

## **Statement of policy**

St Brigid's Primary School is committed to providing a safe and supportive learning environment for students, staff and volunteers. This commitment includes the health and safety of staff and students when conducting curriculum activities at school/college or other locations.

School excursions enhance student learning by providing the opportunities for students to participate in curriculum-related activities outside the normal school routine. School activities must be well planned curriculum-related activities that aim to maximise student learning experiences. All planned school excursions are to be approved by the principal and when more than one school is involved, by the principals of all participating schools.

To ensure the health and safety of students and staff, the excursion organisers are required to proactively manage all aspects of and variations to the normal routine. The school's duty of care to students extends to excursions and camps which are integral to student educational programs. Activities conducted away from the school site may increase risks and therefore the standard of care required must reflect the increase in identified risks.

It is important when considering overnight excursions that the organisers are able to demonstrate that activities have been thoroughly planned to protect students, staff and others whilst undertaking the activity. St Brigid's Primary School recognises the additional responsibility and level of care that must be undertaken when students are taken by the school for overnight excursions.

This policy specifies the requirements for the planning of overnight excursions so that our legal obligations are met.

## **Scope**

This policy and the related procedures apply to students enrolled in St Brigid's Primary School.

## **Responsibilities**

### **PRINCIPAL**

Any overnight excursion at St Brigid's Primary School is approved by the principal. Appendix A is to be completed. While recognising that excursions can have significant educational benefits, St Brigid's Primary School is aware that such activities can be disruptive to academic study, both for students undertaking the excursion and for those students whose teachers are participating and are therefore absent from the school. It also places additional financial pressures on parents.

In considering whether to proceed with an excursion of this type, the principal will weigh carefully the educational value of a proposed excursion with the total needs and resources of the school and the financial burden for families of students. Consideration should be given to whether the excursion will provide students with significant educational opportunities not available by other means.

In planning any excursion, the principal and staff need to be conscious of the legal and moral responsibility for student welfare that accompanies such activities. Arrangements for care and supervision must reflect the greater degree of risk to students that can exist when travelling long distances within Australia.

The principal will communicate to parents that such the excursion is an approved school activity and that staff will exercise the appropriate duty of care. The principal will consider the cost of overnight excursion and the accessibility to students whose families may be

experiencing financial constraints. Excursions that would place financial pressure on a significant number of families will be carefully reviewed by the principal.

## **TEACHERS**

Under normal circumstances staff members are expected to take part in overnight excursions where that has been a long standing practice. If for a particular reason a teacher cannot participate in the overnight excursion, the matter must be discussed with the principal well in advance of the excursion. No extra remuneration other than the reimbursement of genuine pre-approved expenses will be paid in respect of overnight excursions.

Accommodation and bathroom arrangements are to be such that no staff member or adult is placed in a position where there is the potential for allegations of improper conduct to be made. For co-educational student groups, it is a necessary requirement that both male and female teacher supervisors are in attendance. In circumstances where there are a small number of students, or the mix of gender is unbalanced and the age of the students permit, the principal may approve a parent or teacher aide as a supervisor under the direction of the teacher.

When it has been determined there is an educational need for an overnight excursion, the person identified as the organiser and planning the event must ensure all necessary requirements are met in relation to budget and number of supervising teachers to support the number of students attending.

## **RISK ASSESSMENT**

A comprehensive risk assessment of the proposed excursion is essential. A formal proposal including a comprehensive risk assessment and management plan should be presented to the principal for approval prior to the event being advertised.

In case of illness, accident or other emergency there must be a plan of action and agreed notification procedure approved by the principal prior to departure. At least one teacher member of the touring party must have an appropriate qualification in CPR and all should have current First Aid certificates.

An updated school medical form must be obtained for each student and a copy taken with staff on the tour. The school medical form is the preferred form for use on any excursion. Prior to departure the staff member organising the excursion must read each medical form so that he/she is aware of potential medical emergencies that may arise such as asthma attacks or serious allergies.

Alcohol consumption is to be strictly limited on any excursion. Alcohol must not be consumed by teachers or supervisors whilst in the presence of students or before any student activity. No member of the adult group is to be over the legal limit at any time and nominated persons in the supervisory group are always '0' alcohol.

## **STUDENTS**

The *Disability Discrimination Act* makes it unlawful for the school to subject a student to any disadvantage on the basis of his / her disability. All reasonable efforts must be made to enable disabled students to attend overnight excursions with their classes,

It is the responsibility of the organising teacher and other nominated staff to work collaboratively with the Additional Needs Teacher to ensure that a coordinated process is followed for each student with a disability. Consideration must be made regarding special transport arrangements, suitability of venue (access, toilets, showering), suitability of activities, medication, personal care, supervision requirements and behavior management. As part of



the planning process a meeting must be held between the parents/ caregivers, additional needs teacher and organizing teacher.

