**Excursions Risk Register and Emergency Management Plan**

## When to use this template

This template must be completed and submitted to and signed by the principal as part of any of the following:

* day excursions
* overnight stays
* interstate travel
* overseas travel
* travel via air or sea.

Refer to the relevant [Adventure Activity Guidelines](https://www2.education.vic.gov.au/pal/excursions/guidance/adventure-activities) for the requirements that must be met for each individual activity.

[Risk Registers](https://www2.education.vic.gov.au/pal/excursions/resources) for specific activities must be completed and tailored to the activity.

## Step 1 – Establish the Context

This template should be used to document:

* The details of the activity (What is the activity, its location, the participants, the teacher-in-charge, supervising teachers and volunteers, etc.)
* What steps are being taken to make it safe/r by reducing identified risks

From 15 December 2022, staff with primary responsibility for organising camps and/or water based excursion activities must have completed the Excursions e-learning module before commencing planning. These staff are encouraged to complete the module annually.

Check the Excursions Policy and Guidelines when planning this excursion and prior to completing a risk assessment.

Complete the Camps, Excursions, Swimming and/or Water-based Activity Checklist.

## Step 2 – RISK Identification

Ask, what can go wrong?

When completing a risk assessment focus your thoughts on three critical areas:

1. People
2. Equipment
3. Environment

Using the risk register, identify the hazards and then assess the risks associated with the hazards. List them in the first two columns.

The risk register below provides example risks that may support this step and steps three, four and five.

## Step 3 – Risk Analysis

Identify the control measures in place to reduce the risk of your hazard. These will include current and additional treatments. Remember that there are already control measures required or recommended through department and school-based policies and guidelines, such as student/staff ratios etc., so take these into consideration at this stage.

Use **Table 1** to determine the consequence of each risk.

Then use **Table 2** to determine the likelihood of each risk.

## Step 4 – Risk Evaluation

The risk rating is determined by assessing the likelihood against the consequence. Use **Table 3** to do this.

See **Table 4** for more information on risk assessment.

If the risk register contains any extreme rated risks, it is recommended that the Principal Approval Form is not approved and the excursion is not undertaken.

## Step 5 –Risk Treatment

## Risk treatments should involve steps the school will take to reduce the risk as far as is reasonably practicable.

Ask what can we do to make it safe/r?

If you need to reduce the risk, start by reassessing the existing controls in place to see if they can be improved. Otherwise, new treatments should be planned and put in place.

Responsibility for implementing the controls or treatments should be assigned to a specific staff member.

## Step 6 – Monitor and Review

In the lead up to the excursion, the risk register should be reviewed regularly to ensure all information is up to date. Changes to the risk register may be required if certain factors change, for example, the weather, student/staff health, etc. While on the excursion, staff should continue to monitor risks.

## Step 7 – Communication

Communicate the risks with all staff attending the excursion. Ensure that each staff member understands their role in monitoring the risks.

## Step 8 – recording and Reporting

Risks associated with the excursion should be recorded in the risk register and subsequently reported to and discussed with the principal and other appropriate staff.

