



EOTC Safety Management Plan

Board Approval

The School board supports and endorses EOTC at all levels in the school/kura and approves this Safety Management Plan (SMP).

APPROVED BY		
Presiding Member, School Board	Signature	Date (d/m/y)
Principal	Signature	Date (d/m/y)

Background Context

Description of Organisation

[SCHOOL NAME] is a State High School located in [Location].

Refer to <https://www.ourschool.nz> for further information.

Education Outside The Classroom (EOTC)

What is EOTC?

Education Outside The Classroom includes curriculum-based teaching and learning activities that go beyond the walls of the classroom, and extra-curricular activities.

EOTC includes activities at the school/kura, in the local community, and in regions further afield, including overseas. It includes:

- Curriculum-based activities such as localised curriculum activities and outdoor education camps.
- Extra-curricular activities, where participation is voluntary, such as all types of sports events/competitions or cultural activities.

NOTES:

In the section below provide enough information to give the school's context for EOTC, including the connection to the school's vision, localised curriculum, scope of EOTC, and special character of school.

Scope at our School

At our school EOTC includes:

- [Local curriculum trips](#)
- [Water based activities](#)
- [School Camps](#)
- [Senior secondary outdoor education programmes](#)
- [Sports events](#)
- [Cultural events](#)
- [Field trips](#)

Rationale

Experiences outside the classroom reinforce learning by enabling ākonga to make connections between what they have learnt in the classroom and the world beyond the classroom. EOTC experiences give ākonga opportunities to demonstrate the knowledge, skills, attitudes and values, and key competencies identified in the New Zealand Curriculum/Te Mātaiaho or Te Marautanga O Aotearoa. EOTC provides opportunities to embed mātauranga Māori in our localised curriculum.

The EOTC programme is important to Our School, and aims to provide:

- Opportunities beyond the classroom to support learning in all areas of the curriculum
- Inclusivity for all ākonga
- Opportunities to engage with community and iwi
- Opportunities for all ākonga, of all abilities, to discover, enjoy, learn, and develop in outdoor, sport, leisure and recreational contexts
- Safe learning experiences across a variety of contexts and environments.

Our School recognises the potential benefits to kaiako and ākonga through experiencing acceptable risks. The school's EOTC programme will aim to strike the right balance, so that real risks are managed and learning opportunities are experienced to the full.

Explanation of the EOTC Safety Management Plan

The EOTC Safety Management Plan fits within the [\[Our School\]](#) wider Health and Safety System as outlined below.

Overarching School Safety Management System

The EOTC Safety Management System (made up of the EOTC Safety Management plan and EOTC Toolkit) forms part of the overarching school safety management system. Other areas of the school will have their own Safety Management Plans (e.g. Property, Technology).

Strong Safety Culture

Requires:

- Everyone taking personal responsibility for safety
- Safe behaviour
- School values are enacted
- Positive, involved leadership
- Planning for successful inclusion

EOTC Safety Management Plan

Consists of :

- School Context
- Annual Safety Improvement Plan
- Roles and Responsibilities
- Event Procedures

How **[Our School]** plans to manage and improve EOTC safety. The plan describes the roles and responsibilities that support the development and delivery of safe EOTC activities. The procedures outline planning, running, and reviewing EOTC activities, including risk management, staffing, incident reporting and reviewing any emergency response.

EOTC Toolkit & EOTC Coordinator Toolkit

Used to gather, record, and provide safety information.

EOTC Annual Safety Improvement Plan

The Health and Safety at Work Act 2015 states that one of the purposes of the act is “providing a framework for continuous improvement and progressively higher standards of work health and

safety” ([Health and Safety at Work Act 2015 - Continuous Improvement](#)). The EOTC Annual Safety Improvement Plan sits within the school’s wider annual health and safety improvement plan.

Schoolwide Health and Safety Goal

NOTES:

Add the school’s health and safety goal if there is one (or more). This is set by the school board.

Ensure a safe and healthy learning environment for all students, staff, and visitors by implementing comprehensive health and safety measures in accordance with New Zealand regulations and good practice.

Safety Objectives for EOTC

Target	Measured by
1. Develop and implement a new EOTC Safety Management Plan	a. New EOTC Safety Management Plan completed by end Term 3
2. All staff trained in, and engaged with, new EOTC Safety Management Plan (including EOTC processes)	b. EOTC Safety Management Plan Professional Learning for all staff during Term 4 c. All new staff are inducted into the new system within 4 weeks of starting (or before their first EOTC involvement).

Planning for Safety

Annual Safety Calendar

The EOTC Coordinator will plan the following safety actions each year:

- Staff induction – for all new school staff
- Staff training – new and returning staff as required
- Regular safety communication ([safety updates](#), [health & safety on meeting agendas](#))
- Emergency response practice (EOTC context)
- Facility and equipment checks
- Safety reviews, including of the **EOTC Safety Management Plan** (as below)
- The development of an **EOTC Annual Safety Improvement Plan**.

Maintenance and Review of EOTC Safety Management Plan

Our School recognises the need to continually improve health and safety systems, and performance.

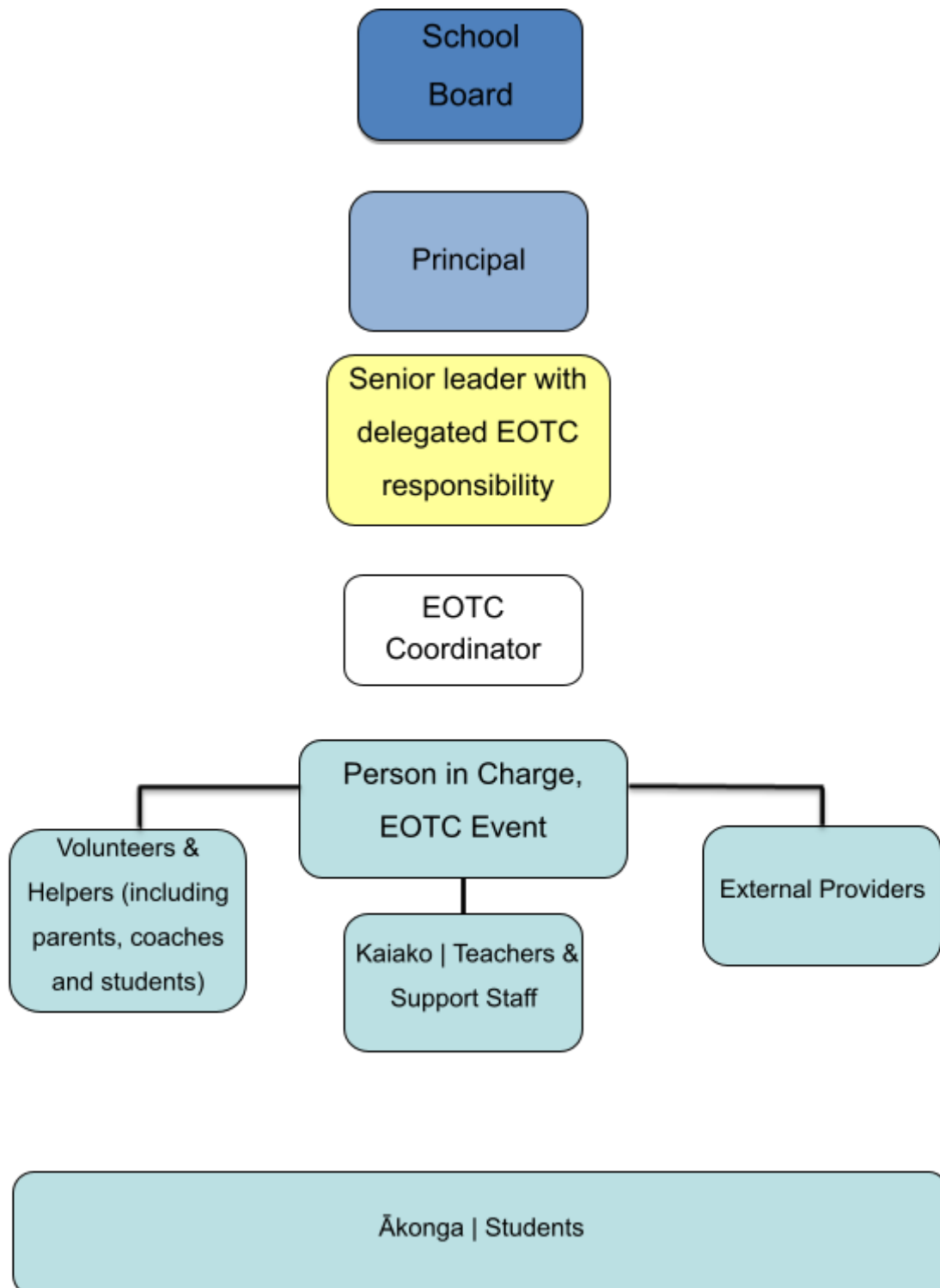
The following processes will support this focus on continual improvement:

