## Ropes course Initiative games

**Notes:**

* Where a [CARA activity guideline](https://education.qld.gov.au/curriculum/school-curriculum/CARA/activity-guidelines) exists for the activity and the minimum requirements outlined cannot be met the activity must be modified or alternative controls implemented to ensure an equivalent level of safety for staff, students and others involved.
* Where a CARA activity guideline does not exist, and when considering any other risks relevant to an activity, the [Curriculum activity risk planner](http://ppr.det.qld.gov.au/education/management/Procedure%20Attachments/Managing%20Risks%20in%20School%20Curriculum%20Activities/Curriculum%20Activity%20Risk%20Planner.DOC) is to be used.

|  |  |
| --- | --- |
| Activity Description: Students to participate in low ropes course and initiative games | |
| Teachers/Leaders: Paul Kanters, Eric Cech, Andrew Gill, Mia Kitchener & Cathy Capearn | |
| Class groups: Various |  |
| Start date: 07/02/2024 | End date: 09/12/2024 |

*Use this risk assessment matrix as a guide to assess the* [*inherent risk level*](http://ppr.det.qld.gov.au/education/management/Pages/Managing-Risks-in-School-Curriculum-Activities.aspx)*. Refer to the* [*Curriculum activity risk planner*](http://ppr.det.qld.gov.au/education/management/Procedure%20Attachments/Managing%20Risks%20in%20School%20Curriculum%20Activities/Curriculum%20Activity%20Risk%20Planner.DOC) *for further details.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Likelihood** | **Consequence** | | | | |
| 1 - Insignificant | 2 - Minor | 3 - Moderate | 4 - Major | 5 - Critical |
| 5 - Almost Certain | Medium | Medium | High | Extreme | Extreme |
| 4 - Likely | Low | Medium | High | High | Extreme |
| 3 - Possible | Low | Medium | High | High | High |
| 2 - Unlikely | Low | Low | Medium | Medium | High |
| 1 - Rare | Low | Low | Low | Low | Medium |

*Indicate the assessed risk level and undertake the actions required for that level of risk.*

| **Inherent risk level** | | | **Action required** |
| --- | --- | --- | --- |
|  | **Low** | Little chance of incident or injury | * Manage risk through regular planning processes. |
|  | **Medium** | Some chance of an incident and injury requiring first aid | * Document risks and controls in regular planning documents. * Manage risk through regular planning processes OR complete this *Curriculum Activity Risk Assessment*. |
|  | **High** | Likely chance of a significant incident and injury requiring medical treatment | * A *Curriculum Activity Risk Assessment* is required to be completed. * Principal or head of program (i.e. DP, HOD, HOSES) approval is required prior to conducting this activity. * Parent/carer consent is recommended. * Once approved, activity details are to be entered into the [School curriculum activity register](http://ppr.det.qld.gov.au/education/management/Procedure%20Attachments/Managing%20Risks%20in%20School%20Curriculum%20Activities/School-curriculum-activity-register.docx). |
|  | **Extreme** | High chance of a serious incident resulting in highly debilitating injury | * Consider conducting an alternative activity or modifications to the activity that could achieve comparable learning outcomes. * A *Curriculum Activity Risk Assessment* must be completed. * Principal approval is required prior to conducting this activity. * [Parent/carer](http://ppr.det.qld.gov.au/education/management/Procedure%20Attachments/School%20Excursions/Permission%20form%20template.DOC) consent must be obtained for student participation. * Once approved, activity details are to be entered into the  [School curriculum activity register](http://ppr.det.qld.gov.au/education/management/Procedure%20Attachments/Managing%20Risks%20in%20School%20Curriculum%20Activities/School-curriculum-activity-register.docx). |

**NOTE:** If the activity is to be held off-site, parent/carer consent is required irrespective of the inherent risk level. Refer to the [School Excursions](http://ppr.det.qld.gov.au/education/management/Pages/School-Excursions.aspx) procedure for the Excursion planner template.

Planning considerations

*Incorporate the following factors when planning risk management strategies for this activity.*

**Which students will be involved?**

* The number of participants, size of student groups and students' capabilities is considered e.g. age, experience, competence, fitness, maturity.
* Any individual participant needs e.g. personalised learning, support provisions is considered (including behaviour support plans), health management (including health plans and prescribed medication requirements) that may require additional supervision ratios or identification (including uniforms, hats and/or high visibility wrist bands).

