

Gympie Flexible School

Risk Management Plan for High Risk Activities and Special Events (including Adventure Based Learning (ABL),

Updated 25 March 2024; To be reviewed March 25

Under the *Working with Children (Risk Management and Screening) Act 2000*, organisations regulated by the blue card system are legislatively required to develop, implement and maintain a child and youth risk management strategy. The purpose of a child and youth risk management strategy is to help to identify potential risks of harm to children and young people (YP) and to implement strategies to minimize these risks.

The EREA Risk Management Strategy has three levels.

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|----------------|---|----------------|---|----------------|--|
| Level 1 | <p>EREA Child Safeguarding Risk Management Strategy – policies, standards and program in regards to Child Safeguarding.</p> <p><i>(Found on Gympie Flexible School website and Policy Connect)</i></p> | Level 2 | <p>Child and Youth Risk Management Strategy – includes procedures and processes for implementing the Child Safeguarding program,</p> <p><i>(Found on Gympie Flexible School website and Policy Connect).</i></p> | Level 3 | <p>The Gympie Flexible School Child Safeguarding and Student Protection Risk Management Plan for High Risk Activities and Special Events (ABL) – ensure procedures and processes are applicable to the situation.</p> <p><i>(Found on Gympie Flexible School website and Policy Connect).</i></p> |
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This document – **Gympie Flexible School Risk Management Plan for High-Risk and Special events (including ABL) March 2024. (on S drive)** describes the risks and their level associated with high-risk activities and special events at the Gympie Flexible School and identifies the controls to minimize the risks of these activities. This High Risk and Special Events Plan is written within the boundaries of the above three levels of documents.

This document has the following sections:

1. Offsite Programming
2. Enrolment Demographic
3. Staff/ Volunteers / Members of the Public
4. Equipment
5. External Agencies
6. Transportation

Each activity in each of the sections identifies the likelihood and consequences of the risk, and the existing controls that could occur to students, parents/guardians, staff, and the organisation. This risk analysis is determined using the below Risk Matrix.

Risk Matrix – identify the likelihood and consequences of risks that could occur to students, parents/guardians, staff, and the organisation.

| Likelihood | Consequence | | | | | Hierarchy of Hazard Control | | |
|--|------------------|----------|-------------|----------|-------------------------|---|---|---|
| | 1. Insignificant | 2. Minor | 3. Moderate | 4. Major | 5. Catastrophic | Level 1 Elimination | | |
| A <i>Almost Certain</i> | M | M | H | E | E | Level 2 Minimisation options which are introduced to substantially reduce the risk | Elimination | This option is designed to get rid of the hazard altogether. The best way to eliminate the risk is to completely remove the hazard. |
| B <i>Likely</i> | L | M | H | E | Substitution | | Substitution involves replacing a hazardous substance or work practice with a less hazardous one. | |
| C <i>Possible</i> | L | M | M | H | Engineering Controls | | Engineering controls include the provision of mechanical aids, barriers, machine guarding, ventilation, or insulation to isolate a hazard from employees. | |
| D <i>Unlikely</i> | L | L | M | M | Administrative Controls | | Administrative controls require the establishment of policies, procedures and work practices designed to reduce a worker's exposure to risk. It can include the provision of specific training and supervision. | |
| E <i>Rare</i> | L | L | L | M | H | | PPE | This includes covering and protecting a person's body from hazards. It will be used as a last resort and is often used in with other controls. It can be used as a short-term measure |
| <i>If no single control is sufficient, a combination of the above controls will be put in place to minimise the risk to the lowest level that is reasonably practicable.</i> | | | | | | | | |

| Likelihood of a Risk Occurring | | | Life / Health Consequence of an Event Occurring | |
|--------------------------------|------------|---|---|---|
| Risk Rating | Likelihood | Description | Risk Rating | Description |
| A – Almost Certain | > 80% | Highest likelihood of occurrence. | 1. – Catastrophic | Death of permanent serious disability. Unlikely to be able to return to work/school in former capacity. |
| B – Likely | 60 – 80% | Event will occur regularly during the year. | 2. – Major | Life threatening injury requires lengthy hospitalisation / rehabilitation. More than a month off work/school. |
| C – Possible | 30 – 60% | Event is expected to occur. | 3. – Moderate | Significant injury requiring hospitalisation. A week to 1 month off work / school. |
| D – Unlikely | 5 – 30% | May occur. | 4. – Minor | Injury required a doctor. Less than a week off work / school. |
| E – Rare | < 5% | May occur in exceptional circumstances. | 5. – Insignificant | Slight injury requires first aid only. No lost time. |

Full risk matrix and definitions found on Policy Connect.

