

NORTHLAND SCHOOL

Health and Safety Procedures

Education outside the Classroom



Guidelines

- All EOTC activity is directly and specifically linked to appropriate learning outcomes.
- Consideration for the safety of students and staff is paramount at all times.
- The Principal or an Associate Principal must approve all EOTC activity outside the school grounds.

Permission Sought From Parents/Caregivers for EOTC Activity

- At the start of each year the school will seek written permission in principle for the coming year from parents/caregivers for their child/ren to leave the school on EOTC activities during school hours. Such permission will be required for students to participate in EOTC activities.
- The school will seek specific permission from parents/caregivers for planned EOTC activities that involve an absence from school that extends outside the school day and for overnight trips/camps.

Planning, Risk Assessment and Evaluation

- An **Event Proposal Form** is to be completed for all EOTC activities. (*refer Event Proposal Form*)
- Before each EOTC activity takes place, relevant staff will carry out a risk analysis for approval by the Principal/Associate Principal. The risk analysis determines that safe practices are planned, assures the adequate supervision of students, meets legal requirements and involves contingency planning.
- The Principal will advise the Board of any serious incident, especially relating to the safety of students or staff, during a trip away from school.
- Overnight or school camps require a written evaluation.

Supervision

- Students will be supervised at all times during EOTC activities. The ratio of adults to children required will be determined relative to the assessed risks associated with the activity. Staff will follow good practice guidelines in determining the risks and related supervision requirements (including adult to student ratios) associated with EOTC activities. (Refer: *EOTC Guidelines Bringing the Curriculum Alive, Ministry Of Education 2009*)
- EOTC activity will not take place unless adequate supervision is provided.
- To meet appropriate supervision type and ratio for the planned EOTC activity parents/caregivers will be invited to accompany the group as supervisors.
- Additional parents/caregivers will be welcome to join the trip as parent helpers if planned arrangements allow.
- No parent/caregiver with an accompanying pre-schooler will be used in a supervisory role.
- All parents/caregivers known to be accompanying EOTC trips will be informed of
 - Planning details of the trip.
 - The purpose/s of the EOTC activity
 - Specific expectations that the staff may have of parents as supervisors.
 - All parents or other volunteers acting as supervisors will be required to complete a **Parent Supervisors/Volunteer Assistants Form** (refer sample)
(Refer: Volunteer Assistants Guidelines from: *EOTC Guidelines Bringing the Curriculum Alive, Ministry Of Education 2009*)

Transport

- If private cars are used to transport students in the course of an EOTC activity, staff will ensure drivers are aware of the requirements of the school's Road Safety Procedures and are aware that the school will not be liable for accidents. Drivers will need to complete a **Drivers' Information Form** (*refer Drivers' Information Form*)
- All students will be seated on a bus or in a car.
- Parent permission will be sought if students are being transported by car. (*refer Passenger Permission Form*)

Board Approval for Overnight Trips/Camps

- The Board's prior approval in principle is required for proposed EOTC activity involving overnight trips and/or camps. Full Board approval will be given at least a month before a trip/camp once detailed planning (including risk analyses) covering all aspects of the event has been provided. The board will base such approval on an

assessment of the relevance and suitability of the proposed trip/camp and the EOTC activities involved, and the measures in place to maximise the safety of the students at all times.

Finance

- At the start of the year each Teaching Team will be allocated an annual EOTC budget on a per student basis. This budget is used to cover transport costs for trips to swimming or events. Costs associated with transport to camp will be covered as part of the overall camp cost.
- Parents/caregivers are expected to pay the EOTC costs for their child/ren. At the start of the year, parents/caregivers will be informed of the cost per child of planned EOTC activity for the year.
- In response to the ongoing classroom programme and in order to make the most of local and Wellington region events as they occur, additional EOTC activity may be planned for Teams or individual classes that incurs costs not covered in the EOTC budget. Such activity will require an additional payment by the parents of the students involved to cover costs.

Related Documents

Education Outside the Classroom Procedures

- ❖ Event Proposal
- ❖ Parent Supervisors/ Vlnunteers
- ❖ Drivers Information
- ❖ Passenger Permission
- ❖ Risk Analysis Management System
- ❖ RAMS Risk Assessment

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Education outside the Classroom – Event Proposal

Classes Involved:

Number of Students:

Organising Teacher:

Staff Involved:

The organising teacher should complete this form at the outset of planning for the EOTC activity. The form should be given to the Principal or an Associate Principal for review and approval.

The Principal/Associate Principal should be informed of any subsequent changes in planning, organisation and/or staffing.