- Reviewing significant EOTC events by the Person in Charge of the event, including where possible ākonga and whānau voice, with findings reported to the EOTC Coordinator
- Ongoing monitoring of EOTC delivery by the EOTC Coordinator/senior school staff to ensure compliance to, and/or identify opportunities to improve safety management
- An annual review of the safety management system by the EOTC Coordinator including:
 - Updating an inventory of EOTC events throughout the year
 - Checking for ongoing compliance to new and changing legislation, standards, codes of practice, good practice guidelines and similar
 - Checking for changes in current good practice
 - Reviewing the effectiveness of risk management processes
 - Identifying professional learning and development opportunities for staff
 - Analysing incidents and near misses, and any incident trends
 - Reviewing emergency procedures
 - Reviewing health and safety goals and targets, developing action plans to support improved safety performance (Annual Safety Improvement Plan) and keeping records of progress.
- Considering external review of safety management systems on a regular basis, 3 yearly and/or following a serious incident
- The EOTC Coordinator ensuring that:
 - Reviews are conducted by people with current competence in the activity
 - Opportunities for improvement are identified
 - Outcomes are communicated to staff and other relevant parties
 - Actions arising from reviews are implemented.

EOTC Roles and Responsibilities

NOTES:

Below is an example of a common structure - replace this with your school's structure and job titles and add the appropriate links.



The School board/ Principal (Governance)

The school board and principal are responsible for ensuring EOTC activities are carried out safely and that they understand the EOTC Safety Management Plan. The school board has responsibilities under National Education and Learning Priorities, including to ensure places of learning are safe and inclusive. They must comply in full with any legislation currently in force, or that may be developed, to ensure the safety of ākonga, staff, and others.

The school board and principal will ensure that:

- All EOTC practices are equitable, inclusive, and culturally appropriate for all ākonga, in line with the school vision/values and commitment to Te Tiriti o Waitangi.
- All EOTC activities have a specific purpose. These purposes are either related to the curriculum or are extracurricular activities that align with the school's vision and values.
- All EOTC practice is in accordance with the school's overarching Health and Safety Management System and the EOTC Safety Management Plan.
- Resources are provided to establish, implement, maintain, and continually improve the EOTC Safety Management Plan.
- There are opportunities for adequate ongoing professional learning for all kaiako, support staff and volunteers involved in EOTC.
- Responsibility for coordinating EOTC in the school/kura has been assigned to competent staff (the principal, the EOTC coordinator, a senior staff member, or a committee) and is adequately resourced, including provision for successful inclusion of all ākonga.
- Informed consent from parents/caregivers is obtained appropriate to the level of risk involved with the activity.
- Recommendations from the review of any incidents that either harmed or might have harmed any staff member, volunteer, or ākonga are implemented.

The school board presiding member and the principal sign this document to acknowledge their support and resourcing of EOTC.

NOTES:

Some of these responsibilities in the lists under each of the role headings below may be delegated to other roles in your school. Move the responsibilities in these lists to reflect the roles in your school (i.e. you may not have all of these roles but all of these responsibilities need to sit with someone).

Principal (Management)

It is the responsibility of the principal to ensure that planning, processes, and procedures are in place across all EOTC activities, and that these are current and appropriately delegated and implemented.

This will include ensuring that:

- Responsibility is delegated for coordinating EOTC to competent staff (the EOTC coordinator, a senior staff member, or a committee) and adequately resourcing the EOTC system.
- Strong safety leadership is provided to foster and support a strong safety culture within the school's EOTC.
- The school/kura has EOTC policy and procedures to implement the schoolwide Health and Safety, Child Protection, Inclusion and Diversity, and Privacy policies.
- EOTC procedures are in place to support the EOTC policy.
- The school's EOTC policy and procedures are monitored to check that what is stated is actually occurring in practice.
- All EOTC experiences are inclusive and equitable for all ākonga.
- Regular review occurs to ensure systems are current and are being continually strengthened, and support the school vision for ākonga.

EOTC Coordinator (Senior leader &/or EOTC coordinator)

The senior leader with EOTC responsibilities/EOTC coordinator is the person(s) with full overview of EOTC in the school/kura.

NOTES:

EOTC coordination may be split across multiple staff (principal, senior leader, teaching or support staff) or be one person's role depending on school size and staff experience. The responsibilities listed here should be divided and listed under the roles created in your school.

The senior leader with EOTC responsibilities/EOTC Coordinator ensures that:

- EOTC procedures are in place to support the school's EOTC and Health and Safety policies.
- EOTC is aligned with the school's values and curriculum, and is integrated into the school programme.
- Staff have an appropriate understanding of the EOTC Safety Management Plan, processes, and requirements, and are promptly informed of any changes.
- All staff perform relevant safety tasks and complete safety processes (for example, activity planning, risk identification, incident reporting).
- All incidents and/or near misses are accurately recorded, reported, and properly investigated.
- Emergency response systems and plans are in place and practised regularly so everyone is prepared to respond to potential emergency situations.
- The performance of the EOTC Safety Management Plan is reviewed, evaluated, and reported to the school board and principal.
- Standard Operating Procedures and Emergency Response Guidelines are reviewed annually against current good practice and any changes made are communicated to the staff.