Reference Documents:

EREA Child Safeguarding Framework:

<https://www.erea.edu.au/wp-content/uploads/2020/02/erea-child-safeguarding-standards-framework.pdf>

EREA Child Safeguarding Policy:

https://www.erea.edu.au/wp-content/uploads/2021/04/EREA-CHILD-SAFEGUARDING-POLICY_Dec-2020.pdf

EREA Code of Conduct (including Child Safe Code of Conduct and General Conduct)

<https://www.erea.edu.au/code-of-conduct/>

Australia Adventure Activity Standards - Good Practice Guide for more information

<https://australianaas.org.au/wp-content/uploads/Core-GPG-v1.0.pdf>

Australian Curriculum

<https://www.australiancurriculum.edu.au/resources/curriculum-connections/portfolios/outdoor-learning/>

QLD Government's Managing Risks in school-curriculum activities

<https://ppr.qed.qld.gov.au/attachment/managing-risks-in-school-curriculum-activities-procedure.pdf>

Curriculum Activity Risk Assessment guidelines: <https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines>

Curriculum Activity Risk Assessment guidelines – swimming in locations other than pools:

<https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines/swimming-locations-other-than-pools>

QLD College of Teachers Professional Boundaries

<https://www.qct.edu.au/pdf/Professional%20Boundaries%20-%20A%20Guideline%20for%20Queensland%20Teachers.pdf>

1. Offsite Programming

| Risk | Activity | Description of risks (source of risk, likely effect of the problem) | Existing Controls |
|------|----------------------------------|--|--|
| High | High risk excursions/ activities | Outdoor adventure-based learning activities and camps | <p><i>Prior to excursion:</i></p> <ul style="list-style-type: none"> • Consent2go / Venue proforma/ activity intention forms completed and in alignment with Standard Operating Procedures (SOP's) • Staff are familiar with site where the activity is happening • Staff have relevant qualifications and appropriate experience for activity (see below and Appendix 2 for details) • Consent form signed by parent/carer prior to excursion (saved in TASS) consent2go sends out a excursion invite. Activity reminders are sent prior to the excursion. • High staff to young person ratio for excursions • Staff team planning meetings are held, discussing: <ul style="list-style-type: none"> ○ Selecting the YP ○ Sharing of information about YP's in relation to risk and vulnerabilities e.g. individual participant's support needs, medications and adjustments (e.g. from Learner Profiles, PLP's, Safety Plans) ○ Adaptation of activities to respond to YP's needs • Preparation of YP to occur prior to the activity e.g. practice putting up tents • Working agreement negotiated with all YP involved <p><i>During the excursion:</i></p> <ul style="list-style-type: none"> • Repeated head count of YP to ensure YP are accounted for at all times • Supervision should be ongoing throughout the activity. The level of supervision required for participants may vary or depend on the context. The levels of supervision framework is direct supervision and indirect supervision <ul style="list-style-type: none"> ○ Direct supervision is where a nominated staff member responsible for managing participants during all or part of the adventure activity is able to intervene immediately. ○ A staff member must be present at all times where a risk assessment identifies the need for direct supervision ○ Indirect supervision is where a nominated staff member responsible for managing participants during all or part of the adventure activity is in the vicinity but unable to intervene immediately. ○ Prior to the use of indirect supervision, a risk assessment of the activity must be undertaken to ensure staff have the competence and resources to intervene in an appropriate manner if necessary. |