**Where will the students be?**

* The location of the activity is considered e.g. remote/easily accessible, public /private, school/classroom/workshop or other.
* The number of participants is appropriate for the available space.
* If outdoors – sunsafe strategies are implemented; weather and environmental conditions are assessed before and during activity (e.g. temperature, storms, water currents, tides); and strategies to reduce the likelihood of viruses, allergies and skin infections caused by insects (e.g. ticks, mosquitoes, spiders) and other animals are applied.
* The site is checked for hazards (e.g. poisonous plants, dangerous animals, uneven terrain, barbed wire) and necessary controls implemented.
* The nature of the activity is considered to ascertain whether safety/exclusion zones or spectator zones are appropriate.
* Activities are appropriately situated in relation to buildings, pedestrians, members of the public, vehicles and other activities e.g. designated areas for activity, spectators and vehicles are established.

**What will the students be doing?**

* The nature and duration of the activity is considered i.e. need for drinking water, food, rest, appropriate clothing, warm-up and warm-down.
* Instruction in rules, pre-requisite skills and safety procedures is provided to participants.
* Student skills are developed in a progressive and sequential manner.
* First aid and emergency medical treatment provisions are appropriate for the type of activity and location e.g. first aid kit, first aid trained personnel, Ventolin®, Epipen®, and students' personal prescribed medications as required in health plans are available.
* Emergency response strategies are in place that include, but not limited to, communication plans (e.g. mobile phone, walkie talkie), safety induction, evacuation plans.
* Hair, clothing, footwear and jewellery are worn in a manner that is appropriate and safe for the activity.
* Personal items, e.g. drink bottles, towels and mouthguards, are not shared between participants.

**What will the students be using?**

* Instruction in safety procedures and safe handling of equipment is provided.
* All equipment (including protective equipment) is suitable for the activity, properly maintained, appropriately used and complies with the relevant safety standard.
* [Relevant department procedures and guidelines](https://education.qld.gov.au/curriculum/school-curriculum/CARA/activity-guidelines) are adhered to for the use of equipment, compliance of equipment and appropriate work processes.

**Who will be leading the activity?**

* A registered teacher will have overall responsibility for the activity.
* Sufficient adult supervision is in place to manage the activity safely (including in emergency situations).
* The activity leader has the expertise (formal qualifications) or competence (knowledge and skills) to plan, induct, instruct and manage the activity safely for participants and others.
* There are sufficient supervisors present with current First Aid qualifications (including CPR) or ready access to qualified first aid personnel.
* A safety induction session (including designation of roles) is conducted with all supervisors prior to the commencement of the activity outlining risk management processes and emergency response strategies for the activity.
* Supervisors are active in their supervision, visible and are readily identifiable to participants.
* Blue Card requirements are adhered to for all supervising leaders/volunteers.

**I have incorporated the above factors when planning my risk management strategies for this activity.**

**Additional activity-specific requirements for participants with specialised learning needs are provided in the Other Details box below.**

| Other Details: Support given by visiting teachers - Spotters |
| --- |

*Where a* [*CARA activity guideline*](https://education.qld.gov.au/curriculum/school-curriculum/CARA/activity-guidelines) *exists, ensure the minimum requirements are met.*

*Check if relevant Codes of Practice/Guidelines exist for each activity.*

*Consider any other information relevant to the safety of staff and students when conducting this activity and document below.*

***Where a CARA activity guideline exists:***

***\*There is no CARA activity guideline for this activity***

Mandatory/Special Requirements

Where hazardous chemicals are used or generated by the activity (e.g. dust, gas, fumes), complete the [Chemical Hazards in the Curriculum template](https://education.qld.gov.au/curriculum/school-curriculum/CARA/activity-guidelines) and attach it to this risk assessment.

Note: Where the overall risk level conclusion for the use of a hazardous chemical is extreme, the activity must not proceed, as risks are not effectively controlled.

| Provide information about any mandatory or special requirements for each activity that is to occur: |
| --- |
| In addition to the teacher or leader, other supervisors should be selected from those most suitable for this particular activity. Before they depart, the supervisors should be informed of their role, potential hazards and precautions to be taken.  When planning any outdoor activity, the ratio of qualified, experienced leaders to dependent participants needs to be considered. In certain situations, judgement may dictate smaller or larger numbers of participants per leader.  Several variables can affect this decision, including but not limited to:   1. nature of the challenge ropes course elements 2. line of sight and sound for supervision 3. outcomes of the risk management process 4. leaders’ experience 5. participants’ expected capabilities (i.e. experience, competence, fitness) 6. conditions (environment, weather) 7. belay system and transfer (dynamic, static or continuous) 8. planned duration of the activity 9. number of participants and optimum group size 10. remoteness of the activity 11. suitability and availability of equipment. 12. Amount of visiting teachers   A |