In some circumstances a planning meeting will need to take place between the school and the venue to ensure that the student's needs can be met.

Consideration must be made in the budget to include extra financial costs and staffing to successfully include the students with a disability. Costs must be organised to ensure that there is no undue financial burden on any individuals.

Due to exceptional circumstances some students may not be able to stay overnight. This decision is made in conjunction with the parents/ caregivers, additional needs teacher, organising teacher and principal. The student may be able to attend the day activities for the excursion.

Students will be advised by the school on a separate form on the correct school protocol for the use of mobile phones and other personal digital devices. Students and parents will be advised on the consequences of inappropriate, dangerous, illegal and anti-social behaviour while on excursion.

On the rare occasion where it is proposed that a student or group of students participate in an independent activity outside the direct supervision of a school staff member, it is imperative that the parent or caregiver be fully informed of, and agrees with the arrangements. The initial information to parents must include notice of how the facility's own staff are assigned to activities.

## **Procedures**

### **SUPERVISION**

When determining the ratio of adults to students required for the adequate supervision of overnight excursions, the following factors should be taken into consideration:

- age, capability and number of students
- individual student's educational and behavioural needs
- individual student's medical and physical requirements
- rationale for the activity
- identified risks
- adequate instructions for students and supervisors
- provision of sufficient safeguards
- experience, qualifications and insurance status of commercial excursion organisers (if used)
- health plans for individual students

As a general guide primary classes on overnight excursions should have staff/student ratio of at least one teacher and one parent to 20 students (more if the behavioural needs dictate).

The principal will discuss supervision arrangements with the nominated organiser prior to approval. The selection of additional staff is to be made with reference to the principal.



The selection of parents or volunteers to accompany teachers on an overnight excursion is important. Parents, caregivers and volunteers chosen to accompany students should be selected according to the expertise they have relevant to the activities undertaken and must be briefed on arrangements prior to the excursion. Written information should be provided to volunteers including information about their role, hazards that might be encountered and precautions to be taken.

All volunteers should be asked to sign a declaration that they are aware of the risk management plan, accommodation arrangements, supervision details and the itinerary.

Arrangements need to be in place to facilitate the return to their parents of any student who exhibits behaviour that seriously endangers themselves or others. Written confirmation from parents should be obtained to acknowledge agreement to the arrangements proposed.

## **RECORDS**

The principal is responsible for the retention of records related to the excursion. This includes a copy of any advice given to parents, costs, approval letters, risk assessments and administrative and travel details. In the event of an injury to a student or property damage, records relating to the excursion must be retained until the injured party reaches the age of 24, or for seven years, whichever is the longer.

## **LIST OF APPENDICES**

- Appendix A: Application for Excursion to the Principal
- Appendix B: Budget
- Appendix C: Parent Permission and Medical Form
- Appendix D: Excursion Emergency Contact Information
- Appendix E: Excursion Risk Management Process and Plan
- Appendix F: Overnight Excursions Organisation Flowchart



**Appendix A**

**Application for Excursion to the Principal**

<b>School</b>	<b>Name of School</b>	St Brigid's Primary School, Kyogle	
	<b>Name of Organiser</b>	_____	<b>Position</b> _____
	<b>Application Date</b>	_____	<b>ID</b> _____

<b>Excursion</b>	<b>Destination</b>	_____
	<b>Date from</b>	_____ <b>Date to</b> _____
	<b>Description</b>	_____ _____ _____

**Purpose** \_\_\_\_\_

**Curriculum context** \_\_\_\_\_

**Educational value** \_\_\_\_\_

**Outdoor activities** \_\_\_\_\_

**Draft itinerary**       Itinerary attached     Travel arrangements included

**Student dress**       School uniform                       Mufti     Other: \_\_\_\_\_

**Cost**                       Budget attached     Students to subsidise adult travel?

**Number of students** \_\_\_\_\_ **Gender**     F  M

**Year group(s)** \_\_\_\_\_

**Genders, names and roles of adult personnel attending:**

F  M \_\_\_\_\_  Teacher  Parent  Other:

F  M \_\_\_\_\_  Teacher  Parent  Other:

F  M \_\_\_\_\_  Teacher  Parent  Other:

F  M \_\_\_\_\_  Teacher  Parent  Other:

F  M \_\_\_\_\_  Teacher  Parent  Other:

F  M \_\_\_\_\_  Teacher  Parent  Other:

**Gender, name and of CPR/first aid-qualified school personnel attending:**

\_\_\_\_\_ **Date qualifications expire**

F  M \_\_\_\_\_

F  M \_\_\_\_\_

<b>Approvals</b>	<b>Name</b>	<b>Signature</b>	<b>Date</b>
	_____	_____	_____

**Principal** \_\_\_\_\_

**Other relevant authorities if required** \_\_\_\_\_

\_\_\_\_\_



**Appendix B**

**Budget**

<b>Practical Details</b>	<b>Application date</b> .....	<b>ID</b> .....	
	<b>Name of organiser</b> .....	<b>Position</b> .....	
	<b>Signature of organiser</b> .....		
	<b>Excursion destination</b> .....		
	<b>Year group attending</b> .....	<b>Subject</b> .....	
	<b>Date from</b> .....	<b>Date to</b> .....	
	<b>Number of days</b> .....		
	<b>Numbers attending:</b>	Paying students .....	
		Hardship students .....	
		Paying adults .....	
<b>Method of travel</b> .....			

	Total	Per student / paying adult
<b>Fares</b> .....	.....	.....
<b>Accommodation</b> .....	.....	.....
<b>Meals</b> .....	.....	.....
<b>Entries</b> .....	.....	.....
<b>Other</b> .....	.....	.....
<b>Travel/medical Insurance</b> .....	.....	.....
<b>Sub-total</b> .....	.....	.....
<b>Other spending money</b> .....	.....	.....
<b>Total</b> .....	.....	.....
<b>Cancellation allowance</b> .....	.....	.....
<b>Suggested charge per student / paying adult</b>		.....

<b>Approvals</b>	<b>Final approved charge per student</b>		
	<b>Approved by</b>	Name	Signature      Date
	<b>Coordinator</b> .....	.....	.....
	<b>Financial Officer</b> .....	.....	.....
	<b>Principal</b> .....	.....	.....



## Appendix C

### Parent Permission and Medical Form Copy to remain at school, copy to go on the excursion

<b>Details</b>	<b>School</b>	St Brigid's Primary School	
	<b>Excursion</b>	_____	
	<b>Date from</b>	_____	<b>Date to</b> _____

<b>Permission</b>	I, _____	parent / guardian of _____
	(name of parent or guardian)	(strike-out inapplicable) (name of student)

give my:

1. permission for my child named above to attend the excursion described above, which I understand has been approved by the school/college Principal,
2. consent for my child to travel on or in any form of public or private transport where such transport is deemed by the school/college to be necessary or desirable for the safe conduct of the excursion,
3. consent for my child to participate in all activities, outings, trips and functions arranged as part of this excursion,
4. consent for the school, by its servants or agents:
  - to seek such medical or dental advice on behalf of my child as seen fit in the event of accident or illness, and
  - if, in the opinion of an attending medical or dental practitioner or medical officer ('*health practitioner*') my child requires medical or dental attention or treatment (including but not limited to the administration of anaesthetic, blood transfusion or the performance of any surgical operation), to that *health practitioner* giving such attention or treatment

*provided* that reasonable efforts are made to inform me of any serious injury or illness,
5. certification that the consent which I have given in paragraph 4 is valid at all times while my child is in the custody of the school while attending or participating in the excursion,
6. certification that I understand that the school/college will take reasonable care in the event of my child suffering accident or illness but that it will not be responsible for the costs of any medical or dental attention or treatment administered to my child in such event nor will it be directly responsible for any act or omission of any *health practitioner* attending or treating my child, and
7. certification that if my child should bring or consume drugs, alcohol or cigarettes or otherwise exhibit behaviour that seriously endangers themselves or others, I will bear the full cost of return transport home for my child and any adult supervisor that may be required to ensure the safety of my child during that transport.
8. I understand that where practicable and in serious situations of student misbehaviour I may be requested by the principal to collect my child at my expense from the excursion.