| Risk | Activity | Description of risks (source of risk, likely effect of the problem) | Existing Controls |
|------|-----------------------|--|---|
| | | | <ul style="list-style-type: none"> ○ Where a risk assessment identifies the ability to use indirect supervision, staff must also be satisfied that the YP have the necessary competence for the activity before allowing the YP to be supervised indirectly. ○ Full details of responsibilities and how indirect supervision functions must be provided to YP before the activity starts. ○ Details of responsibilities and how indirect supervision functions should be provided to the parent and/or guardian prior to obtain their consent. ○ Extra vigilance in supervision is recommended during unstructured free time as there is an elevated likelihood of incidents ● For swimming and water-based activities: At least 2 adult supervisors are required with at least one possessing the following qualifications: SISCAQU002—Perform basic water rescues unit of competency; Current Statement of Attainment from a registered training organisation (RTO) or governing sporting body, a current Bronze Medallion; qualifications in Physical Education or similar and can demonstrate a rescue ● Tracking app on phones for extra safety (e.g. Life 360 app is on all phones) ● Extra phone battery pack when off site and isolated <p><i>Post excursion:</i></p> <ul style="list-style-type: none"> ● Staff debriefing occurs after each excursion ● Learnings from previous excursions are used for future planning, including the updating of venue proforma and activity intention form if applicable. |
| High | Changes to excursions | Need for last minute change of venue for excursion e.g. changes in weather, illness, access | <ul style="list-style-type: none"> ● Regular communication with parent/carers/HOC as listed on completed consent2go specific to the excursion ● Continual review/update of SOP/ VP for all education/learning activities and consent2go, consent2go is done every time there is an excursion. |
| High | Camps | Physical harm: <ul style="list-style-type: none"> ● Allegations/complaints re staff behaviour ● Incidents between YP ● Inappropriate behaviours from YP | <ul style="list-style-type: none"> ● Consent2go, SOP/Venue Proformas established, continually reviewed and updated ● Consent2go, Activity Intention sheet, medical forms and VP identify risks and controls. These forms need to be submitted to HOC who then submits them to Principal for approval, at least one week before camp. ● For groups with both male and female participants, supervision should include at least one person of the same gender to provide gender balance for the purposes of resolving conflict and specific gender consideration requirements. (Best Practice) ● Working agreement based on YP Code of Conduct, would be developed appropriately for YP ● Only one young person can sleep in one tent, or one per room or if in a dorm, there should be no more than 2 years age gap (Insurance requirement) |

| Risk | Activity | Description of risks (source of risk, likely effect of the problem) | Existing Controls |
|------|--|--|--|
| | | | <ul style="list-style-type: none"> • Regular and consistent monitoring and supervision • Staff are aware of good practice WH&S procedures (This should be in SOP or venue proforma or consent2go) • EREAFS Safeguarding Students and Children Policy and processes and guidelines • EREA Code of Conduct (includes Child Safe and General sections) for staff followed at all times (Gympie FLC website) • QCT Professional Boundaries followed by all staff • Critical Incident Management Plan followed if applicable (on posters, Policy Connect) • Incident form completed (via assurance) • Post camp debriefing with both YP and staff |
| High | <p>Shared community activities.</p> <p>For Example: Libraries PCYC Centres Public Gym Community Centres General public places/spaces</p> | Risk to others and from others sharing the same space | <ul style="list-style-type: none"> • Staff have appropriate experience and relevant qualifications for activity. This may include contracting an external provider e.g. gym supervisor (See Appendix 2) • Parents/carers have signed Term Activity Permission Form which includes details of activities (saved in TASS Notes) consent2go sends out invitations to the excursions for YP • Consent2go - SOP/Venue Proforma reviewed/developed prior to activity and updated post activity • Consent2go - Activity Intention Form completed and approved prior to leaving • Regular providers' risk assessment has been read (often on website) (Do not every sign a wavier form with an external provider) • Working agreement developed with YP prior to each activity • All public toilets/change rooms are checked prior to a young person using them • EREAFN Safeguarding Students and Children policy and processes • EREA Code of Conduct training undertaking by all staff and adhered to at all times • Ensure all EREA policies, FLC practices and procedures in relation to activities in public places are followed • Complaints procedure followed and documented if applicable (Assurance) |
| Low | Outdoor activities including sport and recreation | Equipment failure Physical harm to staff or YP | <ul style="list-style-type: none"> • Parents/carers have signed Term Activity Permission Form which includes details of activities (saved in TASS Notes) consent2go send out invitations to excursions. • Staff have appropriate experience and qualifications for activity • Safety checks on all equipment as required (part of VP). • WH&S guidelines adhered to when using and storing equipment • Staff awareness of appropriate physical conduct when interacting with YP • Incident Form completed and submitted (via Assurance) |