- EOTC trip reviews and evaluations are analysed annually to identify trends or patterns that need addressing.
- Periodic external review is considered.
- The current Ministry of Education EOTC Guidelines is read and understood.
- Competence (skills, knowledge, and experience) and suitability (to work with young people) of everyone involved in EOTC events is checked and meets good practice.
- Only staff who demonstrate competency are approved to lead EOTC events.
- Roles and responsibilities of all persons involved and the procedures to be followed are clarified, understood, and accepted.
- The Child Protection and Privacy policies are enacted, including any required safety checking and/or police vetting.
- All EOTC experiences are inclusive and equitable for all ākonga.
- Support plans are in place (where relevant) and are followed to ensure the successful inclusion of all ākonga, especially those who have disabilities, rainbow and gender diverse ākonga, and/or others who require support.
- An EOTC professional learning and development plan is in place for staff.
- New staff receive EOTC induction when starting at the school and prior to them being involved in any EOTC events.
- Communication devices are available, and a communications plan is in place for EOTC events.
- Plans to respond to emergencies or traumatic incidents are in place, and all staff are familiar with them.
- There is a clear process for dealing with the media.
- Where safety equipment and/or clothing is required, it is provided, and systems are in place for its correct use, safe storage, and maintenance.
- Where there is deviation from the EOTC policy or procedures in the planning and/or approval process, there is clear documentation of the reasons for it, and how it is being managed and reported to the principal/school board.
- All external providers used for EOTC meet good practice criteria. If they are providing an adventure activity (as defined by the Health and Safety at Work (Adventure Activities) Regulations 2016) they are a registered adventure activity provider.

Person in Charge (PIC) of an EOTC Activity

This could be kaiako or in the case of a school/kura contracting an external provider to deliver EOTC there is likely to be two PICs (one representing the school/kura and one representing the provider).

The PIC is expected to ensure:

- Clear links are made to New Zealand Curriculum/Te Mātaiaho or Te Marautanga O Aotearoa for curriculum-based activities and these are known by all involved.

- The EOTC experience is inclusive and equitable for all ākonga, including diverse ākonga that require additional support.
- Support plans for these ākonga are in place, resourced appropriately and followed.
- Overall responsibility for safety management is accepted, and any action required to ensure that the level of risk is kept at an appropriate level is taken.
- Any variation to the plan that may elevate the risk or any uncertainty that following the plan is no longer safe enough is communicated and permission given from the original approver prior to making any changes during the activity.
- All EOTC safety management policies and procedures are adhered to.
- Child Protection and Privacy policies are followed.
- Documentation is completed within required timeframes.
- Roles and responsibilities have been clarified and agreed to before the activity.
- Staff and volunteers have the required competence for their agreed roles.
- The activity and venue are checked before the event, ensuring accessibility, safety and gender inclusive bathrooms are provided.
- All practicable steps are taken to identify, assess and manage risks, and communicate risk and hazard information to staff, volunteers and ākonga.
- Emergency procedures are identified and conveyed to all staff, volunteers and ākonga.
- Appropriate safety equipment and clothing (personal protective equipment) is available, and everyone knows how to use it when needed.
- Adaptive equipment is provided for ākonga who require it to participate fully.
- Equipment is returned to storage clean and in good repair and the equipment log has been completed for all safety related equipment.
- Ākonga participating in an EOTC activity have access to a currently qualified first aider.
- Readily accessible lists of all the participating ākonga, activity leaders, and assistants are available. These should include emergency contact details, health profiles, accessibility requirements and any other relevant information.
- Means of communication that work at the activity location are taken to the event.
- Informed consent is obtained from parents/caregivers by providing sufficient information about an EOTC event, in writing and/or in briefing sessions. Arrangements are made for parents/caregivers whose first language is not English.
- Their role is overseeing, managing, and responding to any situations for the whole group of ākonga rather than being allocated direct responsibility for a specific group of ākonga (where multiple groups and staff are involved).
- Individual ākonga needs and any risks associated with these are identified and managed, including educational, cultural, gender, health, medical, nutritional, accessibility and behavioural needs.
- Activity leaders are provided with weatherproof copies of emergency procedures and contact details to take into the field.

In the case of multiple PICs there needs to be very clear lines of communication to ensure all the responsibilities are covered. For small groups, the PIC role and the activity leader role may be held by the same person. There should be a contingency plan in place enabling the PIC to be freed up from activity leadership to move into the PIC role when needed.

Activity Leaders

Activity leaders work under the leadership of a Person in Charge (PIC) and can be kaiako, coaches, other staff, external providers (for example, instructors), adult volunteers, senior school ākonga, or tertiary ākonga.

Activity leaders are expected to:

- Meet the core competencies of an activity leader in the EOTC Guidelines.
- Only accept responsibility for leading activities that they have competence for. Saying “no” to leading an activity is an accepted and respected response.
- Have a good understanding of the activity safety procedures having been briefed prior to the activity and enabled to ask questions.
- Brief assistants on their specific role and responsibilities, the activity outcomes, their allocated ākonga and the relevant school or external provider safety management procedures and/or policies that apply.
- Instruct ākonga in appropriate safety procedures, and have practised these for themselves.
- Ensure that ākonga are encouraged, not forced or pressured, to participate in activities in a supportive group environment (‘challenge by choice’ principle).
- Foster and practice an inclusive and equitable environment for all ākonga, including disabled and gender diverse ākonga.
- Assess the needs and capabilities of ākonga against the demands and goals of the activity and make any necessary adjustments to the programme.
- Take all steps (as far as is reasonably practicable) to ensure their own safety and the safety of other staff, contractors, volunteers, and ākonga during EOTC activities and ensure that no action or inaction on their part causes harm to any other person (as required by Health and Safety at Work Act 2015).
- Comply (so far as they are reasonably able) with any reasonable instruction, policy or procedure that is given by the school/kura or external provider to allow the school/kura or external provider to ensure health and safety of their workers and others (as required by Health and Safety at Work Act 2015).
- Manage risk during the event.
- Cancel an EOTC activity if an identified risk or hazard cannot be adequately controlled.
- Understand and know how to implement any applicable contingency plans and report all incidents.
- Use appropriate safety equipment and/or clothing when required.

- Understand and know how to implement safety procedures for specific activities and use of equipment.
- Refer to equipment logs before any equipment is used.
- Use adaptive equipment for ākonga who require it.
- Take first aid kits, emergency equipment, and a means of communication that will work in the location of the event.
- Ensure all equipment is returned to storage, cleaned and in good repair, and that usage and repair logs are completed.
- Ensure there are adequate breaks for food and hydration during an EOTC event.
- Ensure that any variation to the approved plan is discussed with the Person In Charge prior to making any changes during the activity.

Assistants

Assistants can be kaiako, support staff, adult volunteers, and tertiary or senior ākonga. They differ from an activity leader in that they do not necessarily have the required competence for the activity leader role. Such people should be assigned to an activity leader as an assistant.

They should be provided with and discuss with the activity leader any relevant information about the ākonga in their group (including medical details) that will allow them to effectively supervise the group and support safe ākonga learning.

They must be briefed on the risk management and emergency procedures for the activity. The level for supervision of an assistant should be in proportion to the level of risk in the activity. Supervision of an assistant may, therefore, be direct or indirect.

Assistants are expected to:

- Follow the instructions of the activity leader and Person In Charge.
- Be well briefed on their role and ask questions if they are unclear.
- Keep confidential all ākonga information that is shared with them, in accordance with the school's Privacy policy.
- Stop the activity and notify the activity leader if they think the risk to the health or safety of the participants in their charge is unacceptable.
- Help with behavioural support and individual ākonga needs in accordance with their agreed role and any support plan provided.
- Only accept a role that they are competent and confident to carry out.
- Not allow themselves to be left in sole charge of participants, except where it has been previously agreed.
- Not be alone with ākonga or place themselves in vulnerable situations.
- Speak to the Person In Charge or the activity leader if they are concerned about their own health or safety or that of participants at any time during the EOTC experience.

