



# Excursion and Community Access Policy Implementation Procedures

Excursions and the community access program are an integral part of the Les Powell School curriculum, and provides opportunities for students to generalise and practice skills learnt at school.

These procedures should be read in conjunction with the department's [Excursions Policy](#) . For the purpose of these procedures, when addressing excursions, all procedures include actions required for the school's community access program.

## Specific school requirements

- Determining the educational value of an excursion must take account of the needs and resources of the school, the needs of the students and the impact on the continuity of regular teaching and learning programs for participating teachers and students.
- Excursions are inclusive, and all students in the specific learning group are to be given the opportunity to participate.
- A duty of care is owed to students in the school environment and while on excursions. The department's duty of care owed to students for the duration of an excursion cannot be delegated from the school to parents, caregivers, volunteers or employees of external organisations.
- All excursions must have the approval of the Principal and Team Leader.
- Each class may have one full day excursion per term which is covered by school fees. Students who do not pay fees will be charged for the cost of the excursion.
- Prior to any excursion taking place there must be consultation between the Principal, Team Leader and staff concerned with its organization.
- Expensive excursions should be avoided. Financial assistance is available in cases of financial hardships.
- If parents do not permit participation of a student in an excursion the class teacher will organise an alternative educational experience.
- In addition to excursions and other visits, occasions for leaving the school grounds for brief, local, spontaneous educational activities will arise from time to time. On many occasions it may not be possible to obtain parental permission prior to the visit. Such visits may only take place at the discretion of the Principal.

## Procedures

### Pre-planning of an excursion:

- A risk assessment of the venue is to be conducted and include student health and at risk behaviours. A risk management plan is to be developed before seeking approval for any excursion (refer to appendix 1).

- Research all costs such as entry fees, parking fees for both students and staff/carer. Personal expenditure such as staff food/ beverages and individual participation is not covered by the school.
- Complete 2 permission notes: for fee paying students, the other for non-fee-paying students and includes the cost of the excursion. All permission notes are to be checked and signed by the principal.
- Prepare an excursion for approval form, including all attachments (appendix 3) and seek approval from the team leader prior to submitting for principal approval.
- Check bus bookings in advance and ensure that the bus being booked has the necessary seating and wheelchair accommodation, using the bus booking book in the office. Ensure that no class has already booked the bus for the day planned. Regular community access is a priority for bus use.

#### **When excursion is approved:**

- A copy of the risk management plan should be given to the assistant principal in charge of casual staffing.
- Book venue if necessary.
- Disseminate consent forms to parent/carer for granting permission for students to participate in the excursion (refer to appendix 1). If it is not possible to obtain a signed consent form from parents or carers, verbal approval can be sought. The teacher and principal must keep a record of any verbal approvals given by parents. All permissions notes are held and remain as a record of the excursion.
- A copy of the excursion parent permission note to be placed in the office excursion folder.
- Pre-arrange alternative class for students who will not be attending the excursion.
- The office staff must be consulted if payment for the venue is required. Coordinating teacher to consult with the office staff as soon as final numbers are known.

#### **On the day of the excursion**

- Prepare and pack all necessary equipment including lunches, medications, excursion folder which includes emergency care/risk management documentation, excursion first aid bag.
- Take non-participating students and necessary equipment to alternative classroom as pre-arranged.
- Collect school mobile phone, keys and designated P-card if necessary from office. Turn phones on.
- Close front gates when departing.

#### **On Return:**

- Unload vehicles and maintain supervision of all students.
- Return keys and mobile phones to office.
- Ensure bus is ready for next user (e.g. seat belts, clean and adequate petrol).

## **Appendix 1**

---

## Risk management process and proforma

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 individual members of the student group. For excursions that have previously been planned and conducted, previous risk management plans may be reviewed, updated where required and reused.

To support schools, a [database of venue and safety information](#) (Intranet only) from common excursion sites is on the Health and Safety webpage. These should be considered and attached to the excursion risk management plan.

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

### Steps in developing the excursion risk management plan

#### List the activities of the excursion

List the activities of the excursion, that is, break 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, meals (including their distribution), etc.

#### Identify the hazards

Determine the hazards associated with the activities. 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).

#### Assess the level of risk

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.

#### Eliminate or control the risks

Consider the most suitable control strategies for each of the identified hazards using the [hierarchy of controls](#).

#### Document plan

Document the excursion risk management plan.

#### Communicate the plan

Communicate the plan to excursion supervisors, staff and other adults on the excursion. Provide relevant information to participants and their families.

