

GAMES Risk Assessment 2020

TRR

Notes:

- Where a [CARA guideline](#) exists and the activity requirements of the guideline cannot be met, this generic template should be used for support in determining modifications or alternative controls to ensure an equivalent level of safety.
- Where a CARA activity guideline does not exist, use this generic template in conjunction with the [CARA planner](#) to identify risks relevant to the activity.
- Any activity conducted off site requires parent/carer consent, irrespective of risk level. Refer to the [School excursions and international school study tours](#) procedure and the *Excursion Planner* in OneSchool.

Activity scope

This guideline relates to students participation in GAMES at Tunnel Ridge Ranch. This activity is conducted either Indoor or Outdoor. It includes skills development, Team work and Initiative.

Inherent ¹ risk level			Action required
X	Low	Little chance of incident or injury	<ul style="list-style-type: none"> Document the activity within the three levels of planning.
<input type="checkbox"/>	Medium	Some chance of an incident and injury requiring first aid	<ul style="list-style-type: none"> Document the activity within the three levels of planning. A OneSchool CARA record may also be required in accordance with school-based decisions.
<input type="checkbox"/>	High	Likely chance of a significant incident and injury requiring medical treatment	<ul style="list-style-type: none"> Document the activity within the three levels of planning. Complete a CARA record in OneSchool. Obtain approval from the principal or school leader (i.e. DP, HOD, HOSES, HOC) prior to conducting this activity. This approval is automatically requested in OneSchool when the CARA record is completed. Obtain and document parent consent (highly recommended).
<input type="checkbox"/>	Extreme	High chance of a serious incident resulting in highly debilitating injury	<ul style="list-style-type: none"> An alternative activity must be considered. If the activity is essential for delivery of the curriculum, control measures must be implemented to reduce the risks to achieve comparable learning outcomes. Document the activity within the three levels of planning. Complete a CARA record in OneSchool. Obtain approval from principal prior to conducting this activity. This approval is automatically requested in OneSchool when the CARA record is completed. Obtain and document parent consent (mandatory).

¹ The inherent risk level is determined before any control measures are put in place. Refer to the [CARA planner](#).

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Planning considerations

Incorporate the following factors when planning risk management strategies for this activity.

Which students will be involved?

- The number of participants, size of student groups and students' capabilities are considered e.g. age, experience, competence, fitness, maturity.
- Any individual participant needs e.g. personalised learning, support provisions are considered (including behaviour support plans), health management (including health plans and prescribed medication requirements) that may require additional supervision ratios or identification (including uniforms, hats and/or high visibility wrist bands).

Where will the students be?

- The location of the activity is considered e.g. remote/easily accessible, public /private, school/classroom/workshop or other.
- The number of participants is appropriate for the available space.
- If outdoors, sun safe strategies are implemented, weather and environmental conditions are assessed before and during activity (e.g. temperature, storms, water currents, tides), and strategies to reduce the likelihood of viruses, allergies and skin infections caused by insects (e.g. ticks, mosquitoes, spiders) and other animals are applied.
- The site is checked for hazards (e.g. poisonous plants, dangerous animals, uneven terrain, barbed wire) and necessary controls implemented.
- The nature of the activity is considered to ascertain whether safety/exclusion zones or spectator zones are appropriate.
- Activities are appropriately situated in relation to buildings, pedestrians, members of the public, vehicles and other activities e.g. designated areas for activity, spectators and vehicles are established.

What will the students be doing?

- The nature and duration of the activity is considered i.e. need for drinking water, food, rest, appropriate clothing, warm-up and warm-down.
- Instruction in rules, pre-requisite skills and safety procedures is provided to participants.
- Student skills are developed in a progressive and sequential manner.
- First aid and emergency medical treatment provisions are appropriate for the type of activity and location e.g. first aid kit, first aid trained personnel, Ventolin®, EpiPen®, and students' personal prescribed medications as required in health plans are available.
- Emergency response strategies are in place that include, but not limited to, communication plans (e.g. mobile phone, walkie talkie), safety induction, evacuation plans.
- Hair, clothing, footwear and jewellery are worn in a manner that is appropriate and safe for the activity.
- Personal items, e.g. drink bottles, towels and mouthguards, are not shared between participants.

What will the students be using?

- Instruction in safety procedures and safe handling of equipment is provided.
- All equipment (including protective equipment) is suitable for the activity, properly maintained, appropriately used and complies with the relevant safety standard.
- [CARA guidelines](#) are adhered to for the use of equipment, compliance of equipment and appropriate work processes.

Who will be leading the activity?