<b>Signature</b>	_____	<b>Date</b>	_____
	(Parent / Guardian)		

<b>Health Fund</b>	<b>Student's date of birth</b>	_____
	<b>Medicare no.</b>	_____
	<b>Private health fund</b>	_____
	<b>Ambulance cover</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<b>Position on card</b>	_____
	<b>Membership no.</b>	_____



**Is your child in good health?**  Yes  No

**Does your child suffer any chronic illness?**  Yes  No

Details \_\_\_\_\_

**Does your child suffer any disability?**  Yes  No

Details \_\_\_\_\_

**Does your child suffer any allergy?**  Yes  No

Details \_\_\_\_\_

**Has your child suffered any acute illness in the past four months?**  Yes  No

Details \_\_\_\_\_

**Has your child been treated by a doctor in the past four weeks?**  Yes  No

(If 'Yes' please attach a medical certificate outlining treatment and statement of your child's fitness to attend this excursion)

**Has your child had any major surgery?**  Yes  No

Details \_\_\_\_\_

**Does your child need to take any form of medication on the trip?**  Yes  No

Medication	Dosage	Frequency	Medical purpose
_____	_____	_____	_____
_____	_____	_____	_____

This medication is to be kept on the excursion by:  nominated staff member

**Do you give permission for Panadol to be administered if needed?**  Yes  No

**Has your child had a Diphtheria Tetanus Toxoid booster injection?**  Yes  No

Year of booster injection \_\_\_\_\_

**Does your child have any special dietary requirements?**  Yes  No

Details \_\_\_\_\_

**Contact details in case of accident or illness:**

**Name** \_\_\_\_\_

**Relationship to student** \_\_\_\_\_

**Phone (home)** \_\_\_\_\_ **Phone (work)** \_\_\_\_\_

**Phone (mobile)** \_\_\_\_\_

**Name** \_\_\_\_\_

**Relationship to student** \_\_\_\_\_

**Phone (home)** \_\_\_\_\_ **Phone (work)** \_\_\_\_\_

**Phone (mobile)** \_\_\_\_\_

I understand that the information I provide on this form will be handled in accordance with the Diocesan Privacy Policy and the *Privacy Act 1998*.

**Signature** \_\_\_\_\_ **Date** \_\_\_\_\_  
(Parent / Guardian)





## Appendix D

### Excursion Emergency Contact Information Copy to remain at school, copy to go on the excursion Part of the risk management process

Group	<b>School</b>	St Brigid's Primary School		
	<b>Name of group leader</b>	_____		
	<b>Contact details</b>	Phone (home)	Mobile	Email
		_____	_____	_____
	<b>Departure</b>	Date	Time	Location
		_____	_____	_____
<b>Return</b>	_____	_____	_____	
<b>Numbers attending</b>	Students	School staff	Other adult helpers	
	_____	_____	_____	
<b>Total group numbers</b>	_____			
<b>Is there an emergency contact list for everyone in the Group?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No				
(If 'Yes', attach the list to this sheet. If 'No', assemble the list and attach it to this sheet)				

School/College	<b>Emergency contact details during school hours:</b>			
		Phone (home)	Mobile	Email
	Principal	_____	_____	_____
		Phone (home)	Mobile	Email
	Other	_____	_____	_____
	<b>Emergency contact details out of school hours:</b>			
	Phone (home)	Mobile	Email	
Principal	_____	_____	_____	
	Phone (home)	Mobile	Email	
Other	_____	_____	_____	

Travel Company	<b>Travel company contact details:</b>			
	Company	Name	_____	
		Address	_____	
		Phone	Fax	Email
		_____	_____	_____
	Contact personnel	Name	_____	
Phone		Mobile	Email	
	_____	_____	_____	

(Attachment D - Excursion Emergency Contact Information)

Company	Additional contact person	Name	_____
		Phone	Mobile
	_____	_____	Email
	_____	_____	_____

Accommodation	<b>Accommodation details:</b>			
	Type	<input type="checkbox"/> Hotel/motel <input type="checkbox"/> Tourist park <input type="checkbox"/> Sport & rec centre <input type="checkbox"/> Campus		
		<input type="checkbox"/> Other: _____		
	Venue	Name	_____	
		Address	_____	
		Phone	Fax	Email
	_____	_____	_____	
Contact person	Name	_____		
	Role / position	_____		
	_____	_____		



**Other emergency numbers:**

Name	Phone	Mobile	Emergency role
-----	-----	-----	-----
-----	-----	-----	-----
-----	-----	-----	-----
-----	-----	-----	-----
-----	-----	-----	-----



## Appendix E

### Excursion Risk Management Process and Plan See Risk Assessment Matrix which follows

The purpose of excursion risk management is to make excursions as safe as possible. Risk management processes are used to identify hazards, assess risks and then eliminate or control risks associated with excursions.

The degree of planning required is influenced by the nature of the excursion, the level of risk and the student group. For excursions that have previously been planned and conducted, previous risk management plans may be reviewed, updated where required and reused.