2. Enrolment Demographics

| Risk | Activity | Description of risks (source of risk, likely effect of the problem) | Existing Controls |
|------|---|---|---|
| High | Age range of YP Potential for harm to younger students from older students | Physical, emotional, or sexual harm | <ul style="list-style-type: none"> • EREAFS Student Protection processes and guidelines followed (Form A on Gympie FLC policy connect) • Young Person and Parent Code of Conduct Agreement of all enrolled students to work within the Four Principles of operation • Regular working agreements with groups of YP • High staff to young person ratio (depending on the activity and participants involved) • High degree of supervision during daily timetable including all sessions/activities, bus runs and out of class time • Regular information sharing regarding YP in relation to risk and vulnerability (staff meetings and debriefs) • When offsite, phones with tracking apps and extra phone battery pack are used for extra safety (e.g. Life 360 app is on all phones) • Critical Incident Management Plan (Policy Connect) • Incident Form completed (assurance and/or Form A) |
| High | Substance misuse, weapons, violence and bullying | YP and staff: <ul style="list-style-type: none"> • Drug use, physical fighting and bullying (including online) | <ul style="list-style-type: none"> • “Drugs-Illlicit (student use of)” Policy adhered to (Policy Connect) – under review to ensure it complies with Flexi Practice • Agreement of all enrolled students work within the Four Principles • Ongoing communication around the Four Principles including working agreements • Critical Incident Management Plan (Policy Plus) • Incident Form completed (assurance and/or Form A) • EREA Safeguarding Students and Children policy and procedures • YP are continually supervised • YP are made aware of the FLC’s Child Safeguarding Officers and their roles • High level of information sharing – both staff and YP • External supports accessed as needed by staff and YP referred as required • Police involved as required • Increased support for particular YP around challenging situations • Restorative justice practice used as appropriate • During the enrolment process the safe and appropriate use of ICT is explained to students, with them signing off agreement as part of their enrolment. • Whole FLC conversations and awareness raising around bullying, and online safety • Proactive education internally and from appropriate community services for YP |

| Risk | Activity | Description of risks (source of risk, likely effect of the problem) | Existing Controls |
|------|---|--|--|
| High | High support needs for young people with special needs | Young people that are enrolled and have one or more significant disability (sometimes undiagnosed) | <ul style="list-style-type: none"> • Regular working agreements with groups of YP • High staff to young person ratio (depending on the activity and participants involved) • High degree of supervision of all activities • Regular information sharing regarding YP in relation to risk, vulnerability and adjustments (staff meetings and debriefs) |
| High | High support needs for group of YP for example: <ul style="list-style-type: none"> • Accommodation • Mental health • Family conflict | YP that are enrolled have high wellbeing needs | <ul style="list-style-type: none"> • Links established with community agencies and mental health services • Invitation to community agencies to operate on site where appropriate requires service agreements and in line with working with child risk management strategy. • Multi-disciplinary team to support wellbeing needs of enrolled YP. |
| High | YP in care of the Department of Child Safety (extra support needed) | Risk to young person and other enrolled YP | <ul style="list-style-type: none"> • Pre-enrolment meetings prior to commencement at FLC to assess needs and capacity for support and safety at the FLC. • Extra support accessed from Child Safety if provided regarding the young person's needs in relation to education • Key staff attendance at stakeholder meetings as appropriate - (meeting minutes). • Regular communication between key stakeholders in supporting the young person's success and needs at the school |
| High | YP with a history of abuse of any type | Abuse history may bring increased need for support | <ul style="list-style-type: none"> • Pastoral support available at enrolment or at time/s of disclosure • Mix of staff roles and positions to cater for support needs • Key support staff introduced to young person and given appropriate information for support needs • As appropriate actively link YP with appropriate external support services |
| High | Safety of expectant mothers and YP enrolled with their own children on site | Physical safety Safety from other enrolled YP | <ul style="list-style-type: none"> • Agreement around care of infant while at the FLC established with the parent (documented). • Extra support offered as needed • Access to external support including parenting/health • Needs of small children attending FLC are catered for including separate clean space for feeding, changing and sleeping • EREA Safeguarding Students and Children policy and processes • EREA Code of Conduct (including Child Safe and General sections) (Gympie Flexible School website) • Student Protection Contact roles displayed on site plus specific student protection brochure available and provided at enrolment |

3. Staff/ Volunteers/ Members of Public

| Risk | Activity | Description of risks (source of risk, likely effect of the problem) | Existing Controls |
|------|---|--|--|
| High | YP at risk from adults including: Staff and volunteers Members of the public | Physical, sexual and emotional abuse | <ul style="list-style-type: none"> • Child Safe Human Resources Management processes including: <ul style="list-style-type: none"> ○ All staff and volunteers undertake EREA Code of Conduct training (Online Child Safeguarding Training). ○ All non-teaching staff and volunteers are subject to screening by Blue Card Services ○ All teaching staff are required to maintain QCT registration and are applicable to QCT screening ○ All staff and volunteers are taken through an induction process as guided by an induction checklist ○ Support and supervision for all volunteers provided • YP are made aware of FLC Child Safeguarding Officers via posters and brochures on site, and the Director of Child Safeguarding Officer (offsite) • YP have access to several support staff members • Visitors (including parents/ carers/ family members) report straight to reception on entering school grounds and sign in through Pass Tab and wear a visitor's name label when onsite. • Constant supervision of visitors on site by a staff member in accordance with EREAFSN Safeguarding procedures in relation to Direct Contact Contractors/External Service Agencies • Staff supervise visitors accessing adult toilets • Staff redirect visitors to front office if they are on site without a visitor's name label. • Duty of care practices and procedures are followed in relation to all applicable safeguarding policies, procedures and guidelines • Constant staff supervision of YP when on site and on excursion/camps |
| High | Special Events: E.g. Graduation/family days, career expo etc. Families/carers or multiple agencies present as part of an event. | Risk of physical sexual, emotional abuse. | <ul style="list-style-type: none"> • Clear communication and consultation with relevant parties prior to the event. • YP and families/carers aware of the event prior to it occurring. • Event logistical planning includes staff ratio assessment for the planned event. • RSVP list checked and available. • Constant staff supervision of YP during events. • Duty of care practices and procedures are followed in relation to all applicable safeguarding policies, procedures and guidelines. • Families/carers and agency staff sign in where applicable for the event. • Post event debrief and review learnings implemented into the next event |
| High | Staff contact with YP outside of FLC hours | Risk to staff Risk to young person | <ul style="list-style-type: none"> • EREA Code of Conduct applies to all conduct with enrolled YP (including outside of school time) • If planned contact outside school occurs, can only occur with HOC/ AssHOC approval prior to the contact. |

