| **Teacher(s):** |  | **Class(es):** |  |
| --- | --- | --- | --- |
| **Date(s)**of the activity | **Activity**(What activity will the students be doing?) | **Summary of Hazards/Risks**(as identified in [Step 1](#Step1)) | [CARA activity guideline](https://education.qld.gov.au/curriculum/school-curriculum/CARA/activity-guidelines) used (if available) | **Likelihood**1 - 5 | **Consequence**1 - 5 | **Risk Level**(Medium, High, Extreme) |
| E.g. *Term 2* | *Wheelchair Basketball* | *Participant hit with a ball* | *Basketball* | *3* | *2* | *Medium* |
|  |  | *Finger/hand injury due to collision*  |  | *2* | *2* |  |
|  |  | *Falls* |  | *3* | *2* |  |
| *Term 2* | *Ultimate disc* | *Participant hit in the head with disc* | *n/a* | *2* | *2* | *Medium* |
|  |  | *Falls* |  | *3* | *2* |  |
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**Curriculum activity risk planner**

A planning document to assist schools to identify the potential hazards associated with curriculum activities and the inherent risk level of activities, and to determine those activities that require further risk assessment

Step 1: Identify Hazards

This planner may be used by an individual teacher, a group of teachers developing a unit of work together, or a whole department developing its curriculum.

Hazards come in many forms – some are common and easily identifiable such as using machinery, falling from heights, javelin throwing and infectious diseases.

Others may be harder to identify, e.g. activities that would normally be low risk are riskier when they are done in a new or unusual way, with younger students, with large groups, in unfamiliar settings, or for the first time.

Hazards generally arise from the interaction between the:

* physical environment
* equipment used
* activity itself and its design
* competence (knowledge/skills) of the participants
* management of the activity.

Below is a list of common hazards. This is not exhaustive. Consider any other hazards when determining risk.

* Electricity
* Hazardous substances
* Dust or fumes (e.g. sawdust, smoke, gases)
* Sharp implements or objects
* Heat sources (e.g. cooking appliances, fires)
* Height/falling objects
* Fast moving objects
* Environmental conditions (e.g. isolation, rough terrain, sun exposure, bad weather)
* Restricted spaces
* Water (e.g. risk of drowning)
* High-risk tools or equipment
* Biological material (e.g. food, specimens)
* Student considerations (e.g. behaviours, medical conditions, special needs, supervision)
* Pressurised containers (i.e. gas containers, hydraulics, balloons)
* Noise (loud, continuous)
* Heavy body contact (e.g. contact sports)
* Physical exertion
* Vehicles

Step 2: Assess the Level of Risk

Determine inherent level of risk of curriculum activities. To do this, consider planned activities in terms of:

1. Which students will be involved (number, age, size, maturity, experience, ability, etc.)?
2. What will students be doing (running, jumping, swimming, cutting, cooking, etc.)?
3. What will students be using (equipment, tools, machines, heat, hazardous materials, etc.)?
4. Where will students be (kitchen, confined space, pool, creek, beach, at height, etc.)?
5. Who will lead the activity (competence, qualification, etc.)?

Risk assessments are best completed by more than one person, involving all those planning and delivering the activity.

Staff should be proactive and integrate the risk management process into routine lesson and curriculum planning.

For further information, refer to the [Managing risks in school curriculum activities](http://ppr.det.qld.gov.au/education/management/Pages/Managing-Risks-in-School-Curriculum-Activities.aspx) procedure.

Risk level is assessed by considering the **‘likelihood’** of an incident occurring in combination with the **‘consequence’** (e.g. injury) if it did occur.

The more likely an incident and/or the worse its consequence, the higher the risk will be.

Refer to the risk matrix as a guide to estimate an activity’s risk.

|  |  |
| --- | --- |
| **Likelihood** of an incident occurring | **Consequence** of an incident occurring |
| 1 -INSIGNIFICANTNo treatment required | 2 -MINORFirst Aid treatment required | 3 -MODERATEMedical treatment | 4 -MAJORSerious injury / specialist medical treatment / hospitalisation | 5 -CRITICALMultiple serious injuries/ disability/ loss of life |
| 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 |

Step 3: Determine the Control Measures

Your assessed inherent risk level of the activity will determine the minimum actions required.

|  |  |
| --- | --- |
| **Risk Level** | **Actions/Approval Required** |
| **Low** | * Manage risk through regular planning processes.
 |
| **Medium** | * Document risks and controls and manage through regular planning /or complete a CARA.
 |
| **High** | * Curriculum Activity Risk Assessment (CARA) (see Note below).
* Principal or head of program (e.g. DP, HOD, HOSES) to consider and approve risk assessment.
* Activity details to be entered in the *School curriculum activity register* if not using OneSchool.
 |
| **Extreme** | * Consider alternatives to the activity.
* Curriculum Activity Risk Assessment detailing significant control measures (see Note below).
* Principal to consider and approve Curriculum Activity Risk Assessment.
* Activity details to be entered into the *School curriculum activity register* if not using OneSchool.
 |

**When planning any curriculum activity**,complete the following steps:

1. **Identify the ‘hazards’** associated with the activity.
2. **Assess the level of risk** these hazards present.
3. **Determine inherent risk level** of activity overall.
4. For **High** or **Extreme** risk activities, complete a Curriculum Activity Risk Assessment on OneSchool or by using the [generic template](http://ppr.det.qld.gov.au/education/management/Procedure%20Attachments/Managing%20Risks%20in%20School%20Curriculum%20Activities/CARA-generic-template.docx), and obtain the required level of approval.

**Note:** [Curriculum activity risk assessment activity guidelines](https://education.qld.gov.au/curriculum/school-curriculum/CARA/activity-guidelines) are available for many common curriculum activities. If a guideline exists for a planned activity, adhere to its requirements as a minimum.