

Holloways Beach Environmental Education Centre

Curriculum Activity Risk Assessment

Activity Details

CARA Creation Date: 06-Dec-2022			
Activity:	Challenge High ropes		
Activity Scope:	<p>This guideline is provided to support schools in implementing the Managing risks inschool curriculum activities procedure.</p> <p>The CARA planner must be used for the specific school context in conjunction with this guideline considering additional risks, hazards and controls and including environmental, facility, equipment and student considerations.</p> <p>For activities beyond the scope of this guideline, complete a CARA record using the CARA generic template.</p> <p>This guideline relates to student participation in challenge high ropes courses as an activity to support curriculum delivery.</p> <p>Challenge high ropes refers to any ropes activity where the participant's safety can no longer be achieved by spotting, and which requires safety systems such as harnesses, belay systems, specialist safety equipment or other established methods or systems.</p> <p>Note: This activity does NOT include structures or elements that involve abseiling, rock climbing, artificial surfaces climbing or bouldering.</p> <p>Depending on the scope of this activity, other risk assessments may be required when planning. Curriculum activities encompassing more than one CARA guideline (e.g. Challenge high ropes while Camping) must comply with the requirements of all CARA guidelines appropriate to the activity.</p> <p>Schools should consider conducting this activity at a Department of Education Outdoor and Environmental Education Centre (O&EEC) and consult with O&EEC centre staff for risk assessment requirements.</p> <p>For activities conducted at a non-Department of Education venue, and/or when engaging external expertise, request written risk assessment advice and attach it to this CARA record.</p> <p>For activities conducted off-site, schools must comply with the School excursions and International school study tours procedure.</p>		
Guidelines:	https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines		
Activity Description:			
Inherent Risk Level:	High		
Inherent Risk Level Description:	Any ropes activity for which the participant's safety can no longer be achieved by spotting, and which requires safety systems such as harnesses, belay systems, specialist safety equipment or other established methods or systems.		
Start Date:	Tuesday, 06 December, 2022	End Date:	Saturday, 09 December, 2023
On School Grounds:	No	Is parental permission required for this activity?	Yes

Activity Requirements

Reference to Australian Adventure Activity Standard , Challenge Courses Australian Adventure Activity Good Practice Guide and Worksafe safety alerts for high ropes adventure courses is required when planning this activity.	
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Permission/permits are required to be obtained from land managers (e.g. local councils or private landholders), if applicable.

Assessment and management of risks associated with [working at heights](#) must occur.

Due to the risk associated with falls from height additional fall protection must be applied.

Inspection and maintenance of the ropes course must comply with [AS2316.2.2:2016](#) Artificial climbing structures and challenge courses Flying foxes and challenge ropes courses – Operation requirements

Routine visual checks must be carried out by the adult supervisor leading the activity before each use of the course to ensure there is no obvious damage; the site is safe and; the integrity of the safety systems.

Operational inspection must be carried out by an adult supervisor who has a statement of attainment from a Registered Training Organisation (RTO) covering [SISOCHC005](#) Manage challenge course or similar every 3 months, or as indicated in the manufacturer's instruction, to confirm no damage or degradation.

Periodic inspection must be carried out at least once every year by an independent certified inspection body (e.g. registered builder of challenge ropes courses) and to include routine visual check; operational inspection; assessment of worn components; and where the inspector deems necessary dismantling of parts; excavation to reveal condition of items underground and/or routine proof testing.

If challenge ropes course is built in trees, the trees must be inspected by a competent person annually or as advised by the manufacturer of the high ropes course.

Records and/or certification of inspections must be made available to participating schools.

Students

Schools must consider age, maturity and skill level of students when planning curriculum activities. Adjustments are required for [students with disability](#) to support access and participation in the curriculum. Consult with the parents/carers of students with disability, or when appropriate the student, to ensure risks related to their child's participation in the activity are identified and managed.

Schools must consult current student medical information and/or health plans in accordance with the [Managing students' health support needs at school](#) procedure. Record information about any student condition (e.g. physical or medical) that may inhibit safe engagement in the activity and include specific support measures within emergency procedures.