| Risk | Activity | Description of risks (source of risk, likely effect of the problem) | Existing Controls |
|------|---|---|--|
| | | | <ul style="list-style-type: none"> • If unplanned contact occurs, HOC/Assoc HOC is informed via text as soon as possible • If a staff person has relatives at the FLC e.g. adult or young person, then you need to sign a Conflict of Interest Form (See HOC) • EREA Child Safeguarding Statement • EREA Child and Youth Risk Management Strategy • Gympie FLC Child and Youth Risk Management Strategy Plan Checklist • EREA Flexible Schools Limited Student Safeguarding Process • Student protection training is undertaken by all staff on commencement and annually. Additional training and support is available if required • QCT Professional Boundaries resources • Staff should not engage in online discussions, interactions, or unauthorized contact via social media with students. • Gympie FLC has a Facebook page. See the HOC/Assoc HOC to put posts on this page. No staff should be communicating via any social media or gaming platforms with FLC YP. |
| High | Staff/student (nature of work is stressful) | Risk to Staff | <ul style="list-style-type: none"> • Regular staff debriefing processes • Regional team Staff support available for all staff • TOP (Reflection and Planning) day processes regularly scheduled each term • Employee Assistance Program available to all staff • Other support options offered to staff as needed |
| High | Staff: Visiting family home | Safety of staff going into an unknown environment | <ul style="list-style-type: none"> • HOC/Assoc HOC or their delegate aware of all planned visits • First visit always done in pairs • Until safety established, visits continue in pairs • When only one worker visiting house beyond routine visits, use of texting to HOC/Assoc HOC or their delegate, to advise of arrival and departure at house • In most cases staff to stay visibly outside of the house • EREA Code of Conduct adhered to by all staff • WH&S assessed and applied to all visits |
| High | <ul style="list-style-type: none"> • Unsupervised use of toilets: • Older students and young students • Visitors to the site • Off site toilet use excursions | <p>Opportunity for inappropriate contact from adults and older students on site or off site</p> <p>Opportunity for public to have inappropriate contact with students</p> | <ul style="list-style-type: none"> • Risk management plan discussed with YP prior to all excursions • Working agreements completed with YP • Constant supervision by staff of all YP • Visitors at sites are registered as a visitor (PASS TAB), are clearly identified with visitor name tag, and follows visitor guidelines • Toilets are designated to staff and students. All visitors are to use staff designated toilets • Off-site toilets are physically checked by a staff member before being used by a student. |