Supervision Requirements

| Provide information about supervision for each activity that is to occur: |
| --- |
| KIEEC teacher to lead activity  Students to work in groups of three or four  Group to be accompanied by visiting teachers, where possible |

Qualification Requirements

|  |
| --- |
| Provide information about the leader/supervisor’s relevant qualifications and/or competence for each activity that is to occur: |
| A stateStatement of attainment from a registered training organisation covering the following unit of competency:  SROCP001A — Conduct a low ropes session |

Equipment/Facility Requirements

| Provide information about equipment/facilities for each activity that is to occur: |
| --- |
| **Equipment**   1. Equipment failure 2. Burns from ropes and wires   • All equipment checked before use  • USO & BO to complete regular maintenance checks  • KIEEC teachers or qualified visiting teachers to lead activities  • Clear expectations about behaviour use of time out  First Aid and radio kept close by  • Groups of atleast 3 with 2 spotters at all times |

Hazards and Control Measures

Information on managing common hazards and risks in the school environment can be found at [Hazards and Risks](https://education.qld.gov.au/initiatives-and-strategies/health-and-wellbeing/workplaces/safety/hazards).

| Provide information about:  Hazards: | Planned control measures: |
| --- | --- |
| **Environmental conditions**  Weather  Surfaces  Surrounds | Site checked for hazards prior to activity  \* Children warned about ants, wasps and splinters  \* Lightning storm/heavy rain then activity cancelled |
| **Heights**  Falling from ropes | \* Students complete brief including spotting a person and trust activities before commencing.  \* 1 person on the rope section at a time. Must have 2 spotters and clearly say spotters ready.  • Clear instructions and appropriate behaviour modelled  • Ratio of adults to children 1:9  • Spotters in place at all times  • Clear expectations about behaviour – use of time  First Aid kits and radio close by  Spotters need to be approx same size as the person on the rope |
| **Physical exertion**  Strains and sprains  Exhaustion and fatigue | Students monitored and rest given if fatigued |
| **Students**  Special needs  High risk behaviours  Medical conditions  Student Numbers | Visiting teachers bring relevant medical information.  Visiting teachers to carry medication required  • KIEEC Liase with visiting teachers prior to camp  • Teacher discusses activity with student  • Reassures student  • Provides physical, emotional support for student (inclusion is very important)  • Challenge by choice policy  • Activity modified time/equipment, etcarm up/trust activity completed b Ensure wet areas are avoided |
| UV Radiation  Sandflies  Dehydration | Sun-safe clothing is insisted upon  • Sunscreen on face, neck and ears  KIEEC provides sunscreen if required  • Children informed about sandflies prior to and on arrival  • Instructed to bring preventative devices such as long pants, long sleeve shirts and repellent  • KIEEC to provide repellent  \* Repeated reminders throughout program  • Instructed of dangers of dehydration on arrival  • Constantly reminded to drink water  • Water consumption monitored at dining hall  • Water bottles required on walking activities away from centre  \* Water breaks – 30mins during activities before commencing |

| Monitoring and Review *(to be completed during and/or after the activity.)* | **Yes** | **No** |
| --- | --- | --- |
| Have additional hazards been identified? |  |  |
| Were the control measures effective? |  |  |
| Are further or different actions required? |  |  |

| Submitted by: | |
| --- | --- |
| Name: Mia Kitchener | Position: Teacher |
| Email: mlkit0@eq.edu.au | |
| Signed: | Date: 28/01/2024 |

| Approval *(only required for high or extreme risk activities)* | | | |
| --- | --- | --- | --- |
|  | Approved as submitted | | |
| By: Andrew Gill | | Designation: Principal | |
| Signed: | | Date: 2/2/2024 | |
| Once approved, activity details should be entered into the *School curriculum activity register*. | | | Reference No. |

**Disclaimer:**

This document is developed and distributed on this website by the State of Queensland for use by Queensland state schools.

Use or adaptation of, or reliance on, this document or information in this document by persons or organisations other than the State of Queensland is at their sole risk. All users who use, adapt or rely on this document or any information in this document are responsible for ensuring by independent verification its accuracy, currency and appropriateness to their particular circumstances. The State of Queensland makes no representations, either express or implied, as to the suitability of this document or the information in this document to a user’s particular circumstances.

To the full extent permitted by law, the State of Queensland disclaims all responsibility and liability (including without limitation, liability in negligence) for all expenses, losses, damages and costs arising from the use or adaptation of, or reliance on, this document or any information in this document.

Links in this document to external websites are for convenience only and the State of Queensland has not independently verified the information on the linked websites. It is the responsibility of users to make their own decisions about the accuracy, currency, reliability and correctness of the information at these external websites.