**Department of Education Risk Management Framework – Assessment Tools**

**TABLE 1 – Consequence Criteria**

*The* ***Consequence Criteria*** *helps to determine the severity of the impact if a risk were to be realised.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Descriptor** | **Student Outcomes** | **Wellbeing and Safety** | **Finance** | **Reputation** | **Strategic** |
| **Insignificant** | * Educational outcomes were met with workarounds | * Minor injury requiring no first aid or peer support for stress / trauma event | * Small loss that can be absorbed | * Internal impact (no external impact) | * Goals, targets and key improvement strategies can be delivered with inconsequential impacts |
| **Minor** | * Most educational outcomes were met with staff and students satisfied with the excursion overall | * Injury / ill health requiring first aid * Peer support for stress / trauma event | * Loss of ‘consumable’ assets * < 2% deviation from budget * Minor fraud possible | * Complaint made to the school * Adverse comments local community media, and/or social media * Short term external provider or stakeholder dissatisfaction | * Minor workaround need to be implemented to deliver the SSP goals, targets and key improvement strategies |
| **Moderate** | * Partial achievement of educational outcomes | * Injury / ill health requiring medical attention * Stress / trauma event requiring professional support | * Loss of assets * 2–5% deviation from budget * External audit management letter | * Complaint made to the Department * Adverse state media comment * External provider or stakeholder relationship impacted | * Constant consultation with key stakeholders needs to be maintained to deliver the SSP goals, targets and key improvement strategies |
| **Major** | * Limited educational outcomes met * Students and/or parents dissatisfied | * Injury / ill health requiring hospital admission * Stress / trauma event requiring ongoing clinical support | * Loss of significant assets * 6–15% deviation from budget * External audit qualification on accounts * High end fraud committed | * Relationship with external provider/stakeholder severely impacted * External investigation * Adverse comments national media | * Significant adjustment to resource allocation and service delivery required to deliver SSP goals, targets and key improvement strategies |
| **Severe** | * No educational outcomes met * Student disengagement from school or peers | * Fatality or permanent disability * Stress / trauma event requiring extensive clinical support for multiple individuals | * Loss of key assets * >15% deviation from budget * Systemic and high value fraud | * Formal inquiry into event or incident * National front page headlines * Stakeholder relationship irretrievably damaged | * SSP goals, targets and key improvement strategies cannot be delivered * Changes need to be made to the SSP |

**TABLE 2 – Likelihood Criteria**

*The* ***Likelihood Criteria*** *refers to the likelihood of the consequence descriptor you have selected i.e. the likelihood of a ‘major’ consequence.*

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| --- | --- | --- | --- |
| **Descriptor** | **Description** | **Indicative %** | **Indicative Frequency** |
| **Almost Certain** | Expected to occur | >95% | Multiple times in the next year |
| **Likely** | Probably will occur (no surprise) | 66–95% | At least once in the next year |
| **Possible** | May occur at some stage | 26–65% | Once in the next 3 years |
| **Unlikely** | Would be surprising if it occurred | 5-–25% | Once in the next 5 years |
| **Rare** | May never occur | <5% | Once in the next 10 years |

**TABLE 3 – Department of Education Risk Rating Matrix**

*The* ***Risk Rating Matrix*** *is used to combine consequence with likelihood to determine the overall level of risk.*

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| **Risk Rating Matrix** | | **Consequence** | | | | |
| Insignificant | Minor | Moderate | Major | Severe |
| **Likelihood** | Almost Certain | Medium | High | Extreme | Extreme | Extreme |
| Likely | Medium | Medium | High | Extreme | Extreme |
| Possible | Low | Medium | Medium | High | Extreme |
| Unlikely | Low | Low | Medium | Medium | High |
| Rare | Low | Low | Low | Medium | Medium |

**TABLE 4 – Department of Education Acceptability Chart**

*The* ***Acceptability Chart*** *is used to decide whether the risk is acceptable based on the rating calculated.*

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| **Extreme  (must have Principal / Regional Office oversight)** | Immediately consider whether the activity associated with this risk should cease.  Any decision to continue exposure to this level of risk should be made at Principal/Regional Office level, be subject to the development of detailed treatments, emergency response plans (as appropriate), ongoing oversight and review by the principal and Regional Office. Where there is a health and safety risk, the principal should give active consideration to whether the benefits of the activity outweighs the risk of the activity. |
| **High  (with ongoing Principal Class Officer review)** | Any decision to continue exposure to this level of risk should be made at principal level. The risk should be reduced as far as practicable by developing treatments. Ongoing review should occur to ensure controls remain effective, and the principal kept updated on the level of risk and treatments that are implemented. Where there is a health and safety risk, the principal should give active consideration to whether the benefits of the activity outweighs the risk of the activity. |
| **Medium  (with frequent risk owner review)** | Exposure to the risk may continue, provided it has been appropriately assessed and has been managed by implementing treatments to ensure the risk is reduced to as low as reasonably practicable. It should be subject to frequent review to ensure the risk analysis remains valid and the controls effective. Treatments to reduce the risk can be considered. |
| **Low (with periodic review)** | Exposure to this risk is acceptable, but is subject to periodic review to ensure it does not increase and current control effectiveness does not vary. |