- A registered teacher will have overall responsibility for the activity.
- Sufficient adult supervision is in place to manage the activity safely (including in emergency situations).
- The activity leader has the expertise (formal qualifications) or competence (knowledge and skills) to plan, induct, instruct and manage the activity safely for participants and others.
- There are sufficient supervisors present (or within ready access) who possess current First Aid qualifications, CPR training and anaphylaxis training (if needed).
- A safety induction session (including designation of roles) is conducted with all supervisors prior to the commencement of the activity outlining risk management processes and emergency response strategies for the activity.
- Supervisors are active in their supervision, visible and are readily identifiable to participants.
- Blue Card requirements are adhered to for all supervising leaders/volunteers.

Activity requirements

Where hazardous chemicals are used or generated by the activity (e.g. dust, gas, fumes), complete the [Chemical hazards in the curriculum template](#) and attach it to this risk assessment. Where the overall risk level conclusion for the use of a hazardous chemical is extreme, the activity must not proceed, as risks are not effectively controlled.

Provide pertinent information about supervisor qualifications, supervision ratios², parent/carer consent, industry regulations or guidelines, facility/equipment specifications, travel requirements, safety induction procedures.

See Attached information

Hazards and control measures

Information on managing common hazards and risks in the school environment can be found at [Hazards and risks](#).

Add rows to the table as necessary.

Hazards	Planned control measures
e.g. Dehydration	Drink breaks will occur every 30 minutes and drinks will be available for individuals between drink breaks.
See Attached information	

Note: **Attach** any additional, pertinent risk assessment information (e.g. supplied by activity providers) to this document.

See Attached Information

Monitoring and Review (to be completed during and/or after the activity.)	Yes	No
Have additional hazards been identified?	<input type="checkbox"/>	<input type="checkbox"/>
Were the control measures effective?	<input type="checkbox"/>	<input type="checkbox"/>
Are further or different actions required?	<input type="checkbox"/>	<input type="checkbox"/>
Details:		

² The department does not provide supervision ratios. The supervision will ultimately depend on the students participating in the activity, the foreseeable risks and the conditions required to manage the activity safely. Industry guidelines must be consulted (if available) to support principals in making final decisions about supervision ratios.

RISK ASSESSMENT: Games/Activities – indoor and outdoor

Activity : _____

Leaders & staff involved: _____

Assessment to be adopted, adapted or improved for each activity

Task being accessed	What hazards are present or may be generated?	Who is affected?	What degree of injury can be reasonably expected?	What precautions are already in place to eliminate or reduce the risk of an accident happening	Probability of an accident?	Risk factor?	Notes:
Indoor games ad activities – Games hall or dining hall	Strains, sprains, pulled muscles, bruises, cuts & knocks. Slips, trips, collision and falls	Camper and staff	Minor injury	<ul style="list-style-type: none"> • staff ensure that campers are warned up • campers wear correct clothing and footwear • check jewellery and watches – remove if necessary • long hair tied up (if necessary) • chasing games using apparatus or equipment is not permitted • chairs used with caution • floors non slip • check equipment prior to commencing 	Possible	Low risk	
Outdoor games – oval area	Strains, sprains, pulled muscles, bruises, cuts & knocks.	Camper and staff	Minor injury	<ul style="list-style-type: none"> • staff ensure that campers are warned up • campers wear correct clothing and footwear • check jewellery and watches 	Possible	Low risk	

Slips, trips, collision and falls			<ul style="list-style-type: none"> – remove if necessary • long hair tied up (if necessary) • chasing games using apparatus or equipment is not permitted • chairs used with caution • floors non slip • check equipment prior to commencing • check area for stick, rocks etc • ensure lighting is adequate if night games 			
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What is the hazard that needs to be controlled?	What additional precautions are needed to either eliminate or reduce the risk to at least a Low Risk Rating or ideally No Significant Risk ?	Who is responsible	When <u>are</u> these controls implemented?	When <u>were</u> these implemented	Notes:
Indoor Games	Regular check floor timbers and carpet for cracks or tears Any sports equipment is checked and either fixed or disposed of.	Staff and activity leaders.			
Outdoor Games	Regular check floor timbers and carpet for cracks or tears Any sports equipment is checked and either fixed or disposed of.	Staff and activity leaders.			
Additional comments					

Date: _____ signed: _____ / _____

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Education

Department of **Education** (<https://det.qld.gov.au>)

Challenge low ropes and group activities

Guideline review date: August 2017

The CARA planner (DOC, 423KB) (<http://ppr.det.qld.gov.au/education/management/Procedure%20Attachments/Managing%20Risks%20in%20School%20Curriculum%20Activities/Curriculum%20Activity%20Risk%20Planner.DOC>) must be used in conjunction with this guideline to determine additional risk hazards and controls within school-specific circumstances.

