



MUSLIM GIRLS GRAMMAR SCHOOL

EXCURSION POLICY

Version 1 2021

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1. Rationale

MGGS regards excursions as being a valuable teaching and learning vehicle, often integral to the quality curriculum delivery in that they provide access to teaching content and learning experiences not available at school.

2. Aim

MGGS is committed to providing a safe, secure, disciplined and quality learning environment in which students can develop their individual talents, interests and abilities through a curriculum that fosters the intellectual, physical, social and moral development of the student. Excursions at MGGS are part of the quality teaching and learning programs.

When organising an excursion outside of the immediate school environment, the following must be applied:

- The educational value of an excursion must consider the needs and resources of the school, the needs of the students and the total learning program.
- All students be given the opportunity to participate in an excursion.
- The duty of care that is owed to the students on excursions.
- Managing risk in accordance with legal requirements.
- The signing of consent and medical information forms granting permission for students to participate in excursions.
- The requirement for safe transport or a safe walking route.
- The need to ensure that students always behave appropriately on excursions.

3. Risk Management for Excursions

3.1. Guidelines for Staff

The purpose of excursion risk management at MGGS 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.

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

3.1.1. Steps in developing the MGGS 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), overnight accommodation, 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), and accommodation.

- ***Assess the level of risk***

Using the risk management proforma to 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.

- ***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.

3.1.2. 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, 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 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 with special learning and support needs.
- 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., showers, 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)

Step 4 – List the excursion activities

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

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.

Important note about Step 5

Where a student has a medical condition and they are diagnosed at risk of an emergency eg. 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 – Complete Risk Assessment Matrix

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 strategies

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 risk management plan

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

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

Review the excursion risk management plan on completion.

3.1.3. Appendix 1

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 eisteddfod, 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

Risk Assessment Matrix				
How serious could the injury be?	How likely is it to be that serious			
	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
Severity – is how seriously a person could be harmed	Likelihood – is an estimate of how probable it is for the hazard to cause harm.			

Legend

1 and 2	Extreme risk; deal with the hazard immediately
3 and 4	Moderate risk; deal with the hazard as soon possible
5 and 6	Low risk; deal with the hazard when able.

impacts on the ability of a student to understand and implement risk management strategies.

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 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 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.

3.1.4. Appendix 2

Excursion Risk Management Plan Proforma							
<i>Name of school:</i> <i>Name of principal:</i> <i>Description and location of excursion:</i> <i>Date(s) of excursion:</i>			<i>Group/class:</i> <i>Name of excursion coordinator:</i> <i>Contact number:</i> <i>Accompanying staff, parents, caregivers, volunteers:</i>	<i>Number in group/class:</i>			
Activity	Hazard Identification Type/Cause	Risk Assessment Use matrix	Elimination or Control Measures			Who	When
<i>Venue and safety information reviewed and attached: Yes / No</i> <i>Plan prepared by:</i> _____ <i>Position:</i> _____ <i>Date:</i> _____ <i>Prepared in consultation¹ with:</i> _____ <i>Communicated to:</i> _____							
Monitor and Review - Monitor the effectiveness of controls and change if necessary. Review the risk assessment if an incident or a significant change occurs.							

If the student has a disability consultation should take place with their parents/carers and, where practicable, the student when considering reasonable adjustments and making decisions that could impact upon their participation in a relevant activity.

3.1.5. Appendix 3

MGGS Risk Assessment Matrix				
<i>How serious could the injury be?</i>	<i>How likely is it to be that serious</i>			
	Very Likely	Likely	Unlikely	Very Unlikely
Death or permanent injury				
Long term illness or injury				
Medical attention & several days off				
First Aid Needed				
Severity – is how seriously a person could be harmed	Likelihood – is an estimate of how probable it is for the hazard to cause harm.			

Legend

1 and 2 Extreme risk; deal with the hazard immediately.

3 and 4 Moderate risk; deal with the hazard as soon possible.

5 and 6 Low risk; deal with the hazard when able.



4. Appendix 4



MGGG Bus and Travel Risk Assessment for Excursions

Event/Activity name	
Location	
Activity Dates	
Staff Involved	
Risk assessment completed by	
Date	
Risk assessment approved by	
This Risk Assessment has been created with consideration of Equipment, Environmental and Human Factors. It has been compiled using the Risk Analysis Matrix Below.	

Risk Rating	Action
Low Risk (1-4)	Monitor for change. No direct action required.
Medium Risk (5-10)	Monitor and evaluate controls. Investigate possible actions.
High Risk (12-15)	Review practice to achieve risk reduction in short term. Restrict activity if required.
Extreme Risk (20-25)	High likelihood of injury or major event. Immediate response required. Review controls and only restart if new controls or work method employed. Evaluate management procedures at a suitable later date.

Consequence Rating		Risk Management Consequence Table
1	Insignificant	An event, the impact of which can be absorbed through normal activity
2	Minor	An event, the consequences of which can be absorbed. Management effort is required to minimise the impact
3	Moderate	A significant event which can be managed under normal circumstances by the relevant staff
4	Major	A critical event which, with a high degree of Executive and staff time and effort can be endured
5	Catastrophic	A catastrophe with the potential to lead to the collapse of the College. College Board time and effort will be required. Staff will be diverted from their usual duties for significant periods of time to deal with the impact
Likelihood Rating		Risk Management Likelihood Table
1	Rare	The risk and likelihood are very unlikely
2	Unlikely	The risk is not likely to occur in normal circumstances
3	Possible	The risk could occur at some time. (History of a single occurrence)
4	Likely	The risk will probably occur in the circumstances present (Every 1-2 years)
5	Almost Certain	The risk is expected to occur regularly (Every year)

Risk Rating Table	Consequence				
Likelihood	Catastrophic - 5	Major - 4	Moderate - 3	Minor - 2	Insignificant - 1
Almost Certain – 5	Extreme - 25	Extreme - 20	High - 15	Medium - 10	Medium - 5
Likely – 4	Extreme - 20	High - 16	High - 12	Medium - 8	Low - 4
Possible – 3	High - 15	High - 12	Medium - 9	Medium - 6	Low - 3
Unlikely – 2	Medium - 10	Medium - 8	Medium - 6	Low - 4	Low - 2
Rare – 1	Medium - 5	Low - 4	Low - 3	Low - 2	Low – 1



MGGS Bus and Travel Risk Assessment for Excursions

Hazard	Risk	Likelihood	Consequence	Level Of Risk (Likelihood x consequence)	Control Measures and Program Support
Bus and Driver	Driver is qualified	Rare – 1	Minor - 2	2	<input type="checkbox"/> Driver must have valid license to drive a shuttle bus.
	Bus is registered	Rare – 1	Minor - 2	2	<input type="checkbox"/> Check with Bus company during booking <input type="checkbox"/> Ensure bus is registered
	Safety equipment is operational	Unlikely – 2	Moderate - 3	6	<input type="checkbox"/> This is checked every visit to the RMS <input type="checkbox"/> Busses have fire extinguishers
	Equipment carried inside vehicle is securely stowed	Possible - 3	Major - 4	12	<input type="checkbox"/> Driver and educator to ensure all equipment is securely stowed prior to the bus moving
	Driver always obeys road rules	Unlikely – 2	Moderate - 3	6	<input type="checkbox"/> Driver must not exceed speed limit and obey all other road rules
	Automatic doors are a potential trap to passengers	Possible - 3	Moderate - 3	9	<input type="checkbox"/> Driver must ensure no passenger is in the way of getting trapped by an door opening or closing. <input type="checkbox"/> Use mirrors and direct vision to ensure safety
	Poor visibility	Possible - 3	Major - 4	12	<input type="checkbox"/> Because there are many blind spots from the drivers position, the driver must ensure that they are aware of this and take appropriate action to alleviate this problem.
	Onboard fire	Rare – 1	Major - 4	4	<input type="checkbox"/> If a fire occurs the driver must immediately stop the bus and get all passengers off to a safe place. <input type="checkbox"/> If the driver feels it safe to use the fire extinguisher on the fire then they may do so, however the supervision of the children are the priority before extinguishing the fire
Students	Falling out of seats	Unlikely – 2	Minor - 2	4	<input type="checkbox"/> Teacher supervision <input type="checkbox"/> Whenever the bus is in motion, each student will be seated. No standing allowed
	Tripping on steps	Unlikely – 2	Minor - 2	4	<input type="checkbox"/> Children and staff need to be careful when entering and leaving the bus

5. Appendix 5

Muslim Girls Grammar School Approval of Excursion

Instructions

This process is to assist teachers to seek prior approval of a school excursion.

- 1 The following forms should be completed prior when organising a school excursion:
 - a. *Application for approval of excursion*
 - b. *Excursion checklist*
 - c. *Risk management plan*

The Teacher must complete all forms prior to submitting to the Principal for approval.

Excursion Checklist

Details

What is the educational value of this excursion. How does it tie in with your teaching program?

Consent Forms

1. Is there a signed consent form for each student? _____
2. Is there a signed medical form for each student? _____
3. Letter to inform parents of Excursion (please attach)

Supervision

1. Has a risk assessment been conducted?
2. Is the risk assessment attached to this application?
3. Are all activities supervised?
4. Is there a list of teachers accompanying students attached?

5. Have parents been informed of details of supervision?
6. Will a teacher with CPR and Emergency care be present?

Parent Volunteers

1. Does the parent have a WWCC volunteer number?
2. Has the Principal assessed their suitability and checked referees?
3. Have volunteers been informed of their rights in terms of child protection?

IMPORTANT MUST INCLUDE:

- Please attach the following documentation to your application
- List of students attending excursion
- Detailed itinerary
- Names addresses and phone numbers of students including parent contact number

Approved by Principal:

Name and Signature
Date:

6. Appendix 6

Parent information and Consent Form School Excursions

Dear Parent/Guardian

_____ will be going on an excursion to _____ on _____.

The excursion has been planned to supplement the following work undertaken in the classroom _____

There is no cost for this excursion.

The class will depart from _____ at _____.

Travel will be by _____.

The staff member with CPR training is _____

Accompanying staff are _____

Teacher in Charge

Principal

< Please detach and return to the front office by

I do/do not consent to _____ participating in an excursion to _____
on _____.

My daughter has the following medical condition (Please provide relevant medical details)

My daughter has no special need on this
trip _____

Signature

Date