| Risk | Activity | Description of risks (source of risk, likely effect of the problem) | Existing Controls |
|------|--|--|---|
| | | Harm to student/s Potential for student-to-student harm | <ul style="list-style-type: none"> • EREA Child Safeguarding Statement • EREA Child and Youth Risk Management Strategy • Gympie FLC Child and Youth Risk Management Strategy Plan Checklist EREA Flexible Schools Limited Student Safeguarding Process |
| Med | Staff alone with students: Counselling, teaching, before or after school collecting/returning equipment | Being alone leaves both the young person and staff vulnerable | <ul style="list-style-type: none"> • All staff awareness of maintaining visibility when meeting with a young person • Visibility added to one-on-one meeting spaces e.g. leave door open • If interaction occurs in a room, allow the young person to sit close to the door so they can exit quickly if they need to. • Available outdoor spaces to meet with YP • Avoid, as far as possible, situations where staff are alone with students • Ensure that one to one interactions between an adult and a young person are conducted either in an open space or in the line of sight of another adult. • EREA Code of Conduct (including Child Safe, and General Code of Conduct sections) • EREA Child Safeguarding Statement • EREA Child and Youth Risk Management Strategy • Gympie FLC Child and Youth Risk Management Strategy Plan Checklist • EREA Flexible Schools Limited Student Safeguarding Process • Student Protection training undertaken and available to all staff • High staff to young person ratio • Professional boundaries induction for all new staff undertaken • QCT Professional Boundaries documentation available for all staff |
| Low | Screening processes and interview guidelines for new staff to adhered too. | Inadequate interview/screening processes | <ul style="list-style-type: none"> • EREA Human Resource Management Program (Policy Connect) • All recruitment advertisements include a statement on student protection and wellbeing • Referee checks are undertaken on all applicants that are deemed meritorious post interview • All staff before commencement are screened from a working with children perspective – teaching staff QCT registration and non-teaching staff blue cards are validated and linked. • All new staff sign a Child Safe Declaration before commencement. • All new staff are required to undertake EREA Code of Conduct training including in Online Child Protection Training |

4. Equipment

| Risk | Activity | Description of risks (source of risk, likely effect of the problem) | Existing Controls |
|------|--|---|---|
| Med | <p>Improper use of equipment designed for use in OABL and/or camps</p> <p>Faulty equipment</p> | <p>Duty of care Risk to YP and staff Legal implications</p> | <ul style="list-style-type: none"> • Equipment selected must be suitable for the purpose for which it is to be used. • Activity leaders should be satisfied that all participants have access to suitable equipment. • Where participants are required to provide specific equipment, a checklist of items should be provided in advance. • Procedures should ensure all activity leaders and participants have access to the equipment required. • A checklist for the equipment required should be developed and used as part of the procedure • All equipment must be used with reference to the manufacturer's instructions and limitations. • Prior to the use of equipment, all relevant people must receive appropriate training. • Equipment must be used with appropriate supervision as dictated by the context of its use. • All equipment should be checked for serviceability prior to use. • All appropriate procedures should be taken to avoid damage to the equipment. • Appropriate training, instruction, equipment and/or processes should be used for the safe manual handling of heavy equipment or materials • An equipment maintenance log should be kept. • For equipment where the usage needs to be tracked to ensure it remains within safety guidelines, standards or manufacturer's instructions, an equipment usage log should be kept. • All equipment should be checked and any damaged or worn items that are no longer fit for use appropriately marked and removed from service |
| High | <p>Improper use of electronic equipment/devices- including computers, phones, iPads</p> <p>Improper use of camera phones</p> | <p>Duty of care Risk to YP and staff Legal implications Bullying/harassment/inappropriate behavior Defamation of staff and YP</p> | <ul style="list-style-type: none"> • During the enrolment process the safe and appropriate use of ICT is explained to students, with them signing off agreement as part of their enrolment. • Regular reminders/information displayed in learning areas around appropriate use – standardised signage • EREA Code of Conduct (including Child Safe and General sections) • ICT Acceptable Use Policy (staff and young people) (Policy Connect) • Mobile Phones (Student Use of) Policy Connect. • Police involvement where necessary • EREA Child Safeguarding Statement • EREA Child and Youth Risk Management Strategy • Gympie FS Child and Youth Risk Management Strategy Plan Checklist • EREA Flexible Schools Limited Student Safeguarding Process |
| High | Manual arts equipment | Risk of physical harm | <ul style="list-style-type: none"> • Regular safety checks completed on equipment • SOP reviewed and updated |

| Risk | Activity | Description of risks (source of risk, likely effect of the problem) | Existing Controls |
|------|---|--|---|
| | | | <ul style="list-style-type: none"> Pre-safety requirements explained to all involved with the activity and completed Working agreements before all activities Staff have suitable qualifications or training and experience. |
| High | Using BBQ's, cooking and utensils | Risk of physical harm | <ul style="list-style-type: none"> Guidelines for safe use of equipment explained/demonstrated Supervision at all times with these activities Staff to pre-assess and determine the equipment that YP have access to |
| High | Knives | Risk of physical harm e.g. self or against another person | <ul style="list-style-type: none"> All knives are in a locked drawer in the kitchen, and their use is supervised by a staff member. Only one knife is taken on excursions and a staff member is responsible for the safekeeping of this knife and supervises its use. |
| Med | Specialized areas within the school: e.g. <ul style="list-style-type: none"> Workshop Undercover area Kitchen Gym | Risk of physical harm | <ul style="list-style-type: none"> Strict adherence to WH&S policies and checklists Pre-safety requirements explained to all involved with the activity and completed Working agreements before all activities verbally |

