony Wood</i>	<b>YES</b>	<b>YES</b>	<i>Teacher</i>	<b>Yes</b>
<i>Ronie Richeux</i>	<b>YES</b>	<b>YES</b>	<i>Teacher</i>	<b>YES</b>
<i>Rebecca Rose (day)</i>	<b>YES</b>	<b>YES</b>	<i>Teacher</i>	
<i>Nicky Ogilvie</i>	<b>Yes</b>	<b>No</b>	<i>Parent Help</i>	
<i>Sioux Douglas</i>	<b>Yes</b>	<b>No</b>	<i>Parent Help</i>	



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

**Medical** (e.g. asthma, allergies, medical conditions, current injury)

Anouk Alley - Wears hearing aids

Sophia Douglas-Rhind - Allergic to L&P drink

Moby Ethell - Allergic to cats/dust - treat with antihistamine

Christian Kennedy - Gluten free

Huia Morphett Asthma - treat with Ventolin - rescue, Seretide 2 puffs daily - preventer, Montelukas asthma 1 tablet at night. currently has broken wrist.

Toa Powell - Asthma - has symbicort powder inhaler...two puffs morning and evening or as needed

Chelsea Robinson - Ritalin SR 20mg for ADHD - 1 tablet before school -Allergic to penicilan. Allergic to grass - topical antihistamine to treat

Ava Solis - Asthma, self manages with ventolin

Peyton Upchurch - Allergic to penicillin

**Behaviour** (e.g. poor listeners, ADHD, socially inept, short tempers, disobedience/untrustworthy)

Not listed on KAMAR due to early entrants to school

**Abilities** (e.g. swimming ability, physical disability)

Not listed on KAMAR due to early entrants to school

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

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 is 2iC of camp and will be in charge of behaviour management.

RIC is teacher incharge of water safety and will implement an effective water safety plan.



MOO, ROS, CAV and parent helpers are all camp assistants and will run various tasks, activities, supervision across the two days.

Overview:

All staff help set up camp and organise students

JAC to lead expectations and camp schedule / rules

ROS to introduce PED2 group and their aims

PED2 to lead first 2 rotations of the day

Lunch

PED2 to lead second 2 rotations of the day

ROS/JAC to de-brief

All staff and supervising throughout the day ensuring appropriate behaviour from PED2 and year 7 students.

RIC to lead and other staff to accompany for afternoon swim.

WOO to lead pre dinner organisation

JAC to lead bed time arrangements

DAY 2:

RIC to lead wake up and breakfast

WOO to lead cascades walk

JAC to lead lunch

All staff to help with pack up

Completed by:		Date:		Approved:	RROSE	Date:	3/2/20
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