

56. Most schools will have established safety management systems and procedures that reflect their own EOTC policies and programmes. They should continue to use these if they meet legal and best practice requirements (see Sections 6 and 7).

Each school must have an outdoor safety management system (OSMS) that includes:

- an EOTC event approval process (board, principal, EOTC co-ordinator);
- clearly stated educational objectives and expected learning outcomes for the event;
- staff/volunteer competence assessment;
- a venue/facility safety check;
- outside provider check and contract process;
- adult volunteer preparation;
- transport safety procedures;
- planning tools (checklists, SAP or RAMS);
- accident/incident recording and analysis;
- parental consent and health profile process (for all involved);
- a student contract;
- equipment usage, repair and replacement logs (for school's own EOTC equipment);
- swimming competence and aquatic safety procedures;
- emergency procedures; and
- review processes (programme, systems).

► **Five stages of safety management**

57. The safety management process usually involves five stages: initial planning and approval; people and programme management; pre-event planning checkpoint; running the EOTC event; and post-event review and

evaluation (see Figure 4.1, p 23). It is up to each school to decide on appropriate timelines for each stage. Timelines may differ for different types of events.

► **STAGE 1 – Initial planning and approval process**

58. Before an EOTC event goes ahead, *approval* for the proposal must be gained from:

- the EOTC co-ordinator;
- the principal; and/or
- the board of trustees.

59. The board may delegate responsibility for EOTC event approval to the principal. It needs to be assured that OSMS procedures are in place and that the principal is satisfied they have been followed.

60. In addition, before students participate in an EOTC event, parents/caregivers need to be fully informed about the programme. Additionally, parental consent will be required for some events, particularly those that extend outside normal school hours and involve more than a minimal level of risk.

61. In approving an EOTC event, the following will be considered:

- curriculum and charter;
- safety management, including required staff competence; and
- budget.

► **STAGE 2 – Preparation for EOTC**

62. At this stage:

- important information must be collected from and about people involved in the EOTC event, including: the students; parents/caregivers; teachers; volunteer helpers; and outside providers;

- the programme must be carefully planned, with risks identified, assessed and managed. Emergency procedures must be put in place; and
- all involved in the EOTC event should be involved in programme planning and evaluation as well as in the event itself. This includes teachers, outside providers, volunteer helpers, and students.

▶ **STAGE 3 Pre-event planning checkpoint**

63. At this stage, all planning must be reviewed and checked off to ensure it is safe for the EOTC event to go ahead. Emergency procedures must also be finalised.

▶ **STAGE 4 Running the event**

64. This stage involves running the event. On-site critical thinking and action based on sound judgement by competent staff for the duration of the event ultimately keeps the students safe. Forms and processes from all stages underpin this stage and will be referred to during the event.

▶ **STAGE 5 Post-event review and evaluation**

65. At this stage:

- event evaluation is carried out with staff, students, volunteers and contractors;

- accidents and incidents must be reported and reviewed;
- equipment must be logged, cleaned, repaired if necessary and returned; and
- follow-up should occur post-event, based on the results of the evaluation. For example, the Outdoor Safety Management System (OSMS) may have to be updated as a result of an incident and/or feedback from staff or students.

▶ **Safety management tool kit**

66. Appendix V contains a comprehensive tool kit with a selection of sample forms to assist schools in implementing the five-stage safety management process described above. The forms are samples and can be adapted by schools to meet their needs and reflect the level of the activity. Each form indicates a procedure. Depending on the level of the activity, some procedures may be carried out informally rather than using a form.

67. The flowchart in Figure 4.1 shows how the procedures/forms in Appendix V could fit into the five-stage process. Figures 4.2, 4.3 and 4.4 show examples of procedures/forms which could be used for three different types of EOTC event. These clearly illustrate that not all forms and procedures are required for every EOTC event. They also illustrate that, depending on the nature of the event, processes may be carried out informally or formally.