#### Monitor and review

Monitor the effectiveness of controls and change if necessary. Monitor for new risks that arise during the excursion. Review the risk assessment if an incident or a significant change occurs.

An [Excursion Risk Management Plan Proforma](#) and [Guidance in completing the Excursion Risk Management Plan Proforma](#) provide assistance on hazard identification, the risk assessment matrix and the hierarchy of controls. This material may be used to

develop and document the risk management plan. A [Sample Excursion Risk Management Plan](#) is also provided.

The plan should be retained as verification of the planning undertaken. The documentation will aid communication of the plan, and can also be used in future planning of excursions.

## Checklist

- Step 1 Is a previous risk assessment for the excursion available? If so, review and update with reference to this checklist. Consider such issues as changes to the student group, current DoE requirements such as providing a general use adrenaline auto injector (i.e. EpiPen®) in each first aid kit, individual student health care plans, the effectiveness of the controls and previous incidents on previous excursion.
- Step 2 Obtain venue information. If no venue and safety information is available on the [database of venue and safety information](#) (Intranet only) site, contact the venue. Depending on the nature of the excursion and the proposed activities, enquire about:
- Public liability cover
  - accreditation of venue staff for the task/activity
  - access and special requirements e.g. for students requiring ramps, etc
  - emergency procedures and relevant training of venue staff
  - known hazards and controls related to proposed activities
  - where a student with a severe food allergy is attending an excursion venue where food is provided, contact the venue to enquire about their procedures to cater for severe food allergies. Explain the nature of the student's anaphylactic condition, the foods that trigger anaphylaxis and the serious consequences for the student coming into contact with that food. Planning to support the student's health care needs prior to the excursion is essential. This includes planning strategies to minimise the risk of exposure to known allergens. Parents/carers and if practicable the student should be consulted as part of this process.
  - mobile phone and emergency services access for the excursion
  - equipment available; ask venue to confirm that equipment and machinery are maintained, repaired and in good working order with safety features operational
  - use of licensed personnel for construction, maintenance and repairs
  - availability of appropriate facilities e.g. accessible toilet, refreshments, toilets
  - assess venue and safety information for your student group. Note this on the proforma and attach the venue and safety information to your risk management plan. If the venue is located in the vicinity of Sydney or major CBD, be aware of possible evacuation trials or plans (NSW State Emergency Management Committee: [www.emergency.nsw.gov.au](http://www.emergency.nsw.gov.au)).
- Step 4 In consultation with key stakeholders, analyse the excursion and list the activities, that is, break the 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.

- Step 5 Identify the hazards associated with the activities and the potential risks associated with these hazards. Take account of venue and safety information, the student group, individual student health care plans and previous incidents on excursions. See Guidance in completing the Excursion Risk Management Plan Proforma for categories of hazards and the Sample Excursion Risk Management Plan for examples.
- Where a student has a medical condition and they are diagnosed at risk of an emergency e.g. anaphylaxis they are required to have an individual health care plan Individual health care plans **must** be updated to address the student's needs on excursions following completion of the Excursion Risk Management Plan. Excursions may pose different hazards to the school environment and the health care plan must be updated accordingly
- Step 6 Assess the risks associated with the hazards using the risk assessment matrix in the Guidance in completing the Excursion Risk Management Plan Proforma. This gives a risk ranking and thus a priority order for managing the hazards. Consult with staff whose safety may be affected on an ongoing basis throughout the process.
- Step 7 Develop appropriate strategies to eliminate or control the risks (including action to ensure that child protection procedures are followed, health care plans are updated for students, and that all necessary aides and equipment are available) using the hierarchy of controls on the Guidance in completing the Excursion Risk Management Plan Proforma. Where adjustments are being considered for a student with disability, consultation must take place with their parents/carers and the student (where practicable).
- Step 8 Document the risk management plan including emergency management procedures to deal with potential incidents. The attached proforma may be used. See also the Sample Excursion Risk Management Plan for examples.
- Step 9 Communicate the plan to those who need to be informed in order to discharge legal obligations to students. This could include excursion supervisors including responsibilities for emergency response and others (for example a person charged with distributing food should be informed if a student with a severe food allergy is participating. Provide relevant information to participants and their families. Encourage students to advise staff if they or one of their fellow students is unwell, so that appropriate action can be taken.
- Step 10 Review the excursion risk management plan on completion.

## Guidance in Completing the Risk Management Plan Proforma: Excursion

### 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 due to evacuation trial or major emergency

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

**Equipment** – Consider any equipment that may present a 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 and insects.