Ākonga

Are expected to:

- Take reasonable care for their own health and safety.
- Take reasonable care that their acts or omissions do not adversely affect the health and safety of other persons.
- Have had an opportunity to contribute to the health and safety procedures for the event.
- Comply, so far as reasonably able, with instructions given to them by the Person In Charge, activity leader or activity assistants.
- Ask for support when they need it, knowing that their mana will be upheld and that they are in an inclusive, supportive environment.
- Inform the assistant/activity leader if they feel unsafe and/or if they identify any unsafe equipment or actions.
- Actively participate in line with the school's vision and values in an inclusive and supportive manner.

Parents/caregivers and whānau of ākonga who participate in EOTC

Are expected to:

- Provide consent for their child to participate, having been informed of and then acknowledging the risks involved.
- Asking questions of the school/kura if there is anything that they are unsure of.
- Provide updated emergency contact details to the school/kura.
- Provide any information regarding the emotional, psychological and physical health of their child that may be relevant to the EOTC event.
- Participate in the development of an individual ākonga support plan if applicable.
- Help prepare their child by talking about the event, including expectations of the school/kura when participating, and helping them to obtain everything on the gear list (the school/kura may have gear available or be able to assist).

Further information on these roles and responsibilities can be found in chapter 2 of the Ministry of Education EOTC Guidelines.

EOTC Event Procedures

NOTES:

In the section below, you should describe the system teachers use and how they access this within your kura. You could use a flowchart or instructions to illustrate this.

This section provides an overview of the processes used to plan, prepare for, implement, and review Our School's EOTC events.

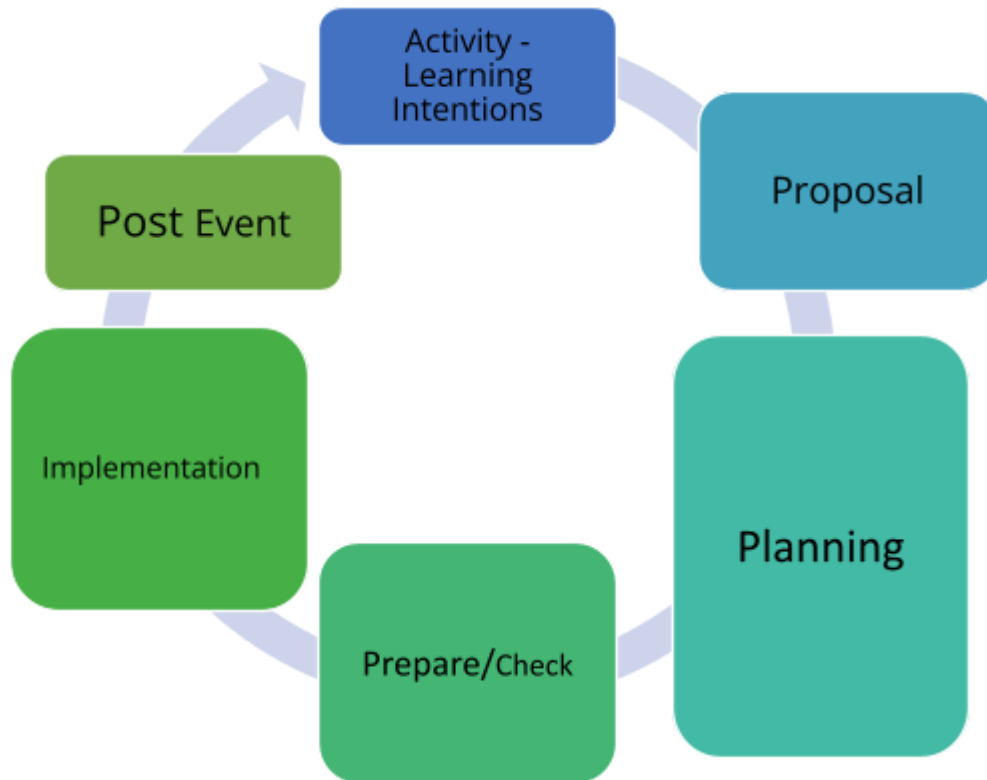
The forms that the school uses to support these processes have been modified from the recommended EOTC Guidelines Toolkit found on the Outdoors Education New Zealand website (<https://eonz.org.nz/eotc-management/eotc-smp-template-and-tool-kit-forms/>). The forms are identified throughout this document by bold italics (e.g. ***EOTC tool.doc***) and can be found [[describe the location where your school stores the forms and how to access them](#)].

NOTES:

The toolkit of forms should be downloaded, modified and stored on the school's system. Hyperlinks should be added that link from the forms back to these procedures so that staff can access guidance in filling them out. Hyperlinks should also be created from this document to each form as appropriate.

EOTC Management Process

EOTC Procedures Flowchart



PROPOSAL, PLAN and PREPARE	Initial Proposal: • Purpose • Logistics • Initial Risk Assessment • Proposed Staffing • Budget/costs Approval given to go ahead with detailed planning
	Risk Management • Identify the hazards • Assess – Risk Rating Matrix • Manage the risks • Monitor Staff Competence – including volunteers • Skills required • Recruit • Internal staff

	• External contractor, provider or volunteers • Induct/train • Support/monitor/review • Engaging external providers (multiple PCBUs) Communication with Parents • Information • Risk disclosure • Medical, mental health, development or behavioural issues information • Consent • Individual ākonga support meetings and plans Logistics detail • Event Management Plan • Transport • Accommodation • Meals • Communication • Equipment, including adaptive equipment • Contingency • Emergency Planning Week Prior: • Gathering and checking resources • Collating information • Checking updates on site/weather/conditions Final Approval - check: • Purpose • Logistics • Risk Assessment • Staffing • Budget/costs
IMPLEMENT	Departure Day: • Check conditions and make decision to continue, postpone or cancel • Communicate any changes • Check staffing and ākonga attendance and update documents • Replacement staff with equally competency if necessary • Ensure equipment, medication, correct clothing/footwear, communication devices, first aid kits are in place • Final briefing with all staff and volunteers • Briefing with ākonga • Intentions left at school Throughout: • Continually monitor hazards, assess risks and make appropriate decisions

	• Communication, including with external providers e.g., ongoing briefings and pre activity discussions, daily decisions • Incident reporting • Ongoing Emergency Response Planning: • potential situations discussed • clear response for tasks, communications, emergency rescue articulated
POST EVENT	• Reporting • Review and Evaluation • Equipment logging • Clean up

Proposal and Initial Approval

The first stage of the process is to gain initial approval for the event. Use the **Event Proposal, Approval and Intentions form** to provide an overview of the proposed event, including the proposed purpose, logistics, initial risk assessment, and proposed staffing.

When completing the Event Proposal, consider:

- The purpose
 - Clear learning intentions and desired learning outcomes are articulated, and links to the curriculum identified (for curriculum events)
 - Locating the best place (with the lowest level of risk) to achieve these outcomes
 - Identifying ākonga learning and support needs
 - Identifying additional benefits for ākonga. E.g. connect with the local community, develop independence etc.
- Initial risk assessment
 - Identify the 'high level' risks that could be encountered. E.g. transport to and from the event, risks associated with the activity and/or the environment.
- Category
 - Use the Event Category table (next page) to identify which category the activity fits within, and what preparation and approvals are required.