Figure 4.1 Five stages of safety management
(Numbers relate to sample forms in Appendix V)

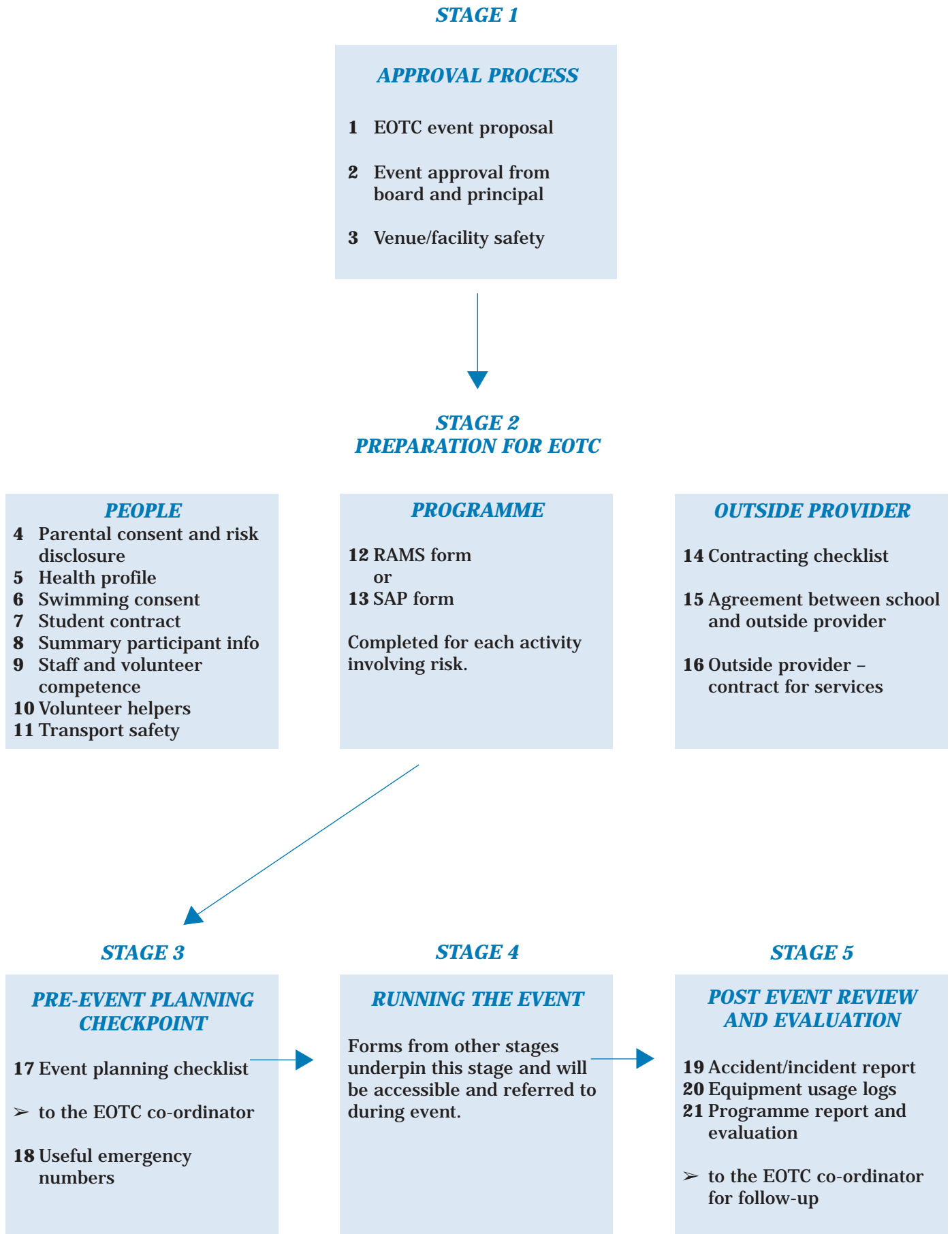


Figure 4.2. Planning a trip to the Botanical Gardens for 28 year three students.