An important component of the risk management process is consultation, which should include staff, and where appropriate external venue providers and parents.

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#### Steps in developing an Excursion Risk Management Plan

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##### 1. List the excursion activities

List the activities of the excursion by breaking the whole excursion into its parts e.g. getting to and from the venue, being at the venue, each of the major activities at the venue, having meals, staying at the accommodation etc.

##### 2. Identify the hazards

Determine the hazards associated with the activities listed. Consider hazards associated with travel, the venue, activities at the venue, equipment used in the activities, the environment, people (e.g. behaviour and medical conditions), and accommodation.

##### 3. Assess the risks

Using the risk assessment matrix, determine the seriousness of the risks associated with the hazards by considering both the likelihood and severity of risks. This gives you a risk ranking from 1 being the most serious to 6 being the least serious.

##### 4. Eliminate or control the risks

Consider the most suitable control strategies for each of the identified hazards using the hierarchy of controls.

##### 5. Document a Plan

Document the Excursion Risk Management Plan.

##### 6. Communicate the Plan

Communicate the Plan to excursion supervisors. Provide relevant information to participants and their families.

##### 7. Monitor and review the Plan

Monitor the effectiveness of controls and change if necessary. Review the risk assessment if an incident or a significant change occurs.

Principals should retain the documented Plan as verification of the planning undertaken. Documentation will aid communication of the Plan, and can also be used in future planning of excursions.

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#### Planning Process and Hazard Consideration Checklist<sup>1</sup>

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The following Checklist is not exhaustive but is provided to guide the process of excursion risk management and to help prompt the identification and pro-active control of safety issues that



may be relevant to overnight excursions so that those participating can safely enjoy the excursion.

<b>Process Component</b>		<b>Completed?</b> ( <input checked="" type="checkbox"/> when Yes)
<b>1. Check Records</b>	Is a previous risk assessment for the excursion available?	<input type="checkbox"/>
	If available, has it been reviewed and updated with reference to:	
	• the process outlined in this checklist	<input type="checkbox"/>
	• potential effect of changes to the student group	<input type="checkbox"/>
	• individual student health care plans for students in the group	<input type="checkbox"/>
	• effectiveness of risk controls previously implemented	<input type="checkbox"/>
	• any incidents that occurred previously on the excursion	<input type="checkbox"/>
<b>2. Obtain Venue Information, Assess and Document</b>	Is venue and safety information already on file at the school/college?	<input type="checkbox"/>
	Does information on file or obtained from the venue include, if relevant:	
	• public liability cover	<input type="checkbox"/>
	• accreditation of venue staff for the task/activity	<input type="checkbox"/>
	• adequate access and provision for persons with special needs	<input type="checkbox"/>
	• emergency procedures and relevant training of venue staff	<input type="checkbox"/>
	• known hazards and controls related to proposed activities	<input type="checkbox"/>
	• mobile phone and emergency services access for the excursion	<input type="checkbox"/>
	• required equipment and/or machinery availability	<input type="checkbox"/>
	• safety of required equipment and/or machinery in terms of:	
	• regular maintenance	<input type="checkbox"/>
	• good operating condition	<input type="checkbox"/>
	• full function of safety features	<input type="checkbox"/>
	• licensing of construction, maintenance and repair personnel	<input type="checkbox"/>
	• adequacy of facilities (e.g. refreshments, showers, toilets etc)	<input type="checkbox"/>
	• catering procedures for persons with food allergies	<input type="checkbox"/>
	Have parents or carers of students with food allergies been consulted?	<input type="checkbox"/>
Has the venue been informed of any severely allergic students:		
• anaphylactic condition and consequences?	<input type="checkbox"/>	
• anaphylaxis trigger foods?	<input type="checkbox"/>	
Has previous and venue safety information been assessed?	<input type="checkbox"/>	
Have the assessments been recorded in the Risk Management Plan?	<input type="checkbox"/>	
Are the assessments attached to the Risk Management Plan?	<input type="checkbox"/>	



