

**Guidance in Completing the Excursion Risk Register Proforma**

**Hazard Identification**

The following may assist with identifying hazards relating to activities at each stage of an excursion. Consider what could go wrong, that is, the potential injuries or illnesses that could occur. Hazards are the sources of these potential injuries or illnesses.

**Travel** – Consider aspects of travel that may present a hazard such as walking to and from the train, crossing the road, transport to the venue. If CBD location, consider travel arrangements in the event of lockdown or evacuation.

**Venue** – Consider aspects of the excursion venue that may present a hazard such as location near water, cliffs, crowds, slippery floors. If CBD location, consider possibility of CBD lockdown or evacuation trial or major emergency.

**Excursion Program Activity** – Consider the activities of the excursion program that may present a hazard such as hazards of bushwalking, collecting leaves, observing animals, swimming, singing at an eisteddfod, climbing, eating at different venues for students with anaphylaxis.

**Equipment** – Consider any equipment that may present hazard such as sporting equipment, high risk equipment at the venue.

**Environment** – Consider aspects of the environment that may present a hazard such as weather conditions, natural hazards such as bushfires, floods or storms, the nature of the terrain, plants, animals or insects. Consider common allergens that may pose a hazard eg. Foods, insect stings or bites, latex (eg. Balloons or swimming goggles and caps) that may trigger allergic reactions. These must be considered as part of the risk assessment for students with allergic conditions (anaphylaxis).

**People** – Consider aspects of people that may present a hazard such as poor behaviour, the nature of participants such as maturity, age and skill, child protection issues, medical conditions or disabilities.

**Other** – Consider other hazards related to specific excursions such as access to first aid and mobile phone reception. Investigate access to emergency services and equipment.

<b>Risk Assessment Matrix</b>				
<i>How serious could the injury be?</i>	<i>How likely is it to be serious</i>			
	Very Likely	Likely	Unlikely	Very Unlikely
Death or permanent injury	1	1	2	
Long term illness or injury	1	2		
Medical attention & several days off	2			5
First Aid needed			5	6
Severity – is how seriously a person could be harmed		Likelihood – is an estimate of how probable it is for the hazard to cause harm		
<b>Legend</b>				
1 and 2 Extreme risk; deal with the hazard immediately				
3 and 4 Moderate risk; deal with the hazard ASAP				
5 and 6 Low risk; deal with the hazard when able				

**Risk Elimination and Control**

**Eliminate the risk:** Eliminate the item or activity: eg. Do not undertake a particular high risk activity such as abseiling in high wind; do not use high risk equipment. If elimination is not reasonably practicable, control the risk as far as practical using the hierarchy of controls below. Select the highest possible control and/or use a combination of controls to reduce the risk.

**Substitute the hazard:** Replace the activity, material, or equipment with a less hazardous one eg. Choose an easier bushwalk; substitute a food known to cause severe allergic reactions (for example peanut butter or tree nuts) with alternative nutritious food.

**Isolate the hazard:** Isolate the hazard from the person at risk; isolate through distance eg. Select a lunch location well away from the water; check if a coastal walk has fencing.

**Use engineering controls:** Have access to equipment to counteract the hazard; consider hiring coaches with seatbelts and ensure these are worn if available; ensure that an appropriately trained person is with the student at all times and has immediate access to an EpiPen in the event of an emergency.

**Use administrative controls:** Establish procedures and safe practices eg. supervision of students, clear rules, instruction in safe methods, training of staff, volunteers and students in

the excursion activities or in the use of equipment and qualifications of instructors. Ensure health care plans are reviewed and updated for the excursion for students known to have severe allergic conditions. Discuss student health needs with caterers, in consultation with parents/carers.

***Use personal protective equipment:*** Use appropriately designed and properly fitted equipment such as safety goggles, hats and sunscreen and helmets, in conjunction with other control measures as identified from above. Encourage students and staff to wear appropriate footwear and protective clothing at all times; students wear medic alert or necklace where required.