Consider common allergens that may pose a hazard e.g. foods, insect stings or bites, latex (e.g. 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 (including those diagnosed as being at risk of 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. This includes whether a learning difficulty impacts on the ability of a student to understand and implement risk management strategies.

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

**Accommodation** – Consider aspects of accommodation that may present a hazard such as insufficient supervision, standard of accommodation and amenities, meal menus and allergies, security and child protection issues.

**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. A first aid kit must be taken on each excursion and must contain at least one general use adrenaline autoinjector (i.e. EpiPen®) and the relevant ASCIA action plan for anaphylaxis. You document this in your plan.

## **Risk Elimination or Control**

**Eliminate the risk.** Eliminate the item or activity; e.g. 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 e.g. 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 e.g. select a lunch location well away from the water; check if a coastal walk has fencing. Care should be taken that measures implemented to isolate the hazard from the person do not constitute unlawful discrimination.

**Use engineering controls:** e.g. 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 a general use adrenaline autoinjector (i.e. EpiPen®) in the event of an emergency.

**Use administrative controls:** Establish procedures and safe practices e.g. 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 individual health care plans are reviewed and updated for the excursion for students. 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, sun safe hats and at least 30+ sunscreen and helmets, in conjunction with other control measures identified from above. Encourage students and staff to wear appropriate footwear and protective clothing at all times.





# Les Powell School Excursion Risk Management Plan

<p><b>Name of principal:</b></p> <p><b>Name of excursion coordinator:</b></p> <p><b>Description and location of excursion:</b></p> <p><b>Date(s) of excursion:</b></p>	<p><b>Students:</b></p> <p><b>Contact number:</b></p> <p><b>Accompanying staff, parents, caregivers, volunteers:</b></p>
--	--

Activity/Location	Hazard Identification & Associate Risks	Risk Assessment <small>Use matrix</small>	Elimination or Control Measures	Who	When

Venue and safety information reviewed and attached: **Yes / No**

Plan prepared by: \_\_\_\_\_ Date: \_\_\_\_\_ Prepared in consultation with: \_\_\_\_\_

Communicated to: \_\_\_\_\_

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



## Appendix 2: School excursions: Parent or caregiver information and consent forms



**LES POWELL SCHOOL**  
CONNECT • THRIVE • SUCCEED

28 January 2020

### 6C Community Access Program

Dear parent/carer

Excursions form an important part of our student's learning program and are designed to give students the opportunity to interact with their peers and experience a variety of environments, where they can develop and practice essential skills.

Students in 6C will be attending Stockland Mall Shopping Centre in Wetherill Park each week, as part of their geography and mathematics learning program. Students will have the opportunity to shop for ingredients needed for class cooking lessons and purchase their lunch.

**When:** Every Wednesday from Week 3 to Week 10

**Venue:** Stockland Mall Wetherill Park

**Cost:** \$10 for purchasing own lunch

**Time:** 9:30am to 12:30pm

**Transport:** School bus

**Accompanying staff:** Julie Mason

\_\_\_\_\_  
Lesley Low  
Excursion coordinator

\_\_\_\_\_  
Avery Pow  
Principal

Please complete the permission note and return it to your child's teacher as soon as possible

-----✂-----✂-----

#### Permission note: 6C community access

I give permission for \_\_\_\_\_ to participate in the **Community Access Program** on Wednesdays, beginning Term 1, Week 3, 2020. I understand that travel is via the school bus and my child will be purchasing their lunch and groceries for the class-cooking program.

.....  
Signed by parent/career

.....  
Date

108 Townview Road, Mt Pritchard NSW 2170 Telephone: 9821 1711 Fax: 9821 2634 Email: lespowell@det.nsw.edu.au

## Appendix 3



### Application for excursion approval

<b>Excursion title</b>	
<b>Excursion coordinator name</b>	
<b>What is the educational value of proposed excursion?</b>	
<b>Proposed date/s</b>	
Has a risk assessment been conducted and plan attached?	Yes <input type="checkbox"/>
Names of staff accompanying students on the excursion.	
Is any parent, carer or volunteer going? If yes, list names and has the principal: <ol style="list-style-type: none"> <li>1. received a signed 'Prohibited Employment Declaration'?</li> <li>2. checked the Department's not to be employed list?</li> </ol>	
Name staff with CPR and emergency care training who will be attending.	
What is the cost per student of the excursion?	\$
Are there additional costs? If yes, what is the exact breakdown.	
What strategies are in place to support students who cannot afford the excursion?	
What strategies are in place to support students who will not be attending the excursion?	
A copy of the parent information and permission note is attached	Yes <input type="checkbox"/>
Team leader endorsement and date	
Principal approval and date	