	Process Component	Completed? (☒ when Yes)
3. List Activities and Associated Considerations	Have key stakeholders been consulted in analysing activities?	<input type="checkbox"/>
	Have all excursion activities been listed, including:	<input type="checkbox"/>
	• travel to and from the venue and while en route, including:	<input type="checkbox"/>
	• mode of transport	<input type="checkbox"/>
	• walking on, off and between modes of transport	<input type="checkbox"/>
	• crossing traffic routes	<input type="checkbox"/>
	• using drill or emergency evacuation routes	<input type="checkbox"/>
	• each activity programmed	<input type="checkbox"/>
	• moving around and being at the venue, listing for example:	<input type="checkbox"/>
	• open water, cliffs, crowds	<input type="checkbox"/>
	• sporting, elevated or high-risk equipment at the venue	<input type="checkbox"/>
	• weather, fire, flood, storm, plant, terrain and living creatures	<input type="checkbox"/>
	• meals at the venue (and off site)	<input type="checkbox"/>
	• common allergens (latex, pollens, stings, bites, dusts) present	<input type="checkbox"/>
	• people factors, for example:	<input type="checkbox"/>
	• student ages, maturity and skill levels	<input type="checkbox"/>
	• known problematic student behaviours	<input type="checkbox"/>
	• child protection issues	<input type="checkbox"/>
	• medical issues and student Health Care Plan requirements	<input type="checkbox"/>
	• accommodation factors such as:	<input type="checkbox"/>
• supervision requirements	<input type="checkbox"/>	
• standard of facilities	<input type="checkbox"/>	
• security	<input type="checkbox"/>	

4. Identify and List all Hazards	Have all activity, excursion and related hazards been identified?	<input type="checkbox"/>
	Have all previous, venue, activity and related factors been considered?	<input type="checkbox"/>
	Has the risk arising from each hazard identified been assessed?	<input type="checkbox"/>
	Have incident analyses from previous excursions been considered?	<input type="checkbox"/>
	Have relevant Health Care Plans been updated for excursion factors?	<input type="checkbox"/>

**NOTE:** Anaphylaxis is potentially life threatening and can result in severe and sudden reactions occurring when affected persons are exposed to allergens (such as a food or insect bites). Reactions usually begin within minutes of exposure and can progress rapidly over a period of up to two hours or more. Excursions may pose hazards that differ from those in the school/college environment and Health Care Plans must be updated accordingly.



<b>Process Component</b>		<b>Completed?</b> ( <input checked="" type="checkbox"/> when Yes)
<b>5. Assess Risk</b>	Has the risk associated with each identified hazard been assessed?	<input type="checkbox"/>
	Was the risk assessment matrix used for the assessment?	<input type="checkbox"/>
	Has each risk and rating been recorded in the Risk Management Plan?	<input type="checkbox"/>
	Have risks been prioritised for management based on risk ratings?	<input type="checkbox"/>
<b>6. Plan Risk Management</b>	Have risk management strategies been developed for each risk?	<input type="checkbox"/>
	Do the risk management strategies follow the hierarchy of controls?	<input type="checkbox"/>
	Do the risk management strategies include actions to ensure:	<input type="checkbox"/>
	Child protection procedures are followed?	<input type="checkbox"/>
	Health Care Plans are updated for each student applicable?	<input type="checkbox"/>
	All necessary aides are safe to use and available?	<input type="checkbox"/>
	All necessary equipment is safe to use and available?	<input type="checkbox"/>
Are all risk management strategies in the Risk Management Plan?	<input type="checkbox"/>	
<b>7. Document Plan</b>	Has the Risk Management Plan been documented?	<input type="checkbox"/>
	Does the Risk Management Plan follow the pro-forma provided?	<input type="checkbox"/>
	Does the Risk Management Plan include:	<input type="checkbox"/>
	Emergency response and management procedures?	<input type="checkbox"/>
	Incident response and management procedures?	<input type="checkbox"/>
<b>8. Communicate Plan</b>	Has each excursion supervisor been provided with:	<input type="checkbox"/>
	A copy of the completed Risk Management Plan?	<input type="checkbox"/>
	Information about his or her emergency response responsibilities?	<input type="checkbox"/>
	Has relevant safety information derived from the Plan been provided to:	<input type="checkbox"/>
	Each person participating in the excursion	<input type="checkbox"/>
	The parent or carer of each student participating in the excursion	<input type="checkbox"/>
<b>9. Review</b>	Was the Risk Management Plan reviewed after the excursion?	<input type="checkbox"/>

<b>Excursion</b>	<b>Excursion</b>	_____	<b>Date</b>	_____
	<b>Person completing checklist</b>	_____		
	<b>Position</b>	_____		
	<b>Signature</b>	_____	<b>Date</b>	_____



## Risk Assessment Matrix<sup>1</sup>

		How serious could the illness or injury be?			
		Death or permanent disability	Long-term illness or injury	Medical attention and days off	First aid attention
How likely is injury or illness to occur?	Very likely Could happen frequently	1	1	2	3
	Likely Could happen occasionally	1	2	3	4
	Unlikely Could happen but only rarely	2	3	4	5
	Very unlikely Could happen but probably never will	3	4	5	6

Risk Ranking		
<b>1: EXTREME</b> Deal with hazard urgently	<b>3: HIGH-MODERATE</b> Deal with hazard as soon as possible	<b>5: LOW</b> Deal with hazard when able
<b>2: HIGH</b> Deal with hazard immediately	<b>4: MODERATE</b> Deal with hazard as soon as practicable	<b>6: VERY LOW</b> Deal with hazard when able

## Risk Management Guidelines - Hierarchy of Control Measures<sup>1</sup>

The following hierarchy of risk elimination and control measures is sequenced with the most effective measure at the top of the hierarchy. Effectiveness diminishes as the hierarchy descends, making higher level and combination measures preferred and recommended.

<b>Eliminate</b>	<p>Eliminate the item or activity, for example by:</p> <ul style="list-style-type: none"> <li>not undertaking particular high risk activities (eg. abseiling in high wind)</li> <li>not using high risk equipment</li> </ul> <p>If elimination <i>isn't</i> reasonably practicable, control the risk as far as practical using the hierarchy of controls following. Select the highest possible control and/or use a combination of controls to minimise the risk.</p>
<b>Substitute</b>	<p>Replace the activity, material, or equipment with a less hazardous choice such as.</p> <ul style="list-style-type: none"> <li>choosing an easier bushwalk;</li> <li>using an alternative nutritious food instead of food known to cause severe allergic reactions (eg. peanut butter or tree nuts)</li> </ul>
<b>Isolate</b>	<p>Isolate the hazard from the person at risk, for example by:</p> <ul style="list-style-type: none"> <li>using distance and selecting a lunch location well away from the water</li> <li>ensuring a coastal walk has adequate safety fencing.</li> </ul>
<b>Engineer</b>	<p>Use equipment with built-in protective mechanisms to counteract hazards, for example by:</p> <ul style="list-style-type: none"> <li>hiring coaches with seatbelts and ensuring these are worn during travel</li> <li>ensuring equipment to be used has safety guards</li> </ul>







Administer

Establish and use safe procedures and practices such as:

- supervising students
- giving clear rules, instruction and training (including by qualified instructors) for all people participating in activities involving risk
- for students known to be severely allergic:
  - reviewing and updating Health Care Plans for the excursion
  - consulting with parents or carers and venue caterers about safe foods
  - ensuring a trained person with immediate access to an EpiPen is always with or near them

Protect (PPE)

Always use appropriately designed and properly fitted clothing and equipment such as

- protective footwear
  - activity-appropriate clothing including hats and sunscreen
  - (for relevant students) medic alert bracelets or necklaces as appropriate
  - (for relevant activities) safety goggles, helmets or protective pads
- in conjunction with other control measures identified from above.



**Excursion Risk Management Plan<sup>1</sup>**

**School** St Brigid's Primary School  
**Excursion destination** \_\_\_\_\_  
**Excursion description** \_\_\_\_\_  
**Excursion dates** Departure \_\_\_\_\_  
 Return \_\_\_\_\_  
**Accompanying staff** \_\_\_\_\_  
 \_\_\_\_\_

**Principal Students** Group/class \_\_\_\_\_  
 Number \_\_\_\_\_  
**Excursion coordinator** Name \_\_\_\_\_  
 Contact phone \_\_\_\_\_  
 Venue safety information attached?  Yes  No  
**Accompanying volunteers** \_\_\_\_\_  
 \_\_\_\_\_

Activities and Issues	Hazards Identified	Risk Rating	Risk Elimination and Control Measures	Person(s) Responsible	When Required

Activities and Issues	Hazards Identified	Risk Rating	Risk Elimination and Control Measures	Person(s) Responsible	When Required

Monitor and review the effectiveness of risk control measures following an incident or significant change and before the next excursion