Once initial approval is provided, event planning can continue. Final approval is required before the activity can go ahead.

Tools Used

- ***Event Proposal, Approval and Intentions form***

Event Category Table

The level of planning should reflect both the level of risk and the complexity of the event. Events that fall into the medium to high risk category below require the same approval, consent and areas of planning but **the higher the level of risk and the complexity of the event the more in depth the planning should be.**

A **high-risk activity** has a heightened potential for serious harm due to the nature of the activity, the participants involved and/or exposure to significant hazards such as water, height, speed, extreme weather conditions, dynamic environments, chemicals or animals. High risk activities often require specialised safety measures, equipment, and/or expertise.

	Low Risk	Medium to High Risk	Overnight
Event type	Routine and expected activities and environments - School grounds - Supervised local visits. E.g. Trip to supermarket, Science trip in Botanical Gardens.	Where risk exposure is greater than what would typically be the case at school. - Adventurous activities. - Hazardous environments including but not limited to water, speed, height, chemicals, extreme weather conditions, technical equipment or animals. - Unpredictable environments. E.g. Agricultural Field days visit (medium), Field trip to the beach (medium), Day ski trip (high), Swimming at the beach (high), Rock climbing programme with OE class (high).	Including residential and overseas trips. E.g. Sports trip, Duke of Edinburgh tramp, Overseas art trip.
Approval	Leader of learning/Team leader approval EOTC Coordinator approval	Leader of learning/Team leader approval EOTC Coordinator and/or Principal approval	Leader of learning/Team leader approval EOTC Coordinator approval Principal and/or Board approval
Consent/ caregiver information	- Blanket consent - Parent/caregiver notification, information and consent	- Parent/caregiver notification, information and consent - Specific risk disclosure	- Parent/caregiver notification, information and consent - Specific risk disclosure

Planning	Includes but not limited to: • Activity proposal • Staffing allocated, supervision structure • Ākonga medical lists • Ākonga attendance roll • Individual ākonga support plans (if required) • Emergency contact information • Standard operating procedures • Emergency response guide • Venue/Site plan and information (if relevant) • Transport plan (if relevant) • External provider contracts (if relevant)	Includes but not limited to: • Activity proposal • Staffing allocated, supervision structure • Risk assessment • Itinerary/programme • Ākonga medical list • Ākonga attendance roll • Individual ākonga support plans (if required) • Emergency contact information • Site plan and information • Emergency response guide • Venue/Site plan and information (if relevant) • Transport plan (if relevant) • External provider contracts (if relevant)	Includes but not limited to: • Activity proposal • Risk assessment • Staffing allocated, supervision structure • Itinerary/programme • Ākonga medical list • Ākonga attendance roll • Individual ākonga support plans (if required) • Emergency contact information • Site plan and information • Emergency response guide • Venue/Site plan and information • Transport plan • External provider contracts (if relevant) • Special considerations for overseas trips (if relevant)
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Plan and Prepare

Having gained initial approval, detailed planning begins:

Risk Management Planning

Identify - what could go wrong? Why would this happen?

Use the ***Risk Assessment and Supervision form***

Considering the level of risk associated with:

- The activities involved in your event
- The venues/physical environs that you'll be using – including access, physical features
- Any environment related effects – weather, tide, traffic
- The people involved (staff and participants) – number, competence, behaviour, additional support required, health, fitness
- The equipment that you'll be using, including adaptive equipment
- Transportation



Assess – which hazards need to be managed?

- Once identified, assess the potential consequence of the hazards (i.e. the degree of harm) and likelihood of occurrence.
- The Risk Rating Matrix helps you identify the level of risk associated with each hazard.
- This rating of the level of risk before controls are put in place highlights the most important hazards to focus on.



Develop – develop controls for each hazard

- The risk of harm from hazards must be eliminated so far as is reasonably practicable, but if the risk can't be eliminated, then minimise the risk so far as is reasonably practicable (this is called the Hierarchy of Control).
- Identify who will be responsible for implementing the controls.
- Reassess the risk rating to determine the level of residual risk that remains after the controls are in place. Ensure this is at an acceptable level.



Manage and Monitor – are the controls in place and working?

- Ensure that controls are communicated to everyone involved and implemented.
- Continue to review the effectiveness of the controls.
- Actively and continually assess risk and hazards during the event.
- Make sure that every time you run the event, you identify and manage any change in risk and/or new hazards.

Tools Used

- ***Risk Assessment and Supervision form***

NOTES:

Risk Identification

Historically, the RAMS (Risk Analysis Management System) form has been widely used for risk identification. There are also other variants, including the SAP (Safety Action Plan) and AMP (Activity Management Plan) formats.

The current format is the **Risk Assessment and Supervision (RAS)** form which allows you to:

- Effectively identify health and safety risk.
- Focus on the key hazards – those most likely to cause serious injury or harm.
- Identify appropriate controls.
- Apply the hierarchy of risk control.

The Risk Assessment section of the **Risk Assessment and Supervision form** can then be used to create a separate operational focused document, the **Standard Operating Procedures (SOP)**, to help communicate these controls consistently to all the staff involved. Once a SOP is created it is used to manage that type of event on an ongoing basis.

SOPs are useful for activities that are provided multiple times by different staff, particularly for low risk events. For one off EOTC events, completing a RAS and using it to communicate risks and controls to the whole leadership and supervision team is appropriate.

Should any harms materialise, the Emergency Response is **not** included in a RAS or SOP. The RAS has been designed to be **complemented** by an **Emergency Response Guide** that provides a step by step response to a range of different emergencies.

Safe operational limits should be determined so that it is clear in what conditions an activity cannot proceed, when it can

proceed and when it may be possible to proceed after careful reconsideration of the risks and controls.

Risk and hazard information should also be shared through:

- Pre-activity briefing with all staff prior to the event.
- Toolbox talks – quick 5-minute updates before each day, event or activity starts.
- Front of mind prompts – points on a prompt card or highlight on the SOP.
- Event and/or day debriefs, or at regular meetings during the event.
- Safety updates – notices distributed amongst affected staff to alert them to new hazards or changes in the level of risk or changes to operating practice.

Throughout these processes you should make sure that:

- The person carrying out the risk assessment has the right skills and experience to do so.
- Relevant staff take part in your risk assessment processes.
- You consider health, behavioural, stress, fatigue and drug & alcohol associated hazards.
- You consult good practice guidelines and/or activity experts for advice regarding the management of specific risk and hazards.
- You consider the risk associated with providers and contractors, and cooperate with external providers to manage risk.
- You document your risk management processes, and keep them on file for the appropriate amount of time as indicated in the School Records – Retention and Disposal Schedule.
- You check the effectiveness of risk controls and review the effectiveness of your risk management processes **throughout** the event as well as after the event.