Emergency and first-aid

Emergency plans and injury management procedures must be established for foreseeable incidents (e.g. rescue from height procedure).

Adult supervisors must have:

- emergency contact details of all participants;
- a medical alert list and a process for administering student medication;
- communication equipment suitable to conditions (e.g. two-way radio, mobile phone) and a process for obtaining external assistance and/or receiving emergency advice. Note that battery life can be impacted by weather conditions;
- recovery/rescue equipment suitable to the location (e.g. emergency position-indicating radio beacon [EPIRB], flares);
- an appointed emergency contact (e.g. the Principal, a park ranger, or local police) who is provided with a route card listing activity details (outline of the route to be followed, the number and names of the party, the estimated time of departure/arrival;
- emergency shelter/protection locations that consider foreseeable emergencies (e.g. injury, bushfire, thunderstorm, extreme temperature).

Safety procedures must be determined for the location (e.g. attaching to safety systems, out-of-bounds areas, location of first aid support and equipment).

Access is required to [First aid equipment](#) and consumables suitable for foreseeable incidents

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An adult with current emergency qualifications is required to be quickly accessible to the activity area.
Emergency qualifications include:

- [HLTAID009](#) Provide cardiopulmonary resuscitation (CPR);
- [HLTAID010](#) Provide basic emergency life support;
- [HLTAID011](#) Provide first aid;
- [HLTAID013](#) Provide first aid in remote situations;
- or equivalent competencies.

Induction and instruction

Induction is required for all adult supervisors on emergency procedures (e.g. rescue from height) and safety procedures (e.g. attaching to safety systems). If the activity is conducted at an off-site facility, induction is to be informed by advice provided in consultation with expertise at the venue.

Instruction is required for students and adult supervisors on correct techniques (e.g. belaying, correct use of equipment).

Consent

[Parent consent](#) is required for all activities conducted off-site and strongly recommended for high risk activities conducted on-site.

The activity requirements have been met and any additional requirements for the activity are included below or attached.



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Risk Management Details

Supervision	
For activities with students with a medical condition or disability that may impact on safety during the activity, consultation with parents is required prior to allocating supervision to determine the impact of students' medical condition or disability on safety during the activity.	<input checked="" type="checkbox"/>
The number of adult supervisors required to fulfil emergency and supervision roles must consider the nature of the activity, students' ages, abilities and specialised learning, access and/or health needs. The Challenge Courses Australian Adventure Activity Good Practice Guide should be consulted for supervision ratios and consideration given to: <ul style="list-style-type: none"> the nature of the challenge ropes course elements; line of sight and sound for supervision; and belay system and transfer (dynamic, static or continuous). 	<input checked="" type="checkbox"/>
Before the activity, all adult supervisors: <ul style="list-style-type: none"> must be familiar with the contents of the CARA record must assess weather conditions, and obtain accurate information other expected water conditions (if applicable) prior to undertaking the activity, inspecting the intended location in order to identify variable risks, hazards and potential dangers. 	<input checked="" type="checkbox"/>
During the activity, all adult supervisors: <ul style="list-style-type: none"> must be readily identifiable must closely monitor students with health support needs must closely monitor all students, removing participants for the safety of the group or individuals, if applicable must comply with control measures from the CARA record and adapt as hazards arise must suspend the activity if the conditions become unfavourable (e.g. poor visibility, extreme temperatures, high wind, rain, lightning, thunderstorms). 	<input checked="" type="checkbox"/>

Supervisor Qualifications	
All adult supervisors must comply with the Working with Children Authority - Blue Cards procedure and be able to identify, and respond to, risks or hazards that may emerge during the activity.	<input checked="" type="checkbox"/>
A registered teacher must be appointed to maintain overall responsibility for the activity.	<input checked="" type="checkbox"/>
At least one adult supervisor is required to be:	
A registered teacher with qualifications in SISOCHC003 - Lead challenge course sessions, high elements or similar and with competence (knowledge and skills) in teaching high ropes activities.	<input checked="" type="checkbox"/>
OR	