All overnight or school camps require Board of Trustees approval.

1. Purpose of EOTC event

2. Specific educational objectives and curriculum links

3. Site/s where event will take place

4. Dates and times

Date of Departure

Date of return

Time

Time

5. Transport arrangements (bus/private car)

6. Details of outside provider to be used in the EOTC activities (if any)

Organisation	<input type="text"/>
Contact Person	<input type="text"/>
Phone	<input type="text"/>

7. Proposed cost and financial arrangements

8. Details of programmed activities

9. Details of any hazardous activity and the associated planning, organisation and staffing.

(Please attach RAMS form if applicable).

10. Parent Helpers Notified of Trip Details and Responsibilities

Yes/No

11. Is a pre-visit is necessary?

Yes/No

12. Names and brief details of students with special educational or medical needs:

Organising Teacher:

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Signed

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Date

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Health and Safety Procedures

Education outside the Classroom – Risk Analysis Management

RAMS: Hazard Assessment and Control - Guidelines

1. Identify the learning outcomes.

- Using the lesson plan process.

2. Identify the significant risks (losses) that could result from the activity.

- Physical Injury
- Social/psychological
- Material (gear or equipment)
- Programme interruption

3. List the hazards (causes) that could lead to each risk/loss.

- People
- Equipment
- Environment

(see over for hazards/factors to consider)

4. Think of strategies that could reduce the chances of each hazard leading to the risk/loss. Pay particular attention to significant hazards.

- Eliminate if possible
- Isolate if can't eliminate
- Minimise if can't isolate
- Cancel if can't eliminate, isolate or minimise

5. Make an emergency plan to manage each identified risk/loss.

- Step by step management
- Equipment/resources required

6. Continual monitoring of safety during the activity.

- Assess new risks
- Manage risks
- Adapt plans

7. There is a range of formats available to assist with safety management planning.

- See sample forms 17, 18 & 19
- See chapter 4 of the *Outdoor Safety – Risk Management for outdoor leaders* (NZ Mountain Safety Council Manual 37) for a step-by-step guide on how to use these tools.

8. It is important to pay attention to significant risks.

- It is also important to pay attention to both significant and minor hazards. Research shows that most serious harm incidents result from a combination of hazards (causal factors), many of which, on their own, are seemingly minor.
- In an education setting, useful thresholds for significant risks/losses are illustrated on the Incident Severity Scale, on page 3 of Sample Form 30, National Incident Database Report Form.
 - Severity ranking 3 - threshold for reporting to the National Incident Database
 - Severity ranking 6 - threshold for reporting serious harm incidents to MBIE

Risk Assessment Checklist Hazards/causal factors to consider for physical and emotional safety

PEOPLE	RESOURCES & EQUIPMENT	ENVIRONMENT
<ul style="list-style-type: none"> • Who? • <u>How many?</u> <ul style="list-style-type: none"> Students Activity Leaders Assistants • Experience • Effective supervisions structure (ratios) • <u>Cultural considerations:</u> <ul style="list-style-type: none"> Head touching Swimming for some groups of girls Observing site significance for cultural groups • Physical size/shape • Fitness • Anxieties/feelings • Motivation • <u>Student needs:</u> <ul style="list-style-type: none"> Educational Medical and Health Language abilities Cultural Behaviour Physical disability • <u>Social and psychological factors:</u> <ul style="list-style-type: none"> Get-home-it is Risk shift Dropping your guard Unsafe act/s by participants Error/s of judgement by activity leader 	<ul style="list-style-type: none"> • <u>Information to:</u> Parents or whānau • Plans and systems • Clothing • Footwear • Food and drink • Transport • Toilets • Safe drinking water • First aid kit and knowledge • <u>Special equipment:</u> <ul style="list-style-type: none"> Rope Canoes/kayaks Maps/compass Cameras • Equipment maintenance, quantity, quality • Safety equipment • Are sleeping arrangements/facilities culturally appropriate? 	<ul style="list-style-type: none"> • <u>Weather:</u> <ul style="list-style-type: none"> Forecast Sun Rain Wind Snow Temperature; Season • <u>Terrain:</u> <ul style="list-style-type: none"> Where? What? Familiar? Unfamiliar? Bush Mountain Sea River Beach • <u>Accessibility to help</u> <ul style="list-style-type: none"> Telephone Doctor Ranger Roads/tracks • Emergency Services • Security • Animals/insects • Road use • Traffic density • Fences • Human created environments • Does the site have cultural significance? • Consent and information from landowner/local iwi