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| EXCURSION DETAILS *Step 1 – Establish the context* | | | |
| **Activity type** | *e.g. year 6 camp* | **Teacher-in-charge** |  |
| **Location** |  | **Other supervising staff** |  |
| **Year level/Class** |  |
| **Dates** |  |

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| RISK REGISTER | | | | | |
| **Step 2 – Risk Identification** | | **Step 3 – Risk Analysis** | **Step 4 – Risk Evaluation** | **Step 5 – Risk Treatment** | |
| Risk  *What are the hazards?* | Causes and Consequences  *What is the harm associated with the hazard?* | Existing controls  *What do we have in place to reduce the risk?* | Current risk rating | For ratings High or above  Remember to identify who is responsible | New risk rating |
| **People (skill, experience, heath, fitness, behaviour, other people, groups or crowds)** *COMPLETE THE BELOW AND CONTEXTUALISE TO SUIT THE ACTIVITY YOU ARE CONDUCTING - SOME EXAMPLES HAVE BEEN PROVIDED N.B. THESE ARE EXAMPLE ONLY* | | | | | |
| FOR EXAMPLE  *Student exposed to potential harm due to child safety situational risk.* | **Causes**   * *Inappropriate conversations or behaviour* * *Lack of awareness regarding child safety procedures & reporting requirements*   **Consequences**   * *Students feel unsafe* * *Physical or psychological injury* | * *Check WWCC for all supervisors, staff and volunteers* * *Put in place controls that take into account whether the venue is also subject to the Child Safe Standards* * *Follow the school’s child safe standards policy and procedures* * *Dedicated space for exclusive use by school negotiated prior to event* * *Movement of students only allowed within clearly defined boundaries* * *Movement of students only allowed within clearly defined boundaries* * *All staff carry mobile phones for ease of communication & students, staff and volunteers informed about who to report behaviours of concern to* * *Students aware of identifying clothing (e.g hi-vis vests) worn by staff during pre-activity safety briefing* | **Extreme**  **High**  **Medium**  **Low** | (Name and position of the person responsible) |  |
| FOR EXAMPLE  *Student suffers medical emergency that requires hospitalisation* | **Causes**   * *Allergic reaction*   **Consequences**   * *Physical injury* | * *Relevant medical information including allergies is collected and documented* * *Staff are briefed on emergency management/ incident response plan and are aware of their individual roles, who to contact and have phones and numbers* | **Extreme**  **High**  **Medium**  **Low** | (Name and position of the person responsible) |  |
| FOR EXAMPLE  *Students not aware of potential risks* | **Causes**   * *Ineffective communication with the group before or during the activity*   **Consequences**   * *Student injured* | * *In the pre-session safety briefing, staff will explain all relevant hazards* | **Extreme**  **High**  **Medium**  **Low** | (Name and position of the person responsible) |  |
| [##other risks to consider:] | **Causes**  **Consequences** |  | **Extreme**  **High**  **Medium**  **Low** | (Name and position of the person responsible) |  |
| **Equipment (clothing, ropes, etc).**  *COMPLETE THE BELOW AND CONTEXTUALISE TO SUIT THE ACTIVITY YOU ARE CONDUCTING - SOME EXAMPLES HAVE BEEN PROVIDED N.B. THESE ARE EXAMPLE ONLY* | | | | | |
| FOR EXAMPLE  *Inappropriate clothing e.g. sun protection* | **Causes**   * *Unexpected weather change*   **Consequences**   * *sunburn* | * *Ensure adequate planning* | **Extreme**  **High**  **Medium**  **Low** | (Name and position of the person responsible) |  |
| FOR EXAMPLE  *Damaged or faulty equipment* | **Causes**   * *Equipment not maintained*   **Consequences**   * *Staff or student injury* | * *Ensure school equipment is regularly maintained or fit for purpose and check equipment before conducting activity* | **Extreme**  **High**  **Medium**  **Low** | (Name and position of the person responsible) |  |
| [##other risks to consider:] | **Causes**  **Consequences** |  | **Extreme**  **High**  **Medium**  **Low** | (Name and position of the person responsible) |  |
| **Environment (weather, remoteness, terrain, shelter and structures).**  *COMPLETE THE BELOW AND CONTEXTUALISE TO SUIT THE ACTIVITY YOU ARE CONDUCTING - SOME EXAMPLES HAVE BEEN PROVIDED N.B. THESE ARE EXAMPLE ONLY* | | | | | |
| FOR EXAMPLE  *A student or group of students get into difficulty.* | **Causes**   * *Walking at night* * *Extreme weather*   **Consequences**   * *Injury* | * *Provide appropriate supervision* * *Complete pre-activity checklist and take steps accordingly* | **Extreme**  **High**  **Medium**  **Low** | (Name and position of the person responsible) |  |
| [##other risks to consider:] | **Causes**  **Consequences** |  | **Extreme**  **High**  **Medium**  **Low** | (Name and position of the person responsible) |  |
| **Other risks** *COMPLETE THE BELOW AND CONTEXTUALISE TO SUIT THE ACTIVITY YOU ARE CONDUCTING - SOME EXAMPLES HAVE BEEN PROVIDED N.B. THESE ARE EXAMPLE ONLY* | | | | | |
| FOR EXAMPLE  *Transport* | **Causes**   * *Inappropriate transport option* * *Unreliable transport / driver* * *Driver not appropriately qualified*   **Consequences**   * *Physical or psychological injury* * *Litigation / adverse court ruling* * *Inconvenience / lost time* | * *The teacher-in-charge will ensure that excursion transport meets the requirements outlined in* [Excursion Support - Transport](https://www2.education.vic.gov.au/pal/excursions/guidance/transport) * *Where safety equipment is provided / required it is to be worn / used* | **Extreme**  **High**  **Medium**  **Low** | (Name and position of the person responsible) |  |