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<p>An adult supervisor other than a registered teacher, working under the direct supervision of a registered teacher, with:</p> <ul style="list-style-type: none"> • qualification or current accreditation in SISSS00124 - Challenge Course Supervisor or similar <p>or</p> <ul style="list-style-type: none"> • Certificate III in Outdoor Leadership or Certificate III in Sport and Recreation, similar or higher, with specialisations in appropriate activities or equivalent. 	<input checked="" type="checkbox"/>
<p>Refer to the Challenge Courses Australian Adventure Activity Good Practice Guide and SIS - Sport, Fitness and Recreation Training Package for further information on supervisor qualifications.</p>	

Facilities and Equipment	
<p>Location must be suitable for the activity being undertaken. Undertake a reconnaissance of new or infrequently used locations to ascertain suitability.</p>	<input checked="" type="checkbox"/>
<p>Vehicle access must be available at all times.</p>	<input checked="" type="checkbox"/>
<p>An AS1892 compliant ladder of sufficient height to reach the closest foot peg for an adult supervisor to be able to access the course must be available.</p>	<input checked="" type="checkbox"/>
<p>Participants must wear Personal protective equipment as relevant (e.g. firmly fitting enclosed non-slip footwear, clothing appropriate to activity and weather conditions).</p>	<input checked="" type="checkbox"/>
<p>Harnesses, helmets, ropes and lanyards must be provided for all participants in line with the following standards and practices:</p> <ul style="list-style-type: none"> • compliant with International Mountaineering and Climbing Federation (UIAA), European Community (CE) standard or equivalent (refer to UIAA safety standards for more information) • harnesses must be worn at all times and fitted correctly when on course, and connected by a safety line (rope or webbing/tape) to an appropriate anchor point or belay • helmets must be secured and correctly fitted for the duration of the activity. • the belay system or lanyard arrangement is appropriate for the expected fall factor of a climber. <p>Minimise the risk of entrapment or strangulation by arranging lanyards and connecting equipment to reliably maintain a sufficient gap between each other when loaded.</p>	<input checked="" type="checkbox"/>
<p>Equipment must be sized to match the ability and strength of students.</p>	<input checked="" type="checkbox"/>
<p>All equipment must be used in accordance with the manufacturer's instructions.</p>	<input checked="" type="checkbox"/>
<p>A process for checking for damage for all equipment used in the activity must be established and employed.</p>	<input checked="" type="checkbox"/>
<p>A log of equipment use, maintenance and inspection for each course must be kept and made available to participating schools upon request.</p>	<input checked="" type="checkbox"/>
<p>Equipment (e.g. harnesses, helmets, ropes, lanyards) must be retired by manufacturer's nominated expiry date or when significant wear appears that could impact the safety of the participant. A retirement of equipment policy developed.</p>	<input checked="" type="checkbox"/>

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Procedures used for belay systems must be suitable for the equipment and the task.	<input checked="" type="checkbox"/>
An appropriate safety system must be used when at height on all high elements.	<input checked="" type="checkbox"/>
Procedures and systems used should be consistent throughout the challenge course activity session.	<input checked="" type="checkbox"/>
An adequate rescue kit must be available and suitable for unassisted abseil, and/or haul and lower rescue techniques including, but not limited to, safety equipment used by adult supervisors as outlined in the Challenge Courses Australian Adventure Activity Standard Good Practice Guide .	<input checked="" type="checkbox"/>
If privately owned equipment is being used, Principal approval and owner consent/insurance details must be obtained prior to the activity.	<input checked="" type="checkbox"/>

Hazards and Control Measures	
Further to those listed, include any additional hazards and control measures considering the local context of the activity.	
Animal bites - stings, infection	
Adhere to established practices regarding the use of insect repellent, outlined in Insect viruses and allergies .	<input checked="" type="checkbox"/>
Brief all participants on basic first aid procedures for biological hazards they may encounter (e.g. snakes , ticks, leeches).	<input checked="" type="checkbox"/>
Environmental conditions - weather, surrounds, surfaces	
The school's sun safety strategy must be followed.	<input checked="" type="checkbox"/>
Follow the Managing excessive heat in schools guidelines when participating in very hot or extreme heat conditions.	<input checked="" type="checkbox"/>
Monitor participants for cold related illness (e.g. hypothermia) in cold weather conditions.	<input checked="" type="checkbox"/>
Ensure drink breaks occur regularly. Make water available for individual participants between drink breaks.	<input checked="" type="checkbox"/>
Faulty or dangerous equipment	
Check equipment prior to the start of each session. Pay particular attention to fastening systems when removable rope systems are used.	<input checked="" type="checkbox"/>
Injury	
Students aware of the location of emergency and first-aid equipment.	<input checked="" type="checkbox"/>
Physical exertion - exhaustion and fatigue	
Continuously monitor students for signs of fear, hesitancy, loss of balance, fatigue, disorientation and/or exhaustion.	<input checked="" type="checkbox"/>

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Adopt system of signals to clearly communicate the need for assistance if in difficulty.	<input checked="" type="checkbox"/>
Student issues	
Conduct appropriate lead-up activities (e.g. trust, cooperation, communication).	<input checked="" type="checkbox"/>
Provide suitable options to allow 'challenge by choice'.	<input checked="" type="checkbox"/>
Provide scaffolded experiences to build participant skill level, knowledge and experience.	<input checked="" type="checkbox"/>
Adopt a system of signals to clearly communicate the need for assistance if in difficulty.	<input checked="" type="checkbox"/>
Guide students through an activity or provide a demonstration prior to undertaking the activity.	<input checked="" type="checkbox"/>
Use trained, competent spotters and belayers where appropriate.	<input checked="" type="checkbox"/>
Remove accessories (e.g. jewellery) before participating.	<input checked="" type="checkbox"/>
Ensure fingernails and hair do not pose a hazard.	<input checked="" type="checkbox"/>
Implement procedures (e.g. buddy system, roll marking mechanisms) to account for all participants when participating off-site.	<input checked="" type="checkbox"/>
Visibility	
Ensure staff can easily recognise those students with health support needs and are familiar with their needs.	<input checked="" type="checkbox"/>
Glossary Belaying: Belaying refers to a variety of techniques used in climbing to exert friction on a climbing rope so that a falling climber does not fall very far. Spotting: support process provided by a person, or persons, who offer physical protection of the head and upper body of a person should they fall. Webbing/tape: Climbing specific tubular nylon webbing pressed flat. It is very strong. It can be made of Spectra/Dyneema or in combination with nylon.	
Additional links Queensland Outdoor Recreation Federation	

Staff/Other Participants			
Family Name	Given Name	Type	Other Participants Role
Cunningham	Meredith	Staff Member	N/A
Hamlyn	Sarah	Staff Member	N/A
Johns	Harrison	Staff Member	N/A
Milne	Lance	Staff Member	N/A

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Mulqueen	Terri	Staff Member	N/A
Thomas	Stephen	Staff Member	N/A
Woolcock	John	Staff Member	N/A

Approval Details

Approval Status: Approved			
Approval Officer Name:	Woolcock, John	Approval Date:	19-Jan-2023

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Planning Considerations

Which students will be involved?

- Consider the number of students, size of student groups and students' capabilities e.g. age, experience, competence, fitness, maturity.
- Consider any individual student needs e.g. personalised learning, support provisions (including behaviour support plans), health management (including health plans and prescribed medication requirements).

Where will the students be?

- Consider the location of the activity e.g. remote/easily accessible, public /private, school/classroom/workshop/other.
- Is the number of students appropriate for the available space?
- If outdoors – sunsafe 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.
- 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?

- Consider the nature and duration of the activity i.e. need for drinking water, food, rest, appropriate clothing, warm-up and warm-down.
- Instruction in rules and pre-requisite skills is provided.
- 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 e.g. 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, will not be shared between students.

What will the students be using?

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

Who will be leading the activity?

- A registered teacher has 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 competence (knowledge and skills) to plan, induct, instruct and manage the activity safely for students and others.
- There are sufficient adults present with current First Aid qualifications (including CPR) or ready access to qualified first aid personnel.
- Blue Card requirements are adhered to for leaders/volunteers.

I have incorporated the above factors when planning my risk management strategies for this activity.

Additional activity-specific requirements for students with specialised learning needs are provided in the Other Details box below.