

Education Outside the Classroom (EOTC)

Safety Management procedures for

Hanmer Springs School

Rationale

- Children learn by safely experiencing and enjoying their environment. These experiences should be appropriate to their needs and prior experience. Children should have the opportunity to explore the world safely outside the classroom. Our pupils have access to mountains, rivers, forests, hot pools, bush, ski fields etc. These areas are part of their playground so they need to know how to be safe. The whole school community believe in using Environmental Education and a variety of experiences to enhance the learning of the pupils here at Hanmer Springs School.

Goals.

- To enhance learning through a variety of well designed first hand experiences.
- To increase knowledge, understanding and appreciation of the Hanmer Springs School district.
- To increase knowledge, understanding and appreciation of areas that may differ in nature and environment to our own.
- To further the skills of observation, recording, reporting and organisation.
- To assist and develop confidence. A sense of adventure and an attitude of responsibility, particularly towards their own and others safety.
- To assist students' sound development through living with others in situations different from their everyday lives.

Guidelines.

- When planning E.O.T.C events the board and management suggest using the Ministry of Education *Safety and E.O.T.C – A good practice guide for NZ schools* and the *North Canterbury E.O.T.C Project* resource to assist with templates and guidelines.(see references at end of document)
- E.O.T.C is defined as all those events that occur outside the classroom.
- EOTC activities have been identified as the following categories
 - Category 1 – School environment and village or Hanmer Activities They require management approval
 - Category 2 – Off site events within school hours Eg pool visit, triathlon, 7 aside. They require parental consent and management approval
 - Category 3 – Events longer than normal school hours, over night and/or high risk activities. They require parental consent and both management and B.O.T approval
- The B.O.T have permitted management to be responsible for category 1 and 2 activities
- The B.O.T are to be consulted in regard to out of school time activities and those classified as High Risk.
- The designation of an event according to category is to be approved by the principal. If any doubt the B.O.T. Health and safety person and/or E.O.T.C. adviser are to be consulted. Adequate time needs to be allowed to seek this.

Parental Consent

- Risk must be disclosed to the parent/caregiver so as they can give informed consent. This is best done by attaching a signed school approved Risk Analysis and Management System (RAMS) or Safety Action Plan (SAP) form (see references at end of document)
- Blanket consent is acceptable for a series of events with similar risks. To be decided by the principal. Eg Weekly visits to the Pools.
- the following list should be used when requesting consent
 1. Date, Name, Date of event, start and finish times.
 2. Group and individuals involved.
 3. Venue address / phone numbers / description.
 4. Curriculum objectives, purpose, transport arrangements, staff involved with relevant qualifications and experience.
 5. Cost, clothing and equipment.
 6. Rules for school and event.
 7. Contingency plans
 8. Date of return consent.
 9. Health profiles and other relevant information.
 10. Signed by the teacher in charge and principal.

Supervision

- Competent staff must lead events. The principal is responsible for decisions around competency.
- Staff have the right to say no.
- Parents, Contractors, Volunteers must be screened for their suitability to be involved. Principal to decide.
- Parents, Contractors, Volunteers must be briefed by the teacher in charge regarding the objectives, specific roles, responsibility and risk management and it is to be clear as to who is in charge.
- Contracts must be written up and agreed upon by signature when contracted into a supervisory and/or instructional role.
- Supervision Ratio – must be part of RAMS
A ratio shows the number of skilled/experienced supervisors compared to the number of novices – at times adults may be novices. It is important that the ratio ensures a high quality learning experience and safe event. Ratios for E.O.T.C. are hard to prescribe as they can vary according to student needs, age group, activity, location, experience of group and competence of staff. If in doubt be conservative and seek professional advice.(see References at end of document)
On skiing or swimming activities trips children must not ski unsupervised. For each trip strict guidelines are needed on when helpers can ski and when they are needed to help or supervise. The Principal is responsible for decisions around ‘skier competency’ and ‘supervisory roles’
- A list of students and parents must be left at the office and the intentions board filled out.
- In line with the Professional Development Policy appropriate Professional Development will be encouraged to develop teacher EOTC skill.

Risk Analysis and Management Systems RAMs.

- All E.O.T.C. events must have an approved Hanmer Springs School RAMS or SAP, and this must be signed by the principal. B.O.T approval of the RAMS/SAP is necessary for Category 3 activities.
- To assist in the writing of RAMS/SAPs staff are referred to the existing Hanmer Springs School RAMS; the *North Canterbury EOTC Project CD-ROM* which has specimens, templates and Guidelines for those writing RAMS/SAPs. The Ministry *Safety and E.O.T.C –A good practice guide for NZ schools* is also a valuable resource.
- Appropriate equipment for emergency evacuation and first aid shall be available at events and en route eg first aid and cell phones. Every person must have access to a first aider.
- Staff must be familiar with the environment where activities are to take place.
- Staff must take action to eliminate, isolate and minimise and ensure that students are informed of hazards, management strategies and contingency plans.
- Staff must record and report hazards.
- In the case of water events, staff are to check that the children's swimming competency is appropriate for the activity. Further, there must be one competent person able to monitor the whole event. (See References at end of document)

Transport

- Each student must have a safety belted seat. If bus is being used then check suitability of bus ie safety belts. The teacher must have a complete transport list. Any changes to this list have to be made with consultation through the teacher in charge. The office or delegated school contact person has a complete transport list as well.
- Driver licence, W.O.F and registration must be current.
- Transport route circulated.
- Children who suffer car sickness are to be identified and placed appropriately in the vehicle.

Incidents

- The accident register must be filled out following any accident/incident or near miss situation.
- The principal must be informed where there has been harm to a student and/or adult / staff member.
- Accidents / Incidents and near misses will be reported to the Board of Trustees in line with the Health and Safety.
- An annual review of the accidents / incidents and near misses will be reported to the Board of Trustees in line with the Health and Safety.

Equipment

- Activities and circumstances requiring equipment will be identified by the teacher in charge.
- Safety equipment / clothing must be worn and instructions given.
- Usage will be logged and regular checks carried out and recorded.
- School first aid kits must be carried. A list of items used must be forwarded to the secretary after each event.
- Facilities must be checked prior to the event.

Additional

- E.O.T.C Policy and Procedures will be reviewed annually.
- The Board of Trustees through the principal will monitor and review all events.
- Students must follow Hanmer Springs School's code of behaviour.
- Staff are required to obtain agreement from the students to follow the code of behaviour.
- Student's experience is 'challenge by choice' (they are not forced to participate)

Contingency Plans

- These are appended

References

- The Ministry of Education *Safety and E.O.T.C –A good practice guide for NZ schools* (published 2002) contains sections on EOTC programme Goals and Outcomes, programming principles, governance and management responsibilities, safety management systems, staffing and supervision, legal requirements, codes of practice and accepted best practice, definitions, environmental care code and instructor code of professional practice, and a large number of tools to assist schools in the documentation of their EOTC events
- The *North Canterbury E.O.T.C Project* CD ROM contains information on ratios; a number of templates; specimen RAMS and SAPs related to events commonly provided by the North Canterbury schools; provider, site and accommodation information relevant to the North Canterbury area; and a FAQs section
- Water Safety NZ has guidelines. See www.watersafe.org.nz
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Approved

Principal

Chairperson

Date _____ **2005.** Reviewed annually

Appendix to EOTC Policy and Procedures

Contingency Plans

The following plans have been established as guidelines to assist Hanmer Springs staff, Board Members and the community deal with a range of events which could possibly occur both on- and off-site.

The school will be supported in such events by the community emergency and social services, and the Ministry of Education's regional Group Special Education (GSE).

The school acknowledges Kaiapoi High School and the North Canterbury EOTC Project Reference Group consisting of Catherine Kappelle, Fiona McDonald, Mike Vannoort and Arthur Sutherland.

ACCIDENT RESPONSE SEQUENCE

Someone is injured

Steps 1 to 7 are a sequence.

- 1) Approach the victim safely/look out for danger and take charge of the situation
- 2) Check responsiveness. Talk to Victim
- 3) Determine extent of injury (ies) by performing a rapid initial assessment (survey) where one checks: Airway (A), Breathing (B), Circulation (C).
- 4) If necessary Act to stabilise the patient by performing the urgently needed first aid. That is, as is needed, open the airway, perform either CPR or resuscitation, stop/control bleeding
- 5) Treat for Shock
- 6) Check for other injuries by carrying out a thorough body search (Secondary survey)
- 7) Act on what you find to make the patient comfortable
- 9) Hand over to medical/emergency people
- 10) Look after self and any other people. Treat for shock.
- 11) Record the vital signs throughout- and post- the emergency
- 12) Fill out Accident/Incident form. **In the case of serious harm OSH will need to be informed.**
- 13) inform the principal
- 14) principal talks to Board, GSE, parents, staff, other students and media
- 15) activate trauma plan if needed with help of GSE

RESCUE PLAN

Someone needs to be rescued from further harm

All of the following should occur simultaneously if possible

- 1) take charge
- 2) look after yourself (and the group by way of delegation)
- 3) assess the environment, the victim and your options
- 4) set up the site where the victim is to be placed
- 5) stabilise the victim if required
- 6) move the victim

THE FATALITY PLAN

The order of the steps may vary

- 1) look after the group: shelter, fluids and food
- 2) cover the body & create a no-go zone
- 3) contact the TIC, the Principal & Police

- 4) allow for grieving (the language of death is sometimes an issue. It is accurate and no less caring to use the term 'died')
- 5) abandon the activity
- 6) principal informs the Board, GSE, parents, staff, other students and media
- 7) activate trauma plan with help of GSE

THE EVACUATION PLAN

Someone needs to be moved to medical care which is some considerable distance away

- 1) assess the patient for stability
- 2) assess the resources you have (personnel and equipment)
- 3) assess the environment (easy terrain?)
- 4) action **either** by preparing the patient and carrying them (Action A)
 or call for a helicopter via the Police (Action B)

Action A will be appropriate if 1,2 and 3 are in your favour.

The steps are: construct or go get stretcher; prepare the stretcher and the patient for the trip; select the route; prepare the team; carry the patient to a pick-up point and/or medical care; and at all times look after the group.

Action B will be necessary if any one of 1,2 and 3 is unfavourable.

The steps are: send out a message (written message with two runners preferable) or call the Police on 111 requesting a helicopter; prepare the heli site (anchor things down); care for the patient and the group; attract the helicopter to your site.

SEARCH PLAN

Someone is missing from your group out in the bush/hills or missing from the school environs and you need to act in an appropriate way to get an early find.

1, 2, 3 and 4 are sequential

- 1) question witnesses to establish the circumstances of loss and the Point Last Seen
- 2) look in possible hiding places to eliminate these first
- 3) alert the police and principal
- 4) compile clues from any witnesses to the time leading up to the discovery that the person is missing

5, 6, 7, 8, and 9 can be concurrent depending on the resources you have

- 5) check point last seen
- 6) check areas of high probability (what excited/intrigued the person?)
- 7) set up confinement/"road blocks"
- 8) check paths of least resistance
- 9) deploy attraction such as calling out their name, lighting a fire, shining a torch
- 10) evaluate the situation. If you have found them be positive. Give TLC.

If the subject is still missing...call up the police who will activate their SAR team and contact the principal who will contact parents, other students and staff, the Board and deal with media.

FOLLOW UP

Some useful steps following any event

- 1) All cases of serious harm must be reported to OSH immediately
- 2) Contact with parent(s)/caregiver(s) must be immediate
- 3) Develop a support plan for the group, the staff and your relationship with the victim and family, and implement that plan (the MoE GSE will help)
- 4) Keep in contact with all parties including the media

- 5) Look after your own welfare
- 6) Investigate the incident and report to the BOT

TRAUMA PLAN

A The school Trauma team meets to

- 1) establish the facts
 - 2) establish/confirm the support systems already in place
 - 3) undertake a needs analysis
- decide on the actions required (refer to B below)
- 4) allocate roles

B The school Trauma team actions as appropriate the following

- 1) look after those involved eg students, staff trauma team, families directly and indirectly involved
- 2) oversee the involvement of the media, police & other services
- 3) maintain a clear paper trail
- 4) staff the phones
- 5) contact of GSE (Group Special Education)
- 6) control of information
- 7) convene progress meetings
- 8) prepare communiqués
- 9) make available an appropriate/separate space
- 10) monitoring of the Trauma Team
- 11) debrief/evaluate actions
- 12) identify areas of ongoing support
- 13) acknowledge the contributions of those involved
- 14) identify any Professional Development needs

SPECIAL NOTES for any event

Investigation.....

The school's **incident investigation plan** would be activated after any incident.

Recording....

All incidents/accidents including near misses relating to students, staff, contractors and volunteers must be recorded in the OSH document held in the school office.

Communication: as is good practice, send out a written message with at least two runners if radio/phone is not appropriate. The principal is the only staff member authorised to talk to the media. The BOT spokesperson is the chairperson.