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| EMERGENCY MANAGEMENT PLAN *add additional details as necessary* | | | |
| **Key contacts** | | | |
| **Teacher-in-charge** |  | **Venue contact** |  |
| **First aid staff** |  | **Principal** |  |
| **School reception** |  | **Assistant Principal** |  |
| **DET – Incident Support and Operations Centre** | **1800 126 126 (24 Hours)** | **School 24 hour contact** |  |
| **Local emergency contacts** | | | |
| **Nearest Hospital** |  | **Fire/Police/Ambulance** | **000** |
| **Nearest Medical Centre** |  | **CFA** |  |
| **SES** |  | **Other** |  |
| **Evacuation response (attach maps and mark locations if required)** | | | |
| **Access points (emergency vehicles, helicopter etc.)** |  | **Time for school support to arrive** |  |
| **Assembly points** |  | **Travel time to nearest medical help** |  |

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| Emergency Response Procedure | | |
| *For students or staff with an existing medical management plan (e.g. Anaphylaxis Management Plan, Asthma Management Plan etc.) please attach the plan to this document. There is no need to complete additional emergency response procedures unless it is deemed necessary by the principal.* | | |
| **What** *(injury, illness, weather, environmental conditions)* | **Actions required** *(including equipment and location such as first aid, EpiPen etc.)* | **Who is responsible for each action?** |
| **For example:**  *Medical emergency requiring hospitalisation* | *Contacting ambulance/ transporting student to [insert name of nearest appropriate hospital*  *Administration of first aid until student arrives at hospital/ ambulance arrives* | *Teacher-in-charge*  *Teacher qualified in first aid*  *Other staff* |
|  |  |  |

I have reviewed the Camps, Excursions, Swimming and/or Water-based Activity Checklist and confirm that all required items have been completed.

Principal Signature:

Date: