

RISK REGISTER AND EMERGENCY MANAGEMENT PLAN

This form provides one method of documenting the risk and emergency management process.

WHEN TO USE THIS FORM

This form is to be completed and submitted to the principal as part of the approval process for any excursion that involves:

- overnight stays
- interstate travel
- overseas travel
- adventure activities
- travel via air or sea.

This is also a useful tool for local and day excursions.

STEP 1 – ESTABLISH THE CONTEXT

Think about the activity, in particular:

- What are we doing? (Activity, location, participants, teacher in charge, supervising teachers)
- What can we do to make it safe/r? (Controlling the risk).

Review the Department's excursion policy and guidelines. Understand the supervision requirements and required staff qualifications.

STEP 2 – RISK IDENTIFICATION

Ask, what can go wrong?

When completing a risk assessment focus your thoughts on three critical areas:

1. People
2. Environment
3. Activity.

There may be some risks that don't fit in these categories e.g. educational outcomes, financial risk, reputational risk.

Using the risk register, identify the hazards and then identify the risks associated with the hazards. List them in the first two columns.

STEP 3 – RISK ANALYSIS

Identify the control measures in place to reduce the risk of your hazard. These will include current and additional controls. Remember that there are already control measures required or recommended through Department and school based policies and guidelines, such as student/staff ratios etc., so take these into consideration at this stage.

Use **Table 1** to determine the consequence of each risk.

Then use **Table 2** to determine the likelihood of each risk.

STEP 4 – RISK EVALUATION

The risk rating is determined by assessing the likelihood against the consequence. Use **Table 3** to do this.

Risks rated Low or Medium do not necessarily require further treatments as this level of risk is considered to be acceptable.

Risks rated High or Extreme require further treatments to reduce their level of risk to a more acceptable level.

See **Table 4** for more information on risk acceptability.

STEP 5 – RISK TREATMENT

Risk treatments can involve:

- reducing the risk

- sharing the risk (eg. outsourcing or insurance)
- avoiding the risk by changing or not undertaking the activity
- retaining the risk and creating an appropriate emergency response procedure.

Ask what can we do to make it safe/r?

If you need to reduce the risk, start by reassessing the existing controls in place to see if they can be improved.

Otherwise new treatments should be put in place.

Responsibility for implementing the treatments along with the due completion date should be assigned.

STEP 6 – MONITOR AND REVIEW

In the lead up to the excursion, the risk register should be reviewed regularly to ensure all information is up-to-date. Changes to the risk register may be required if certain factors change, for example, the weather, student/staff health, etc.

While on the excursion, staff should continue to monitor risks.

STEP 7 – COMMUNICATION

Communicate the risks with all staff attending the excursion. Ensure that each staff member understands their role in monitoring the risks.

ACTIVITY DETAILS *Step 1 – Establish the context*

Activity type	<i>Therapy Dog - Lottie</i>	Teacher in charge	Steven Trotter
Location	Inverleigh Primary School	Other supervising staff	NA
Year level/Class	Whole School		
Date	02/06/2022		

INFORMATION REQUIRED WHEN REPORTING A SERIOUS ACCIDENT

- Number of students injured, names of students injured
- Suspected injuries
- When it happened...Where it happened...What happened
- Current location of injured student(s)
- Student's present condition
- Condition of other group members and the name of the person who is with them
- What is currently happening
- Estimated time of next communication and method of communication

RISK REGISTER

Step 2 – Risk Identification		Step 3 – Risk Analysis	Step 4 – Risk Evaluation	Step 5 – Risk Treatment	
Risk <i>What are the hazards?</i>	Causes and Consequences <i>What is the harm associated with the hazard?</i>	Existing controls <i>What do we have in place to reduce the risk?</i>	Current risk rating	Treatments – for ratings High or above Remember to identify who is responsible	Due date of completion of Treatment
<p>People (skill, experience, health, fitness, behaviour). Add additional rows as necessary.</p>					
<p><u>Animal behaviour</u></p> <p>Staff, students, or visitors may be injured if the school therapy dog (Lottie) is not comfortable in a specific school environment and reacts badly, including bites or scratches.</p>	<p>Cause:</p> <ul style="list-style-type: none"> - Lottie gets a fright - Hurt or made uncomfortable - Needs time in safe space. <p>Consequence:</p> <ul style="list-style-type: none"> - Bites - Scratches - Growls - Snaps at 	<p>Lottie will receive ongoing formal training and socialising within the school, home and community environment. Lottie will be integrated into the school in a 'phased' step by step plan. Our aim is to have Lottie here 3 full days per week.</p> <p>Students and families are informed and warned of the hazards before Lottie commences onsite and families have the option to 'opt out'</p> <p>Students are taught appropriate behaviour around Lottie, what to do to prevent overstimulating or upsetting her and how to remain calm. For example, learning to understand and read Lottie's body language.</p> <p>Students are always closely supervised by Lottie's handler</p>	<p>Medium</p>	<p>In the event that a student, staff member or visitor is bitten or scratched by Lottie (even if only in a 'play' scenario), the family will be notified, and the details documented on the schools official management program. The injury is to be inspected by the first aid staff member to assess the injury and if required a qualified nurse or practitioner assess and provide specific medical treatment. The suitability of Lottie to re-enter the classroom for therapy work will then be reassessed by the Principal and School Council. Extra training through K9 Therapy Support is also an option if needed.</p>	<p>Ongoing supervision and ob</p>

		<p>(Steven Trotter) during all session while onsite. Students are never left unsupervised with Lottie. The school therapy dog (Lottie) will always be in the care and responsibility of her trainer and owner, Steven Trotter. If Lottie exhibits any warning behaviours such as growling, lowered ears, lick liping, teeth showing, back hair raised she will be removed immediately from students. Students across classes will help create the rules and make posters to inform and teach other students within the school how to behave around Lottie. Lottie will reside in Mr Trotter office. She will have a 'safe zone' (dog play pen) within the office for when she is not working. Another back up safe area will be portable to be set up in scheduled classrooms.</p>		
<p><u>Disease, Illness & Allergic Reactions</u></p> <p>Staff, students or visitors could suffer ill health if they come into contact with animal faeces/urine or have an allergy to dogs.</p>	<p>Cause:</p> <ul style="list-style-type: none"> - Lottie eating students food and getting sick. - Not cleaning areas sufficiently - Student having an unknow allergy <p>Consequence:</p> <ul style="list-style-type: none"> - Allergic reaction - Sickness student/Lottie - Not meeting health standards 	<ol style="list-style-type: none"> 1. All immunisations are kept up to date in accordance with the Australian Vet standards. Mr Steven Trotter is responsible for keeping a register for this and making available for staff, families or visitors upon request. 2. Flea and tick treatment is carried out on a monthly basis. 3. Worming treatment is carried out on a monthly basis as per the Australian Vet standards. 4. Students will be requested to eat all foods at their desks, away from Lottie to avoid crumbs on the floor. If this in unavoidable, Lottie will be placed in her dog pen during eating times and the floor will 	Medium	

		<p>be vacuumed to avoid Lottie eating from the floor.</p> <ol style="list-style-type: none"> 5. Inverleigh Primary School is to consistently keep an updated list of all students with known allergies and these students are not to participate in any therapy dog work. 6. Lottie will be taken out regularly to a designated area for toilet breaks only by her trainer/owner Steven Trotter. 7. All waste produced by Lottie, whether accidental or routine, is handled and disposed of hygienically by Mr Steven Trotter. Contaminated items and surfaces are immediately washed and disinfected. 8. Students and adults must always wash their hands or sanitize after handling Lottie. 9. Immediate medical assistance will be sought where an allergic reaction does not subside once the animal and afflicted person are kept apart. 			
<p><u>Animal Phobias</u></p> <p>Staff, students or visitors could suffer distress themselves or distress the school dog if they become scared or upset around the school dog.</p>	<p>Cause:</p> <ul style="list-style-type: none"> - Unfamiliar with Lottie - Bad experience with dogs previously - Doesn't understand the structures or process with Lottie. <p>Consequence:</p> <ul style="list-style-type: none"> - Scared response - Fear shared with Lottie - Not approaching Lottie in an appropriate manner 		Low		

	<ul style="list-style-type: none"> - Not following the identified safety rules and responses to Lottie 			
<p><u>School emergency evacuation (including drills)</u></p> <p>The dog could become distressed by the evacuation and behave in an unexpected way, become defensive or try to escape.</p>	<p>Cause:</p> <ul style="list-style-type: none"> - Unfamiliar Alarm - Heightened movement - Loud unfamiliar crowded movement <p>Consequence:</p> <ul style="list-style-type: none"> - Lottie gets scared - Unsettled - Runs or leaves with the commotion 	<ol style="list-style-type: none"> 1. The school therapy dog (Lottie) is accompanied by her trainer Mr Trotter at all times. 2. In the event of an emergency evacuation, Lottie will stay with her trainer and walk with the class to the designated area. 3. Where possible, Lottie is to be present for sounding of the alarms outside of school hours to observe her response. 4. If Lottie manages to escape from the owner / trainer during the evacuation, the adults must still evacuate immediately and notify staff outside of her absence. 	Low	
<p><u>Claim is made against school</u></p> <p>A parent or visitor could make a claim against the school relating to the behaviour of the dog</p>	<p>Cause:</p> <ul style="list-style-type: none"> - Any of the above risks - Family misinterpretation of Lottie's roles <p>Consequence:</p> <ul style="list-style-type: none"> - DET legal division support 	<ol style="list-style-type: none"> 1. Inverleigh Primary School has public liability insurance which covers liability for a working therapy dog where a full risk assessment has been completed. 2. Lottie will continue to train as a therapy dog and socialise with people, other dogs and other places outside of the school regularly to ensure she learns and continues to behave in a positive manner. 	Medium	

EMERGENCY MANAGEMENT PLAN *add additional details as necessary*

Key contacts

Teacher in charge	Steven Trotter	Venue contact	Inverleigh PS
First aid staff	Olivia W, Anne C	Principal	Steven Trotter Inverleigh PS
School reception	Anne Cunningham	Assistant Principal	N/A
DET – Incident Support and Operations Centre	1800 126 126 (24 Hours)	School 24 hour contact	NA

Local emergency contacts

Nearest Hospital	Geelong Hospital	Fire/Police/Ambulance	000
Nearest Medical Centre	Bannockburn Medical Centre	CFA	000
SES	132500	Other	

Evacuation response (attach maps and mark locations if required)

Access points (emergency vehicles, helicopter etc)	54 High Street Inverleigh	Time for school support to arrive	10-20mins
Assembly points	As per emergency evacuation maps displayed at Inverleigh PS	Travel time to nearest medical help	10 mins

Emergency Response Procedure

For students or staff with an existing medical management plan (e.g. Anaphylaxis Management Plan, Asthma Management Plan etc) please attach the plan to this document. There is no need to complete additional emergency response procedures unless it is deemed necessary by the principal.