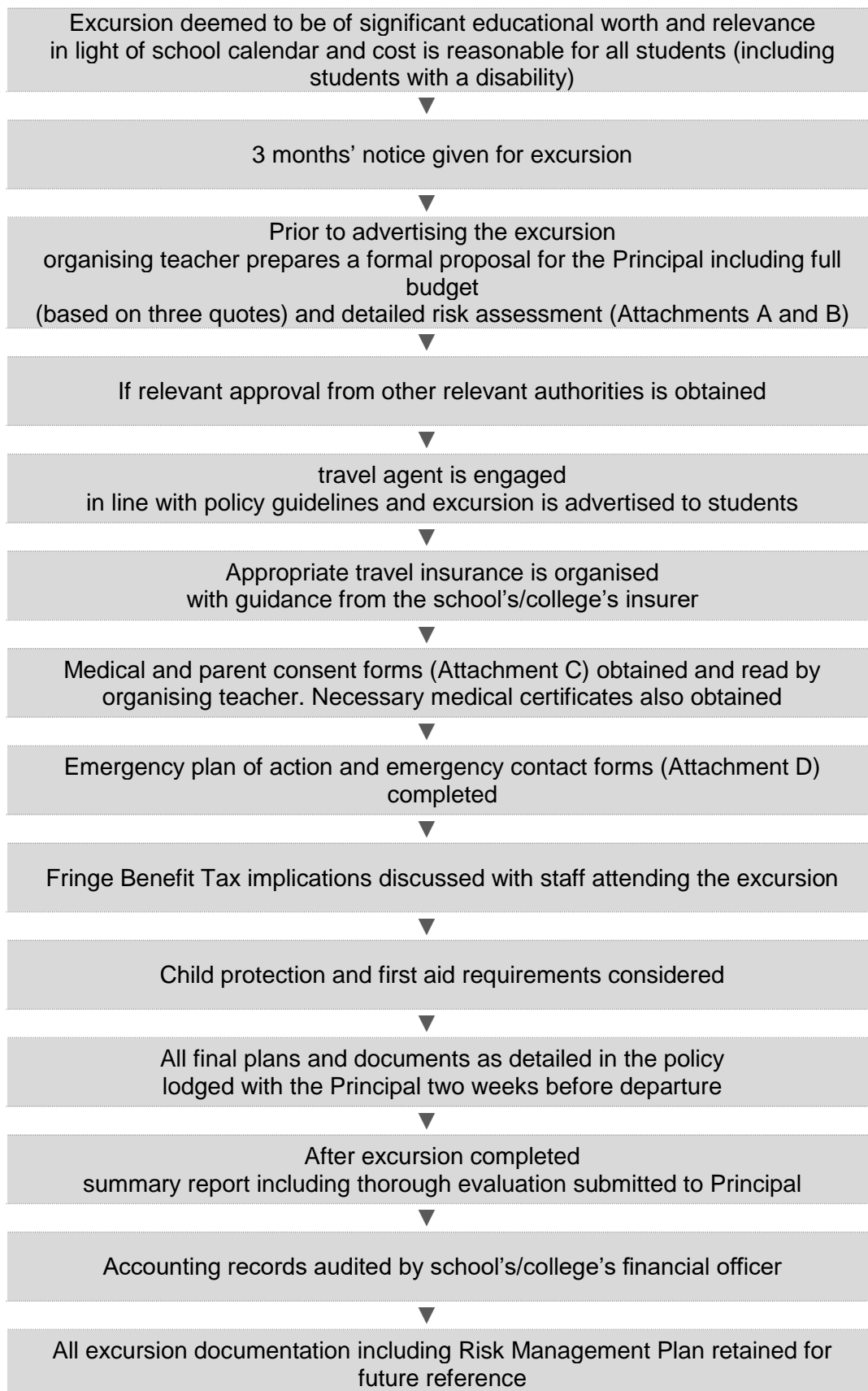
**Plan prepared by** ..... **Position** .....

**Signature** ..... **Date** .....

**Personnel consulted** .....

**Plan communicated to** .....

## Overnight Excursions Organisation Flowchart



## Students with a Disability

The following factors should be considered in the initial planning stage. In some cases planning with the venue may need to take place a year before the excursion eg: Adjustments to the venue, handrails being put in. A specialist such as an Occupational Therapist may need to be consulted regarding the suitability of the venue.

Name of Student	Excursion Date
<b>1. Planning meeting with organising teacher, additional needs teacher, coordinator</b>	
Action Required:	
<b>2. Planning considerations. Consider the following factors and list any adjustments or accommodations required.</b>	
Venue suitability (Can the students access the site?)	
Transport arrangements	
Suitability of activities (Can the student access all or some of the activities?)	
Personal Care Needs	
Supervision Requirements	
Medication	
Behaviour Management	
<b>3. Planning meeting with venue to discuss special arrangements</b>	Yes/ No
Action Required:	
<b>4. Planning meeting with parents/ caregivers</b>	Yes/ No
Action Required:	
<b>5. Written plan for all supervising staff on the excursion.</b>	Yes/ No
<b>6. After excursion, review practices and adjustments</b>	Yes/ No