5. External Agencies

| Risk | Activity | Description of risks (source of risk, likely effect of the problem) | Existing Controls |
|------|--|--|--|
| High | Other agencies working in the same space | Agency visitors | <ul style="list-style-type: none"> Visitors sign in at reception and wear visitor's name tag (PASS TAB) and are supervised/accompanied when required. Visitors must have visible blue cards (with photo) on their person when on site. Clear internal communication around agency planned visits. Regular communication between all agencies ERAFSN Safeguarding procedures are followed in relation to Direct Contact Contractors/External Service Agencies that regularly attend the site |
| Low | Construction/ maintenance work on site | Physical and people safety of YP and staff | <ul style="list-style-type: none"> WH&S practices are adhered to at all times Ensure contractors are aware of their responsibilities and obligations to safety and that they complete the Contractors Checklist Construction site sectioned off Supervision of all YP around site and workers at all times All Non contact contractors (tradespeople) are required to undertake works outside of school times (unless they are supervised while on site during school hours). |

| Risk | Activity | Description of risks (source of risk, likely effect of the problem) | Existing Controls |
|------|----------|--|---|
| | | | <ul style="list-style-type: none"> If emergency maintenance is required and the tradespeople are supervised by a staff member for the whole duration that they are on site |

6. Transportation

| Risk | Activity | Description of risks (source of risk, likely effect of the problem) | Existing Controls |
|------|--------------------------------|---|--|
| High | Transport safety | Staff being alone in the vehicle with YP, student to student concerns while being transported YP and staff | <ul style="list-style-type: none"> Staff follow SOP for vehicle use including undertaking daily vehicle checklists via phone app Staff members maintain appropriate driver's license required to operate school vehicles Staff complete Pre-Vehicle Check before driving that vehicle for the first time that day Staff adhere to all road rules and legislation to be adhered to by all drivers on the road Working agreements developed for travelling in vehicles. Topics include: <ul style="list-style-type: none"> Type of music and level of sound Air conditioning Behaviour, conversation topics and social media use Seat belts being undone Getting off the bus safely Seating arrangements in bus, including who sits in the front seat, and where the non-driver staff sits e.g. front seat or in the back. Keeping the bus clean Packing and unpacking equipment, food and other resources in vehicle Safekeeping of vehicle keys Ongoing communication around driver safety occurs at staff meetings on agenda Complete risk assessments of a group of YP or a particular YP travelling in a vehicle and develop group working agreement or safety plan for YP. Critical Incident Plan (on Policy Connect). Incident Form (via assurance) Department of Transport and Main Roads guidelines are followed to ensure vehicles are maintained to pass the six-monthly inspection requirements for registration |
| High | Picking up and dropping off YP | Safety of YP and staff at those locations within the community When young person requests to be dropped off somewhere else | <ul style="list-style-type: none"> Pre-arranged bus pick up/drop off points developed and YP allocated based on discussions with parent/carer taking into consideration residential address Prior to pick up/drop, any changes to times/locations are texted by driver to parents/YP Bus run list is updated whenever there is a change (Bus folder) If a change is required, it is pre-arranged by parent/carer and approved by HOC/ AssHOC or their delegate for special circumstances only, with as much notice as possible. |

| Risk | Activity | Description of risks (source of risk, likely effect of the problem) | Existing Controls |
|------|---------------|--|--|
| High | Road accident | People in the vehicle are hurt and/or vehicle is damaged | <ul style="list-style-type: none"> • Follow Staff Vehicle Accident Procedure (Policy Connect and in each vehicle folder) • Follow Student Vehicle Accident Procedure (Policy Connect and on display in the bus) • Complete Incident form in Assurance • Log a VERO insurance claim by Project Officer Admin, approved by HOC • HOC updates the incident form with the insurance claim number and notifies Business manager. |

Appendix 1: Qualifications required to supervise specific activities with GYMPIE FS YP

On 25March , Michelle Kinnane, Principal of Gympie, Noosa and Deception Bay, sent a Workplace Health and Safety Directive to the Heads of Campus and Associate Head of Campus of the Gympie, Noosa and Deception Bay FS. She outlined the necessary qualifications that were required by staff who were supervising Flexi YP in a range of activities. These required qualifications have been outlined in the Curriculum Activity Risk Assessment (CARA) Guidelines, Queensland Education. Further information can be found at the CARA website: [CARA guidelines \(education.qld.gov.au\)](https://www.education.qld.gov.au/cara)




1. Gyms:

If your site has a **GYM**:

Staff taking YP through the gym must have a Certificate 4 in Fitness or a Powerlifting qualification or be a trained PE teacher. If you don't have a staff member who meets one of these criteria your gym will need to be closed until these qualifications can be obtained. In my experience the Club Weightlifting or Sports Power Coach is the easier of these compared to getting staff through a Cert 4. All students and staff must go through an induction program and this needs to be documented and records kept please.