- Three blocks walk from school
- Medical information already on file
- Common class trip for school so SAP already on file

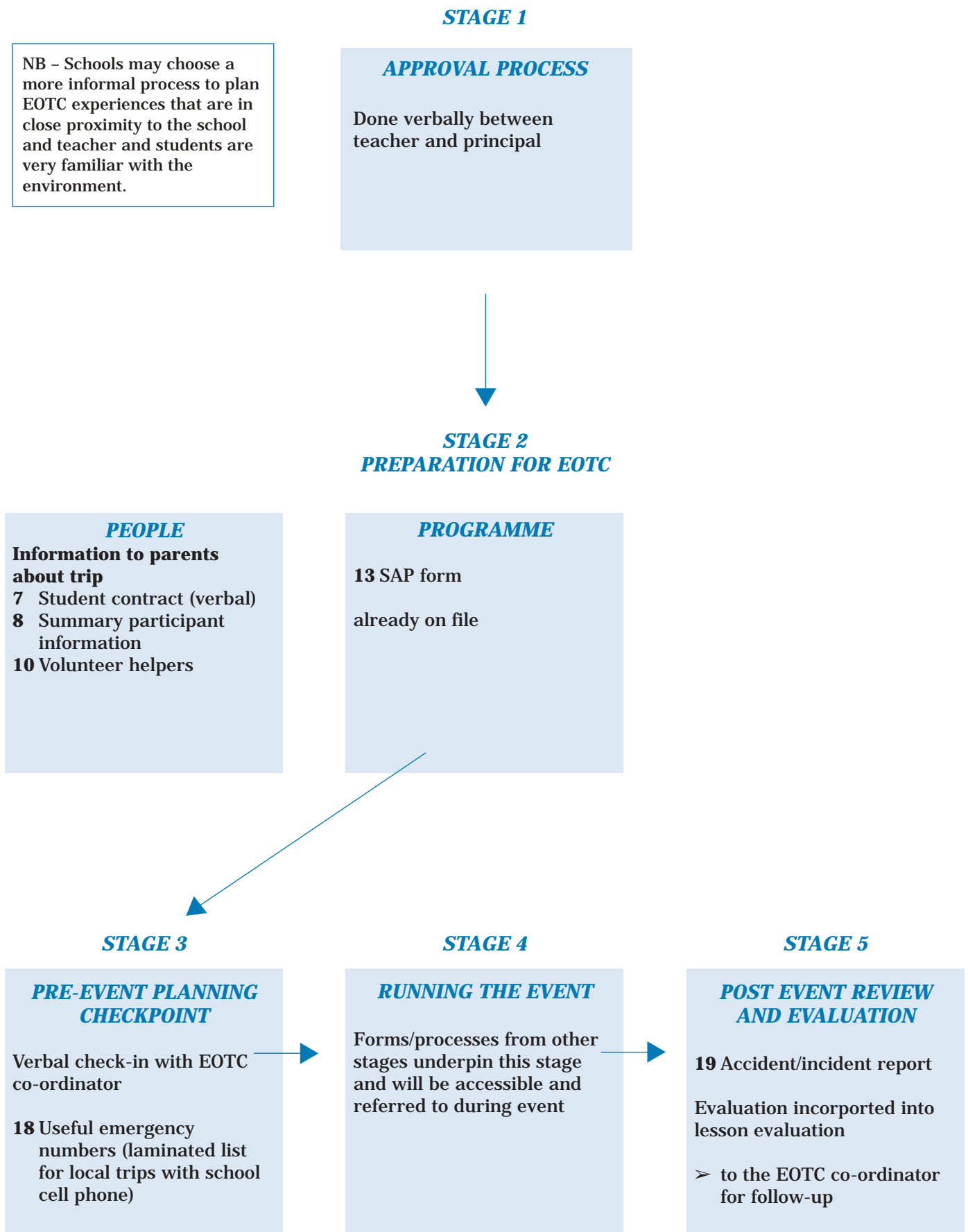


Figure 4.3 Planning a picnic and swim at a river waterhole for 20 year seven students.

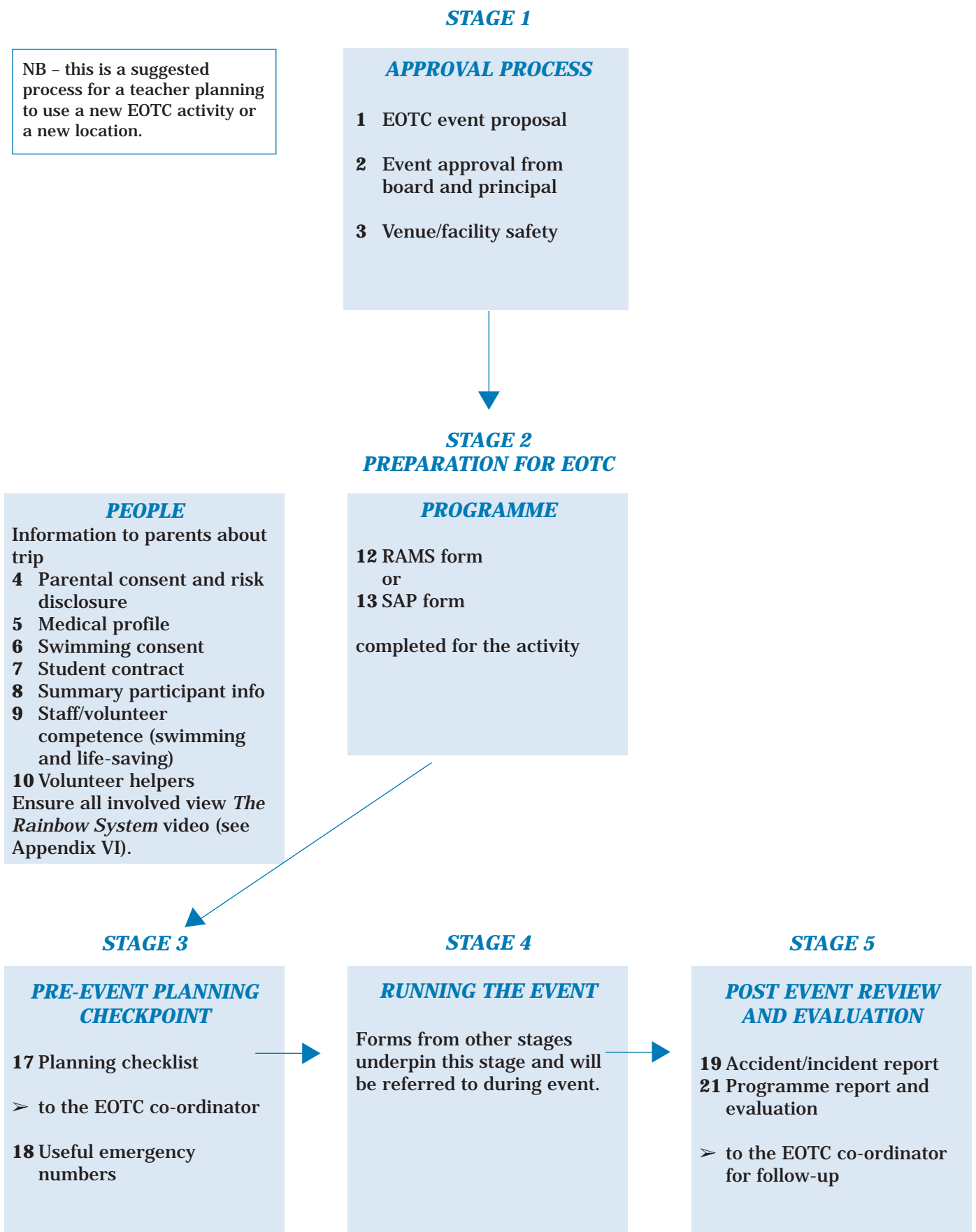


Figure 4.4 Planning a five-day urban adventure journey for 25 year ten students involving adventure-based learning activities, canoeing on flat water, cycling and hiking.