Activity scope

This guideline relates to student participation in low ropes courses and group challenge activities in an outdoor education context, as a curriculum activity.

Challenge low ropes courses and group activities provide students with opportunities to help build self-confidence, determination, cooperation and decision-making skills, and develop physical attributes such as balance and flexibility. Due to the risk associated with falls from height, the safe conduct of these activities requires the use of spotters in order to protect the participant's upper body and head from heavy contact with the ground. Spotters are required when the feet of the participant are up to 1.8m above the ground (Australian Standard (<https://www.standards.org.au/>) AS 2316.2.1:2016). If the feet of the participant are above 1.8m, additional fall protection must be applied.

Where the participant's safety can no longer be achieved by spotting, refer to challenge high ropes activity guideline (</curriculum/school-curriculum/CARA/activity-guidelines/challenge-high-ropes>).

Low ropes refers to any activity that requires an individual or pair to complete an element conducted on a purpose-built facility for which the appropriate safety is achieved through safe and effective spotting.

Group activities refers to any activity undertaken by a small to large group conducted on a purpose-built facility for which the appropriate safety is achieved through safe and effective spotting.

For activities beyond the scope of this activity a separate risk assessment must be undertaken using the CARA generic template (</curriculum/school-curriculum/CARA>).

Medium risk: Low ropes and group activities conducted at a purpose-built facility for which the

appropriate safety is achieved through safe and effective spotting.

All requirements are necessary for the activity to be conducted.

Mandatory requirements

- For management of a ropes course, a Challenge Ropes Course Manager (either low ropes or high ropes as relevant) is required. Management can also be carried out by people who have received training from an approved Challenge Ropes Course Conductor.
- It is highly recommended that the Queensland Adventure Activity Standards (<https://qorf.org.au/industry/downloads-master/aas/>) are referred to when planning this activity.

Supervision requirements

- In addition to the teacher or adult supervisor, other supervisors should be selected from those most suitable for the particular activity. Before the activity commences all supervisors should be informed of their role, potential hazards and precautions to be taken, as per the Queensland Adventure Activity Standards (<https://qorf.org.au/industry/downloads-master/aas/>).
- When planning any outdoor activity, the ratio of qualified, experienced leaders to dependent participants needs to be considered. In certain situations, teacher judgment may dictate smaller or larger numbers of participants per leader. In addition to variables listed in the planning considerations section of the CARA generic template (DOCX, 353KB (<http://ppr.det.qld.gov.au/education/management/Procedure%20Attachments/Managing%20Risks%20in%20School%20Curriculum%20Activities/CARA-generic-template.docx>)), consider:
 - the nature of the challenge ropes course elements
 - line of sight and sound for supervision.

Qualifications for supervisors

- A registered teacher with:
 - competence (knowledge and skills) and experience in the teaching of the activityor
 - a statement of attainment from a Registered Training Organisation (RTO) covering SROCRP001A/SISOCR301A Conduct a low ropes session.

or

- An registered teacher or other adult (working under the direct supervision of a registered teacher) with:
 - a statement of attainment for a nationally recognised course, at the level of Low ropes course conductor, from an RTO
 or
 - Certificate III in Sport, outdoor or community recreation or higher, with specialisations in appropriate activities.

Note: Competence is to be assessed annually, considering the outdoor environment that the activity is taking place in, to ensure currency and relevancy. Details about how the activity leader has demonstrated competence should be included in the 'Other Details' box of the CARA generic template or OneSchool module.

Requirements for facilities and equipment

- Appropriate clothing, taking into account the requirements of the activity and weather conditions.
- Firmly fitting, non-slip footwear.
- A maintenance log for each individual activity or course.

Hazards and controls

If any listed control measure below cannot be met:

- modify the activity (or elements of it)

and/or

- identify and implement alternative control measures to meet or exceed the level of safety.

Alternative or additional considerations, hazards and control measures must be included in the planning process.

Hazards

Control measures

Considering environmental conditions

Assess the suitability of the course prior to undertaking the activity

Accessing facilities

Ensure all safety equipment is in place and in good condition

and using equipment

Check equipment prior to the start of each session. Pay particular attention to fastening systems when removable rope systems are used

Carry electronic and other equipment that can be damaged by water in water resistant containers

Supply all equipment in a clean and serviceable condition

Use, maintain and store equipment according to manufacturer's specifications

Ensure wet equipment is dried before storing

Managing student considerations

Provide specific (written and verbal) training in and awareness of safety requirements

Use competent spotters where appropriate

Guide students through an activity or provide a demonstration prior to undertaking the activity

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