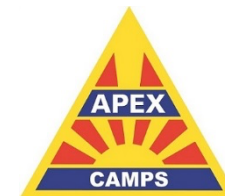


Risk Assessment for Leadership



Reviews

Completed By	Revision Date	Approved By	Approval Date
S.Hamlin	15/01/2021	Shaun Mackin	15/02/2021

Risk level	Action required/approval
Low Little chance of injury or incident	<input checked="" type="checkbox"/> Manage through regular planning processes

Description

Leadership activities are: specifically designed problem-solving challenges to test you both physically and mentally. Individual activities to designed to meet outcomes of Leadership and Team Building.

Minimum Supervision Ratio

At least 1 x qualified Activity Instructor to facilitate Leadership
1 x adult supervisor should be present to assist with participant behaviours

Qualifications

All Apex staff and contractors hold at a minimum ,one of the following qualifications /skills sets or other recognised skill sets/qualifications from another jurisdiction, along with mandatory First Aid/CPR and QLD Blue Card, working with children check.

- Certificate 3 Outdoor Recreation
- Certificate 4 Outdoor Recreation
- Diploma Outdoor recreation
- Apex Camps Internal Training, consisting of the below
 - Reading and understanding SOP's, RA & ALP
 - Induction to activity session
 - Shadow Activity Session

Through the use of well maintained equipment, training and accredited staff and sound operating procedures and policies Apex Camps control the "real risks" associated with this activity.

In assessing the level of risk, considerations such as the likelihood of an incident happening in combination with the seriousness of a consequence are used to gauge the overall risk level for an activity. The matrix below has been used as a guide to assist with developing the risk assessment:

Likelihood	Consequence				
	1 Insignificant	2 Minor	3 Moderate	4 Major	5 Critical
5 Almost Certain	Medium	Medium	High	Extreme	Extreme
4 Likely	Low	Medium	High	High	Extreme
3 Possible	Low	Medium	High	High	High
2 Unlikely	Low	Low	Medium	Medium	High
1 Rare	Low	Low	Low	Low	Medium

Risk Level	
Low	Little chance of incident or serious injury.
Medium	Some chance of an incident and injury requiring first aid.
High	Likely chance of a serious incident and injury requiring medical treatment.
Extreme	High chance of a serious incident resulting in highly debilitating injury.

Minimum Equipment/Facilities

First aid kit suitable for activity

Communication system

- Phone-line at location
- Mobile phone
- UHF Radio

Sun Safety equipment (hat, sunglasses, sunscreen, shirt etc)

Appropriate clothing and footwear (no singlets, skirts, short shorts, thongs, crocs etc)

Leader will inspect the area and ensure its soundness before commencing the activity

Emergency management plan

Drinking water (students should not share drinking containers)

Vehicular access to within a reasonable distance of the activity in case of emergency

Insect repellent

Hazards/Risks	Control Measures
<p>Biological material</p> <ul style="list-style-type: none"> • Bodily fluids (e.g. blood, sweat, saliva) 	<ul style="list-style-type: none"> • Comply with HLS-PR-004: Infection Control and Management of Prescribed Contagious Conditions and Infection Control Guidelines. Students with open cuts and abrasions are to be removed from the activity and treated immediately. If bleeding cannot be controlled completely, the participant should not be allowed to return the activity. All clothing, equipment and surfaces contaminated by blood should be treated as potentially infectious. • Have sufficient and suitable containment material (bandages, etc) available • Ensure that personal items are not shared.
<p>Animal bites/ diseases</p> <ul style="list-style-type: none"> • Insects • Dangerous/ poisonous organisms 	<ul style="list-style-type: none"> • Brief students on basic snake bite treatment • Supply and provision of insect repellent • Use of long sleeved clothing is needed
<p>Environmental conditions</p> <ul style="list-style-type: none"> • Weather • Surfaces • Surrounds • Temperatures • Isolation • Plants 	<ul style="list-style-type: none"> • Ensure students bring appropriate clothing • Assess weather conditions before and during activity (e.g. temperature, storms) • Check and assess surrounds for loose items, debris and hazards and suitability of participants. • Consider hazards associated with types of fencing material, gates and other infrastructure.
<p>Equipment</p> <ul style="list-style-type: none"> • Equipment failure • Burns from ropes and wires 	<ul style="list-style-type: none"> • Conduct regular equipment checks prior to start of sessions. • Check for worn or faulty equipment • Supply all equipment in a clean and serviceable condition • Check equipment before use • Provide specific (written and verbal) training in and awareness of safety requirements.
<p>Physical exertion</p> <ul style="list-style-type: none"> • Strains and sprains • Cramps • Exhaustion and fatigue • Falls and trips 	<ul style="list-style-type: none"> • Ensure the suitability and competency of students participating in the activity • Constantly monitor students for fatigue and exhaustion • Brief participants on awareness of running with other participants around them . Set out specific areas for activities to be conducted . Ensure teams are participating with a safe distance between activities that use balls. Brief participants on the rule of “no running on concrete”
<p>Ratios & Age</p>	<ul style="list-style-type: none"> • Apex Ratio: 1:20 • Maximum number of participants: 25 • Age Limitation: 5+ years of age • Age 5-12 years no lifting activities • Age 13+ lifting activities

Hazards/Risks	Control Measures
<p>Students</p> <ul style="list-style-type: none"> • Special needs • High risk behaviours • Medical conditions • Student numbers • Child protection 	<ul style="list-style-type: none"> • Obtain parental permission including relevant medical information • When students with medical conditions are involved, ensure that relevant medical/ emergency plans and medications are readily available (insulin, Ventolin, EpiPen, etc) • Refer to individual education plan/Educational adjustment plan/Behaviour management plan and other student documents. • Where necessary, obtain advice from relevant advisory visiting teachers or specialist teachers • Ensure there is adequate adult supervision • Jewellery can be a serious hazard when undertaking many activities. All forms of jewellery should be considered in terms of the risk it presents for each activity. Procedures are in place to dissuade or protect (e.g. tape) the wearing of jewellery accordingly.

<p>Emergency Procedures</p> <ol style="list-style-type: none"> 1. Effect Rescue as required. 2. Conduct First Aid as required. 3. Contact Emergency Services via mobile phone, radio. 4. Depending on injury: Stabilise patient and await ambulance or remove patient to appropriate site to recover. 5. In the event of serious injury, suspend activity until incident can be investigated 	<p>Teacher/group leader responsibilities</p> <ul style="list-style-type: none"> • Inform & liaise with Activity Staff regarding any potential issues with group (behavioural, disabilities, injuries) • Listen to activity briefings and assist Staff in procedural aspects of session as required, such as helping students to belay under supervision of Activity Staff • Monitor & take charge of behavioural issues if needed and attend to any pre-existing medical conditions 	<p>Participant Briefing Instructor should cover:</p> <ul style="list-style-type: none"> • Challenge by Choice Philosophy • Session Objectives • OH&S Brief • Safety Brief • Equipment Familiarisation • Skills Demo & Practice 	<p>Participant Requirements</p> <ul style="list-style-type: none"> • sunscreen, insect repellent • medication (if relevant) • water bottle • fully enclosed shoes, hat • minimum of sleeved shirt that covers midriff when arms are raised • shorts/leggings that preferably cover knees (to prevent grazes) • hair tied back, jewellery removed
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------