No staff member should use your gym unless they have one of these qualifications or have gone through an induction with the qualified staff member.

Qualifications for supervisors

- A registered teacher with qualifications in Physical Education (PE) or equivalent and competence (knowledge and skills) in the teaching of weight training
or
- an **adult supervisor** with [Club Weightlifting/Sports Power Coach Licence \(Level 1\)](#)  accreditation from the Australian Weightlifting Federation, working under the direct supervision of a registered teacher This course may be undertaken through the [Get Active Queensland Accreditation Program](#)  (GAQAP). The adult supervisor must be suitably experienced in teaching/coaching complex skills when complex technical skills or heavier weights are being introduced.
or
- An **adult supervisor** with [Certificate IV in Fitness](#)  (including units of competency covering instructing exercise to young people or children) or equivalent, working under the direct supervision of a registered teacher.

2. Workshops-

There needs to be a current list of all staff who are qualified to teach workshop and have copies of their qualification e.g. carpenter, manual arts teacher etc. on record.

Workshops will require evidence of induction programs of YP to safely use the machines and equipment. QLD/NT region will invest in the online *ON Guard* Program if HOCs believe this would be helpful.

The list of supervision qualifications is listed below. *ON Guard* can provide training to staff who have skills to work in the workshop and staff will receive a certificate of currency if they don't have other formal qualifications

No staff member should use the workshop unless they have acquired a certificate of currency to use machinery.

Supervision requirements

- Provide sufficient adult supervision to manage the activity safely, including emergency situations. Consider age, size, ability and maturity of students in this decision. Principals make decisions about the supervision requirements.
- Ensure supervisors are visible and easily identified and all students are visible by at least one adult supervisor at all times.

Qualifications for supervisors

All risk levels

A registered teacher (or an adult supervisor other than a registered teacher working under established safety procedures and the direct supervision of a registered teacher) with either:

- qualifications in a trade (e.g. Certificate III in Carpentry) where appropriate practical workshop skills were a component of the qualification;

OR

- competence (knowledge and skills) or certified training in a course where working in a practical ITD workspace was part of the course.

3. Excursion near any water

Staff need to have the following qualifications as per CARA website. Taking yp to "high risk swimming" is defined as any body of water where Surf Lifesaving is not present. If this is the case then staff must have the unit of competency to Perform Basic Water Rescues) regardless of the body of the water e.g. dam, river, ocean.

– Supervisor qualification recommendations

Principals are responsible for encouraging and enabling school-based activity supervisors to raise their qualifications to improve safety standards.

- All adult supervisors able to identify, and respond to, risks or hazards that may emerge during the activity, including having the ability to immediately identify and access recovery and emergency personnel if required.
- At least one adult supervisor with current competency [HLTAID009—Provide cardiopulmonary resuscitation \(CPR\)](#) or equivalent.
- At least one adult supervisor with current first aid qualifications suitable to the curriculum activity (e.g. [HLTAID11—Provide first aid](#) or equivalent).

High risk level

- A registered teacher with demonstrated ability to perform rescues appropriate to the location. Examples of demonstrated ability include:
 - qualifications in Physical Education or similar
or
 - a current statement of attainment from a registered training organisation (RTO) or governing sporting body covering [SISCAQU002—Perform basic water rescues](#) unit of competency
or
 - a current bronze medallion appropriate to the activity environment
or
 - another method determined by the principal.or
- An adult supervisor, working under the direct supervision of a registered teacher, with a current bronze medallion appropriate to the activity environment.

4. Kitchen

A minimum of a Food Hygiene and knife handling course. HOC's may choose to have other requirements regarding nutrition. **FOOD TRAFFIC LIGHT SYSTEM**

5. Excursion permission letters

Parent/ carers must give permission for their child to participate in a range of excursion activities. The excursion permission letters can be for a period of a term. A template can be found in the Teams folder. Every parent/carer signed permission letter must be saved electronically on the YP file in TASS.

Camps and high-risk activities will require a more detailed letter or forms.

The Plan, Check, Go app is being investigated at the moment and may become on the online excursion permission form during 2024.

6. Vehicle pre checklist

The Gympie Vehicle Pre-Use Checklist is an URL link that can be downloaded onto any iPhone. It was introduced in early 2022. This Checklist must be completed by each driver when they drive that vehicle for the first time that day.