If a significantly new event is planned, make sure that:

- Information is obtained from other users, activity safety guidelines, good practice guides, activity experts in order to identify risk and associated hazards and consider a trial run.
- Appropriate controls are developed by following the Risk Management Process (see flowchart above). Ensure the risk rating process (see matrix and descriptors below) are applied to enable focus on key hazards.
- Requirements of staff, training, equipment, participants, emergency procedures and any other considerations are identified.
- A review of risk management effectiveness follows initial implementation.

Risk Rating

Once identified, hazards should be assessed for potential severity of the consequences (the degree of harm), and likelihood of occurrence, to identify which ones to focus on.

Assessing Likelihood

Likelihood Levels	Description
Almost Certain	Expected to occur at least once during the task or activity
Likely	Could occur during the task or activity
Possible	It's conceivable it could occur, but only expected infrequently
Unlikely	It's conceivable that this could happen, although only in unusual circumstances
Rare	It's only conceivable that this could happen in exceptional circumstances

Assessing Severity

Severity Levels	Description
Insignificant	No injury or very minor injury or illness that does not require First Aid. Temporary stress or embarrassment.
Minor	Injury or illness requiring only First Aid. Stressed beyond comfort level. Wants to leave the activity.
Moderate	Injury or illness that requires medical treatment or hospitalisation (with no permanent disability). Very distressed. Requires on-site support. Does not want to participate in activities.
Major	Serious injury or illness to one or more people, resulting in hospitalisation and possible permanent disability. Therapy or counselling by a professional may be required.
Critical	One or more fatalities. Post-traumatic stress disorder. Long term counselling / therapy is likely to be required.

NOTE Risk assessment can also include the loss of or damage to facilities, equipment, the environment, reputation and finances, however, the focus in this document is on the risk to people.

Risk Assessment Matrix

Likelihood of injury/harm	Severity of injury/harm				
	Insignificant	Minor	Moderate	Major	Critical
	No / Minor injuries	First Aid	Medical treatment	Extensive injuries	Fatalities
Almost Certain	Medium	Medium	High	Extreme	Extreme
Likely	Low	Medium	High	High	Extreme
Possible	Low	Medium	Medium	High	Extreme
Unlikely	Low	Low	Medium	Medium	High
Rare	Low	Low	Low	Medium	High

Risk Levels

Risk Levels	Description
Extreme	Action: Stop, look for alternatives! Unacceptable level of risk, don't do it. A considerable potential for fatalities, serious injuries or illness, post-traumatic stress.
High	Action: Control to eliminate risk where possible We need to do something to eliminate or minimise risk. There is moderate potential for injuries, illness or stress requiring hospitalisation, therapy or counselling.
Medium	Action: Control to minimise risk as far as reasonably practicable We need to do something to eliminate or minimise risk. There is some potential for injuries, illness or stress requiring medical treatment and support.
Low	Action: Continue Can retain the risk but need to be vigilant that the risk level does not rise. Minimal potential for injuries or illness (above those requiring simple First Aid), stress or embarrassment.

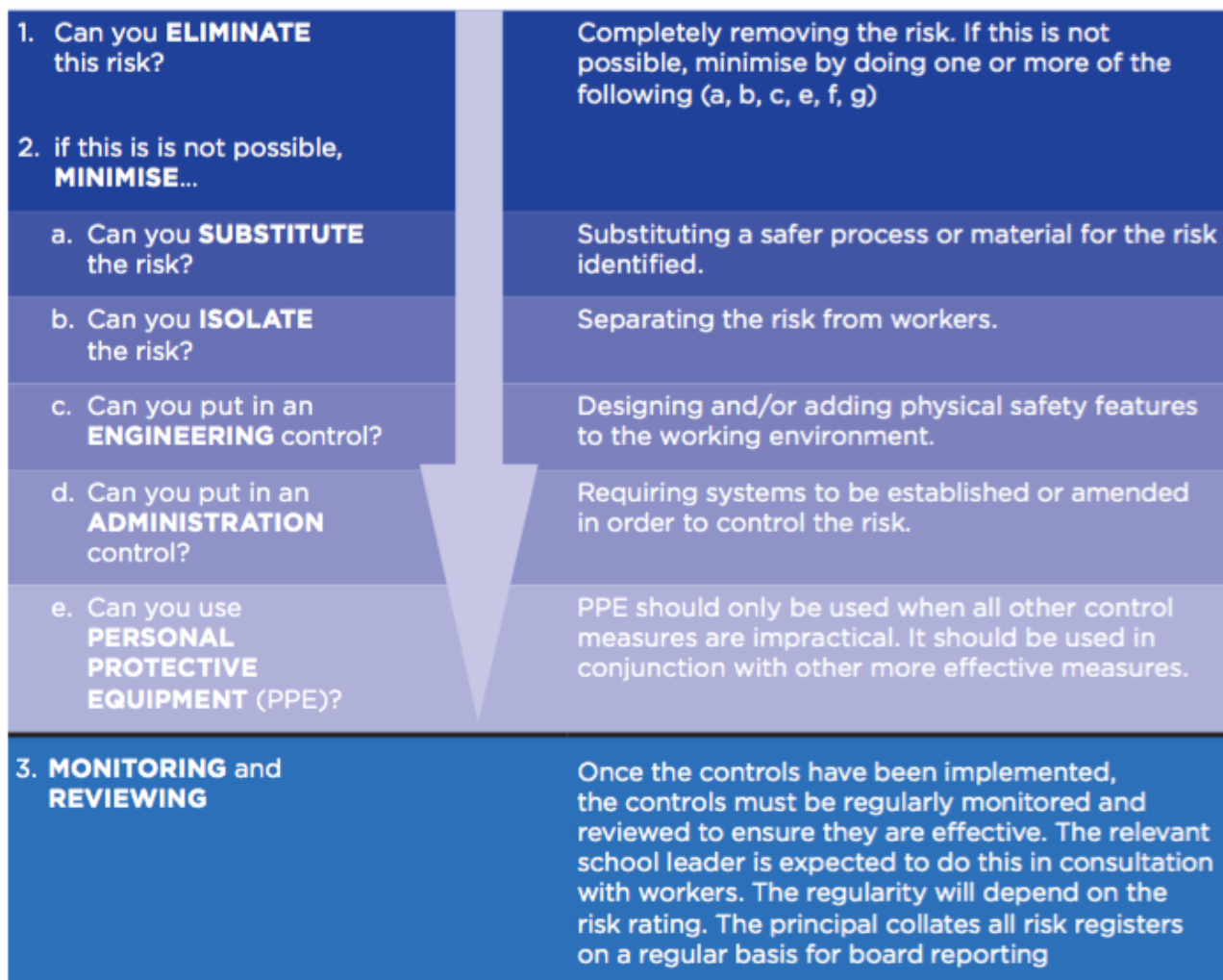
Assessing risk is not an absolute science:

- Multiple sources of information will help you derive a best estimate.
- It is best considered by a team approach to achieve consensus.
- It must continue in the field during the event as a dynamic and ongoing assessment and management process.

This is a model to help you identify the **most important controls to focus on**.

The Hierarchy of Control

A combination of controls should be used if a single control is not sufficient for the purpose.



Definitions

Harm: Illness, injury, or both, and includes physical and mental harm caused by work-related stress.

Hazard: Anything that does or could cause harm.

Risk: The likelihood that death, injury or illness might occur when exposed to a hazard (in other words, a risk means the chance of the hazard causing harm).

Staff Competence and Supervision of Ākonga

Staff in this context, includes anyone who is involved in teaching or supervising ākonga during an EOTC event. This could include school staff, contractors, external providers, parent/caregiver helpers and other volunteers.

Activity Requirements

Competencies required for all EOTC activities the school intends to deliver will be identified and recorded and referred to when allocating staff to EOTC roles. In establishing the required activity competencies refer to the Good Practice Guides and your own activity ***Risk Assessment and Supervision form***. Use the EOTC coordinator toolkit ***Activity Competency Requirements form***.

Skills Required

All staff involved in an EOTC event must have the necessary information and competence (skills, knowledge, experience), or be adequately supervised, so they can safely perform their role.

Each event and role should be assessed to determine what competence is required using the ***Activity Competency Requirements form***.

This information is then entered into the Leadership and Supervision plan: Roles and Competency section of the ***Risk Assessment and Supervision form***, making sure that staff:

- Have sufficient current competency to independently manage, and/or teach to the required level, the ākonga in each activity and environment.
- Are well versed in risk assessment and management, are able to identify and assess risk throughout the event and act accordingly at all times.

Participants and staff must also have ready access to someone with appropriate and current first aid skills. Competency requirements should be benchmarked against industry qualifications (where they exist) and the Good Practice Guidelines: [Good Practice | Support Adventure](#).

Competency can be established through:

- Sighting recognised qualifications
- Verification through observation and skills assessment (by a more highly competent/qualified person)

Use the ***Volunteer Agreement form***, ***Staff Agreement form***, EOTC coordinator toolkit ***Activity Competency Requirements form*** and EOTC coordinator toolkit ***Staff Competency Database form*** to gather information on all staff involved in EOTC. If the school/kura doesn't have the required competencies on staff, outside expertise will need to be sought.

Recruiting Staff

The competencies required to run the school's EOTC programme will be considered when recruiting new staff.

Staff Records

Records will be kept of staff competency, for at least seven years, including induction, training and qualifications. See [Archiving and disposing of school records](#) for more information.

Induction and Training

Kaiako will be introduced to the school's EOTC processes during their induction. A full EOTC induction will take place before their first EOTC event. Use the EOTC coordinator toolkit ***Staff Induction Checklist form***.

All staff (including all volunteers) involved in EOTC events will receive event briefing and training as required.

Schoolwide and EOTC specific emergency response processes will be practiced regularly.

Records of all training (including who, what and when) will be kept using the EOTC coordinator toolkit ***Staff Competency Database form***.

Support, Monitor and Professional Growth

New or inexperienced staff will operate under the supervision of an experienced staff member until they have sufficient experience and have been assessed as competent to operate independently.

The EOTC coordinator will ensure that staff are appropriately supported, and the Person in Charge will monitor EOTC staff and endeavour to provide them with feedback and/or professional growth opportunities.

Supervision Structure and Planning

At [School], we prioritise the safety and quality of EOTC experiences by establishing effective supervision plans for every event. All staff involved in these activities are selected based on their competence, which is assessed through their skills, knowledge, and experience. We ensure that each staff member is either fully capable of managing the activity independently or is appropriately supervised.

Our Approach to Supervision

We establish a supervision structure as part of our EOTC safety management and risk assessment planning. This supervision plan ensures that both the learning experience and safety are maximised. It also allows us to respond to any emergencies without compromising the safety of the rest of the group.

In developing our supervision plans, we take the following factors into account:

- The competence of staff
- The competence of volunteers
- Any external providers or contractors involved
- The ages, behaviour, and abilities of ākonga
- Any disability, medical, educational, or capability needs of ākonga
- The duration and nature of the activity (for example, whether it's land-based or water-based)
- The nature of the site
- The contingency options in case of emergencies
- The level of first aid cover required for the activity
- The access to emergency services
- The season and the weather forecast
- The increased level of risk for remote or foreign environments and hazardous activities

For larger groups, the person in charge is free from direct supervision of ākonga to maintain oversight of the entire event. This structure ensures that supervision remains effective even in more complex settings.

We use the ***Risk Assessment and Supervision form*** to identify and describe the specific supervision structure that is required for the event.

Competence and Safety Measures

Competence and clear roles are central to our supervision structure. We assess the competence of staff and volunteers for each event, ensuring that everyone involved has the necessary competence for their role in the event. We use the EOTC Staff Competency Database to help our decision making.

We also ensure that all activity leaders and assistants:

- Are fully briefed on the activity and related safety procedures
- Are assigned to a specific group of ākonga, where possible
- Have the opportunity to get to know their group early on
- Carry a list of names, emergency contact details, and any special needs or support requirements for their group
- Are aware of any ākonga requiring closer supervision

- Involve ākonga in safety procedures
- Set up buddy or team support structures for the group
- Are never left alone with ākonga
- Perform regular headcounts during the event to ensure everyone is accounted for

We make sure that our competency requirements align with industry standards, such as the Good Practice Guidelines and where relevant, qualifications. If we do not have the required competencies within our team, we seek outside expertise to ensure that every event is run safely and effectively.

Responsibilities During EOTC Events

We assign supervisors to specific groups of ākonga to ensure appropriate monitoring throughout the event. Supervisors regularly perform headcounts, remain alert to any individuals who may need closer attention, and follow all safety protocols. Additionally, we involve ākonga in safety discussions, ensuring that everyone is aware of the risks and how to manage them.

If an emergency situation arises, our supervision plan allows us to respond quickly and effectively, ensuring that the safety of the entire group is not compromised.

Safety roles and responsibilities must be communicated to ensure it is clear who is responsible at any given time for each aspect of ensuring the safety of every person (staff and ākonga) associated with the event.

Drugs and Alcohol

EOTC events are alcohol and illegal drug free. They must comply with the schoolwide drug and alcohol policy for staff and ākonga, including any testing requirements. Parents/caregivers and other volunteers are also required to comply with this policy.

Parents/Caregivers in charge of an EOTC event where there are no school staff attending

In extra-curricular EOTC events, such as sports or cultural competitions, it is often the case that only one or two ākonga are participating in the particular event. Parents/caregivers can take their own child or a small group on approved events without a staff member, provided they have first discussed arrangements, responsibilities and expectations with the school and accept full responsibility for the ākonga in their care. If there are more ākonga than just their own child the other parents/caregivers must be fully aware of the supervision arrangements and provide informed consent to these. See: [EONZ website FAQ - Parents/Caregivers in charge of an EOTC event \(no school staff attending\)](#).

Tools Used

- ***Risk Assessment and Supervision form***
- ***Activity Competency Requirements form***
- ***Volunteer Agreement form***
- ***Staff Agreement form***
- ***Staff Induction Checklist form***
- ***Staff Competency Database form***

Engagement of External Providers

External providers are organisations that operate under their own safety management system and are engaged to provide a service to the school such as school camp providers, tourism operations, or sport providers.

- If your EOTC activity is an adventure activity (see: [What we mean by adventure activity | WorkSafe](#)) you must use a provider registered by WorksafeNZ (Health and Safety at Work Act (Adventure Activities) Regulations, 2016)
 - Check providers are currently registered at the [Register of adventure activity operators](#).
- If they are not required to be registered, ask for details of their safety management systems including staff competency and experience, risk management processes, emergency preparedness and safety record.
- An agreement must be signed (use the ***External Provider Agreement form***) that clarifies who is responsible for implementing and supervising all health and safety requirements while EOTC ākonga and school staff are at the event, and how these responsibilities are shared between the safety management systems and staff of both organisations.
- Share with the provider appropriate information regarding the event, risk they may be exposed to (e.g. ākonga with medical conditions), relevant school emergency procedures, ākonga profiles, health and accessibility requirement information (including staff and ākonga), and your proposed supervision structure.

