**Swimming and/or Water-Based Activity - Risk Register and Emergency Management Plan**

This form provides one method of documenting the risk and emergency management process.

## When to use this form

This form is to be completed by the teacher-in-charge of the activity and submitted to the principal for approval of all swimming and water activities. The principal must review and sign this completed form.

## Step 1 – Establish the Context

This form 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.

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

Check the [Swimming and Water Activities Guidelines](https://www.education.vic.gov.au/PAL/swimming-water-based-activities-guidelines.docx) when planning this activity and prior to undertaking a risk assessment.

In particular, note that there are specific requirements in relation to qualifications and supervision for swimming and water activities which must be met and documented in this form.

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

## Step 3 – Risk Analysis

Identify the control measures in place to reduce the risk of your hazard. These will include current controls and additional treatments. Remember that there are already treatment 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.

Some of these are noted in the template risk register below.

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.

Steps should be taken to reduce low and medium risks to as low a level as is reasonably practical.

If the risk evaluation is extreme, then the activity should not go ahead.

## 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. Reassess the risks using the same process as Step 4.

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

## Step 6 – Monitor and Review

In the lead up to the swimming and water activities, 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 swimming / water activity, staff should continue to monitor risks.

## Step 7 – Communication

Communicate the risks with all staff attending the activity. 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.

**DET 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.*

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| --- | --- | --- | --- | --- | --- |
| **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 TABLE 3 – DET’s Risk Rating Matrix**

*The* ***Likelihood Criteria*** *refers to the likelihood of the consequence descriptor you have selected The* ***Risk Rating Matrix*** *is used to combine consequence with likelihood to determine the overall level of risk.*

*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 |

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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 – DET’s 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 should 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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| ACTIVITY DETAILS *Step 1 – Establish the context* | | | |
| **Activity type** | *Swimming Program* | **Teacher-in-charge** |  |
| **Location** | **Council Pool** | **Other supervising staff** |  |
| **Year level/Class** | **Foundation – Grade 6** |
| **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 | Treatments – 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 not appropriately skilled to engage in activity* | **Causes**   * *Student capability not matched to activity*   **Consequences**   * *Inappropriate behaviour* * *Dis-engagement* * *Failure to achieve learning outcomes* * *Staff or student near miss or injury* | * *Follow the procedures set out in the guidelines to conduct a pre-activity swimming ability check* * *Appropriate planning for differentiated groups* * *Behaviour expectations clearly outlined at commencement of activity* * *Monitoring of student skill progression* * *Regular de-briefing with instructor on lesson planning, assessment and student wellbeing and engagement* * *School staff are each aware of their supervision obligations actively* * *An inclusion plan in place so all students can actively participate at their level with ES staff support if required* | **Extreme**  **High\***  **Medium**  **Low** | (Name and position of the person responsible)   * *Teacher-in-charge* * *Accompanying teaching staff* | **Medium** |
|  | **Causes**      **Consequences** |  |  |  |  |
| FOR EXAMPLE  *Child Safe Standards* | **Causes**   * *Shared use of facility*   **Consequences**   * *Exposure to inappropriate behaviour*   *Physical or psychological harm*   * *Students feel unsafe* | * *Follow the child safe standards policy and procedures* * *Supervision maintained with appropriate staff ratios at all times* * *Dedicated space for exclusive use by school negotiated prior to event* * *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** | Teacher-in-charge  All staff in attendance | **Medium** |
| **Equipment (clothing, swimming aids, paddle craft, rescue equipment and communication devices).** *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. swimsuit, sun protection* | **Causes**   * *Unsuitable swim wear/clothes in or near the water*   **Consequences**   * *Restricted movement stopping effective participation* * *Refusal to participate* * *UV exposure* * *Heat exhaustion* * *Swimmer exhaustion* * *Near miss or injury* | * *Set clothing standard and advise parents/carers well in advance of requirements* * *Provide suitable clothing in advance for students who may need assistance* * *Provide spare clothing and towels etc at the activity* * *All staff attending are dressed appropriately for the activity* * *Sunsmart Policy revised* * *Spare hats etc provided* * *Students encouraged to apply sunscreen if outdoors* | **Extreme**  **High**  **Medium\***  **Low** | Teacher-in-charge  All staff in attendance | **Low** |
|  | **Causes**  **Consequences** |  |  |  |  |
| **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  *Water depth inappropriate for activity* | **Causes**   * *Depth of water inappropriate for activity or size/capability of student*   **Consequences**   * *Students unable to successfully participate in activity* * *Injury due to knock or bump e.g. diving into shallow water* * *Swimmer getting into difficulty if unable to maintain safety in deeper water* * *Staff or student near miss or injury* * *Psychological stress (fear/ anxiety* | * *Staff familiarise themselves with facility in consultation with pool staff* * *Strict boundaries are set with all students before activity* * *Staff actively monitor allocated students at all times whilst they are in the water* * *Sufficient staff are available to supervise students both in and out of the water eg: non-swimmers, bathroom breaks, etc* * *Staff are aware at all times of rescue plan and whereabouts of equipment etc* | **Extreme**  **High**  **Medium**  **Low** | Teacher-in-charge  All staff in attendance | **Medium** |
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| **Other risks (educational outcomes, financial, reputation)** *Add additional rows as necessary. COMPLETE THE BELOW AND CONTEXTUALISE TO SUIT THE ACTIVITY YOU ARE CONDUCTING* | | | | | |
|  | **Causes**  **Consequences** |  |  |  |  |
|  | **Causes**  **Consequences** |  |  |  |  |

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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 (eg. 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*  *Staff to supervise students remaining at excursion location* | *Teacher-in-charge*  *Teacher qualified in first aid*  *Other staff* |
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I have reviewed the Swimming and/or Water-based Activity Risk Register and Emergency Management Plan and confirm that all required items have been completed.

Principal’s Signature:

Date: