Bike Riding on Trails (off road)

Note: For those schools not using OneSchool, this template is to be used in combination with the Curriculum Activity Risk Planner. If a CARA activity guideline exists for the activity, the minimum requirements outlined in it must be followed.

Activity Description: Bike riding on trails (off road) – big dipper, dish of death, rollercoaster, scouts track, wallaby drop, heartbeat hill

Teachers/Leaders: Qualified instructors from CFOEC

<table>
<thead>
<tr>
<th>Class groups:</th>
<th>No. of students (approx):</th>
<th>Supervision ratio (approx):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>24</td>
<td>1:24</td>
</tr>
</tbody>
</table>

Start date: 23/1/17  Finish Date: /12/17

Use this risk assessment matrix as a guide to assess the inherent risk level. Refer to the Curriculum Activity Risk Planner for further details.

<table>
<thead>
<tr>
<th>Likelihood</th>
<th>Consequence</th>
<th>Action required/approval</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 - Insignificant</td>
<td>2 - Minor</td>
</tr>
<tr>
<td>5 - Almost Certain</td>
<td>Medium</td>
<td>Medium</td>
</tr>
<tr>
<td>4 - Likely</td>
<td>Low</td>
<td>Medium</td>
</tr>
<tr>
<td>3 - Possible</td>
<td>Low</td>
<td>Medium</td>
</tr>
<tr>
<td>2 - Unlikely</td>
<td>Low</td>
<td>Low</td>
</tr>
<tr>
<td>1 - Rare</td>
<td>Low</td>
<td>Low</td>
</tr>
</tbody>
</table>

Indicate the assessed risk level and undertake the actions required for that level of risk.

<table>
<thead>
<tr>
<th>Inherent risk level</th>
<th>Action required/approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Low</td>
<td>Manage risk through regular planning processes.</td>
</tr>
<tr>
<td>☑ Medium</td>
<td>Document risks and controls in regular planning documents Manage risk through regular planning processes. OR complete this Curriculum Activity Risk Assessment.</td>
</tr>
<tr>
<td>☐ High</td>
<td>A Curriculum Activity Risk Assessment is required to be completed. Principal or head of program (i.e. DP, HOD, HOSES) approval is required prior to conducting this activity. Parent/carer consent is recommended. Once approved, activity details are to be entered into the School Curriculum Activity Register.</td>
</tr>
<tr>
<td>Inherent risk level</td>
<td>Action required/approval</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------------------</td>
</tr>
</tbody>
</table>
| Extreme            | ☑ Consider conducting an alternative activity or modifications to the activity that could achieve comparable learning outcomes.  
|                     | ☑ A Curriculum Activity Risk Assessment must be completed.  
|                     | ☑ Principal approval is required prior to conducting this activity.  
|                     | ☑ Parent/carer consent must be obtained for student participation.  
|                     | ☑ Once approved, activity details are to be entered into the School Curriculum Activity Register. |

**NOTE:** If the activity is to be held off-site, parent/carer consent is required irrespective of the inherent risk level. Refer to the [School Excursions procedure for the Excursion Planner template](http://ppr.det.qld.gov.au).

**Minimum supervision**

- Adequate adult supervision must be provided. A broad range of variables will affect your decision about what constitutes adequate supervision, for example, the:
  - nature of the activity conducted
  - number of students/size of groups, if more than one group
  - needs of students and their expected capabilities (e.g. age, experience, competence, fitness)
  - leader’s competence and experience
  - planned duration of the activity
  - suitability and availability of equipment
  - environmental and weather conditions
  - difficulties/distance/condition of the venue/site of the activity (e.g. trails, vehicle tracks, roads)
  - remoteness of the activity
  - likelihood of leader becoming incapacitated or separated from participants.

- If an adult other than a registered teacher is engaged for instruction, a teacher should be present to take overall responsibility. Blue Card requirements must be adhered to.

**Provide information about supervision:**

CFOEC instructor and visiting school staff with relevant fitness to complete activity (minimum 2 adults including CFOEC instructor for each cycling group)

**Minimum activity-specific qualifications for supervisors**

Relevant qualifications will depend on the nature of the activity, but as a minimum:

- there are sufficient adults with current First Aid qualifications including Cardio Pulmonary Resuscitation (CPR) or ready access to first aid facilities, including qualified personnel
- if operating more than one hour away from Emergency Services, an adult with a current Remote Area First Aid qualification is present
- consider whether ‘competence’ (knowledge and skills to safely carry out the activity) is sufficient for the activity leader rather than a formal qualification. A teacher/leader could demonstrate competence by two or more of the following:
  - knowledge of the activity and the associated hazards and risks
  - experience (i.e. previous involvement) in undertaking the activity
  - demonstrated ability and/or expertise
  - possession of relevant qualifications.
- if the activity is being conducted by external leaders, obtain a copy of relevant qualifications and risk management information.
Provide evidence of the leader/supervisor's relevant qualifications and/or competence:

CFOEC instructor with current teacher registration, first aid and CFOEC activity sign off (instructors assessed as competent to lead sessions through Camp Fairbairn Training Procedures Guide and annual validation process)

Minimum activity-specific equipment/facilities
Consider the equipment and facilities required for the activity. Depending on the nature of the activity, this may include:

- First Aid kit (including sufficient and suitable bandages, ice packs, etc as appropriate)
- Communication equipment e.g. phone line at location, mobile phone, satellite phone, whistle/marine whistle, walkie talkie/UHF/VHF radio, PLB (personal locator beacon)
- Drinking water (students should not share containers)
- Sun safety equipment if outdoors (hat, sunscreen, shirt, shade, etc)
- Appropriate clothing (consider weather conditions if outdoors)
- Injury management procedure (including head injuries where this is a possibility) in place
- Suitable personal protective equipment
- All equipment and facilities should comply with relevant safety standards.

Provide information about activity-specific equipment/facilities:

CFOEC UHF, telephone line at centre & first aid kit
PPE: helmets, covered shoes, sun safety (water bottles, sunscreen, hats, shirts with sleeves)
Support vehicle
Bikes inspected regularly and maintained

Governing bodies/associations

- Guidelines/codes of practice are available for many activities. Refer to the relevant governing body/association, if one exists.
- If you are organising sporting competitions or events, refer to the Queensland School Sport Unit.

Provide information about advice from governing bodies/associations, if relevant:

Activity-specific hazards/risks and suggested control measures
Consider the potential hazards and risks involved with this activity and implement control measures to minimise these risks. Depending on the nature of the activity, controls may include:

- establishing updated processes to maintain safe hygiene standards
- preparing to deal with possible student injuries/accidents involving bodily fluids and ensuring familiarity with the Management of Prescribed Contagious Conditions procedure and Infection Control guideline.
- providing instruction in rules, safety procedures, safe handling of equipment and prerequisite skills before students commence the activity
- following progressive and sequential skills development
- monitoring student numbers and available space
- adopting sun-safe strategies if outdoors, e.g. scheduling the activity in the early morning/late afternoon; using shaded areas; wearing hats, sun-smart clothing, sunscreen
- referring to the *Chemical Hazards in the Curriculum* guideline and related *Guidance Notes* if hazardous substances are being used
- establishing safety zones for the use of equipment, if relevant
- ensuring electrical items are maintained as required, and visually inspected before use
- ensuring that relevant medical/emergency plans and medications are available (insulin, Ventolin®, Epipen®, etc) if students with medical conditions are involved
- referring to Individual Education Plan/Educational Adjustment Plan/Behaviour Management Plan and other student documents
- obtaining advice from relevant advisory visiting teachers or specialist teachers where necessary
- undertaking a risk management process to prevent or minimise the risk of injuries if the activity involves manual tasks
- discouraging the wearing of jewellery or use protective measures (e.g. taping) if jewellery is worn and ensuring that hair and clothing does not interfere with safety
- for sporting activities:
  - assessing the suitability of surface/playing field (loose items, debris, potholes/divots in ground, line markers, or other hazards) and dampness before and during activity, and ensuring that the surface is non-slip, even and firm
  - modifying activities to match the skill and fitness levels of students
  - having appropriate warm-up and warm-down activities
  - continually monitoring students for signs of fatigue and exhaustion
  - ensuring that if spectacles need to be worn during sports activities/matches and training sessions, they have plastic lenses. A band should also hold the spectacles on securely.
- for outdoor activities:
  - assessing weather conditions before and during activity (e.g. temperature, storms)
  - situating activities away from buildings, pedestrians and other activities (as appropriate)
  - checking the site for hazards and implement necessary controls
  - checking the site for poisonous plants/dangerous animals
  - establishing safe, designated areas for people and vehicles
  - considering hazards associated with types of fencing materials, gates and other infrastructure (e.g. barbed wire, star pickets, electrified fencing, rough timber, uneven terrain) and the risk of students being injured by these materials and conditions.
Provide information about:

<table>
<thead>
<tr>
<th>hazards/risks</th>
<th>planned control measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical conditions/special needs/high-risk behaviours</td>
<td>Medical synopsis provided by visiting school and any additional supporting information. Visiting staff to be present. CFOEC first aid qualified instructor and first aid kit.</td>
</tr>
<tr>
<td>Physical contact with others/flying or protruding objects/hard surfaces</td>
<td>As per CFOEC BMX procedures. Helmets &amp; covered shoes to be worn at all times.</td>
</tr>
<tr>
<td>Infection control (body fluids)/hygiene</td>
<td>CFOEC first aid procedures followed</td>
</tr>
<tr>
<td>Physical exertion</td>
<td>Check riding skills &amp; confidence of all participants before setting off on activity – test on level ground with markers. Alternate activity for non-riders.</td>
</tr>
<tr>
<td>Equipment</td>
<td>Activity brief to cover safety, use of brakes, stand up in pedals, road rules. Regular check of bikes-tyres, brakes, cables etc. Adjust bikes to suit individuals at the start of every session. Teacher to carry basic tools for simple repairs and adjustments.</td>
</tr>
<tr>
<td>Environmental/erosion</td>
<td>Sunsafe, BOM checked for weather (activity cancelled if dangerous conditions). Check tracks regularly – explain how to navigate tracks on bikes and demonstrate, adults to stand as spotters on tracks in difficult places.</td>
</tr>
<tr>
<td>Children lost on track</td>
<td>Have children stop at set locations for regroup frequently. Children ride in single file with instructor at front and other teacher or adult at rear. Radio communication between these people at all times.</td>
</tr>
<tr>
<td>Traffic</td>
<td>Students only cross roads with supervision. Students warned of road crossings and regroup at these places. Reinforce correct side of road for riding.</td>
</tr>
</tbody>
</table>

**Approval**

- [x] Approved as submitted

- [ ] Approved with the following conditions:
Approval

☐ Not approved for the following reasons:

By: Tony Bean
Designation: Principal
Signed: Date: 7/12/16

Once approved, activity details should be entered into the School Curriculum Activity Register by administrative staff.

Monitoring and Review (to be completed during and/or after the activity.)

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are the control measures still effective?</td>
<td>☒</td>
<td></td>
</tr>
<tr>
<td>Have there been any changes?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are further actions required?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Details: Reviewed 7 December 2015 by D Murchie, C Lee

Useful activity-specific links

- Curriculum Activity Risk Planner
- First Aid [http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/First-Aid.aspx](http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/First-Aid.aspx)
Managing Risks in School Curriculum Activities – Flowchart

Managing Risks with Chemicals in Department of Education and Training (DET) Workplaces

Queensland School Sport
https://queenslandschoolsport.eq.edu.au/Pages/default.aspx

Recreational Diving, Recreational Technical Diving and Snorkelling – Code of Practice 2011

Safe Work Australia – Safety Data Sheets (SDS)

Safety Data Sheets (SDS) and Labelling

Safety in Recreational Water Activities Act 2011 (Qld)

School Curriculum Activity Register

School Excursions and International School Study Tours

Working with Children Check – Blue Cards

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