Once the external provider is engaged, it is important that you continue to:

- **Consult** – about shared risk and how this risk will be controlled.
- **Cooperate** – the organisation (Person Conducting a Business or Undertaking (PCBU)) that is closer to the work is likely to have more direct control and influence over the risk, and should be supported accordingly.
- **Coordinate** – to ensure that either organisation's safety efforts aren't duplicated, or gaps aren't left. E.g. Who is providing and checking the safety equipment? Who is responsible for the students 'after hours' or during 'free time'?
- **Collaborate** - to ensure the best possible experience for all ākonga including those with individual support plans.

- **Communicate** - prior, during and after the event.
- **Monitor** the external provider's efforts to ensure they are doing what has been agreed.
- Reserve the right to halt any event or activity conducted by an external provider for safety or other concerns.
- Consider keeping a record of approved external providers you use regularly.

Tools Used

- ***External Provider Agreement form***

Engagement of External Contractors

When hiring contractors to provide additional technical expertise for programme delivery they become like any other staff member, they work under the school's safety management systems and must be inducted and fully briefed. They must have the required competency for the role and accept their role.

- Provide them with appropriate information regarding the event, risk they may be exposed to, relevant emergency procedures, relevant ākonga information, and their role in the supervision structure.
- They have the right to halt any event or activity for safety or other concerns.
- An individual employment contract or contract for services should be signed that clarifies their responsibilities and the school's expectations.

Consider adding regular contractors to EOTC coordinator toolkit ***Staff Competency Database form***. Gather and record information verifying their competence ***Staff Agreement form***.

See: [Information for contractors and organisations using contractors | WorkSafe](#)

Tools Used

- ***Staff Agreement form***
- ***Staff Competency Database form***

Communication with Parents/Caregivers

Parents/caregivers must be appropriately informed and engaged, whenever ākonga are involved in EOTC events.

'Low Risk' events may be covered by a **Blanket Consent form** provided at the start of each year, however parents/caregivers will still require notification and information about EOTC events as the events occur during the year, and should be asked to update health information.

'Medium to High Risk' and 'Overnight' events require specific parent/caregiver notification and consent. You should provide a **Parent/Caregiver Information letter**, along with either the **Parent/Caregiver Consent form** or the **Aquatic Activities Competency and Consent form** (if the activity involves water).

NOTES:

The school should have an overarching system to gather staff and ākonga health information and keep this up to date. This should then be available for use on EOTC events. If this isn't the case the Health Profile Form (EONZ-TK-9) could be used.

For programmes of learning that provide similar 'Medium to High Risk' events across a number of sessions consent may be gained for the programme of learning (e.g. an Outdoor Education programme running a rock climbing module for a term can seek consent once for the whole module rather than seeking separate consent for every climbing session within the module, or an Aquatic skills programme with multiple swimming sessions only needs to seek consent once). However, the sessions within the programme must be explained in enough detail to allow parents/caregivers to give informed consent.

The parent/caregiver information letter must contain enough information about the EOTC event so that parents/caregivers understand the risks involved and can give informed consent.

Consider how best to provide accurate information about what ākonga will be doing – a website/YouTube link could aid understanding. Ensuring that all members of the school/kura community understand the information provided is important. Translation of information may be required to enable all whānau to understand the risks involved and give informed consent.

Parents/caregivers should always be encouraged to contact the school/kura if they have any questions.

In the event of an emergency all communication should be with the school/kura. The school-based emergency contact for the event will be listed in the parent/caregiver information letter.

Ākonga who require support

Meetings should be held with staff and whānau of ākonga who require support to participate fully. A support plan should be put in place and all concerned given a copy of the ***Individual Ākonga Support Plan form***.

Tools Used

- ***Blanket Consent form***
- ***Parent Information letter***
- ***Specific Consent form***
- ***Swimming Consent form***
- ***Ākonga Health Profile form***
- ***Individual Ākonga Support Plan form***

Logistics Details

The overview of the event and participant information is contained on the ***Event Proposal, Approval and Intentions form***. To assist with detailed planning, coordination and communication of your event use the ***Event Checklist form***.

For **some events detailed planning is captured in standard operating procedures** and then shared with the whole supervision team and applied during the event. Choose between:

- Implementing ***Standard Operating Procedures: Local Events*** for events that occur around the local school area during a school day

OR

- Implementing ***Standard Operating Procedures*** (SOPs) for events that occur away from the local area and occur multiple times with different activity leaders

For EOTC events that are more complex or do not have SOPs

- develop an Event Plan, which would include risk management, staff competency and supervision structure information (***Risk Assessment and Supervision form***) and includes information on all aspects of the event including lesson/activity plans and an itinerary/timetable.

Whichever method you choose, review the information after the event, then use it as the basis for your planning the next time that event occurs.

Ākonga Donation

- If the school/kura is eligible and chooses to opt-in to the Donations scheme, the school cannot ask for donations, with the exception of overnight camps.

- If a donation is not paid, ākonga cannot be stopped from attending a camp if it is part of the school's curriculum.
- If the school/kura is not a part of the Donations scheme, the school may ask for general or specific donations, however the donations are voluntary and ākonga cannot be stopped from attending a camp or EOTC event if it is part of the curriculum.
- Ākonga attending extra curricular EOTC events such as sports trips or optional cultural events can be charged fees and stopped from attending if the fee is not paid.
- For further information regarding legislative requirements see: [Fees, charges and donations](#)

First Aid Kit

It is the school's responsibility to ensure that appropriate first aid knowledge and equipment is available to all participants in EOTC activities.

As part of the risk assessment, schools may decide to include an EpiPen for first time anaphylactic reactions in the first aid kit. Staff training in the use of these should have been included in any first aid training. For more information see: [EpiPen® | Health Navigator NZ](#). Permission to administer this in emergency situations should be sought when gathering health information and consent.

As part of risk management planning, the school/kura should know where the closest AED (Automatic External Defibrillator) is located, or consider whether it is practical to take an AED on an event if there is not ready access to one. The [AED Locations NZ](#) will provide information regarding the nearest location of an AED and the AED Location app should be downloaded to have this information accessible at all times.

Transport

Due to the increased risk when transporting ākonga, the [Driving - Good Practice Guideline](#) should be read prior to planning for travel.

Following this, a **Transport Plan** should be developed, including the following:

- Route, map, travel times and alternatives.
- How you will ensure that drivers don't drive while fatigued (breaks).
- Stops and meeting points.
- How you will record who is in which vehicle.

Anyone transporting ākonga in a private vehicle will need to complete the **Transport Driver Agreement form** attesting that:

- Their car is registered, warranted, and insured.
- Appropriate child restraints are available and will be used.
- They will drive responsibly and follow the road rules.

The **Passenger Permission form** is required for parents/caregivers to give approval for their ākonga to travel in private vehicles.

If ākonga are transporting themselves to EOTC events, there needs to be a clear agreement in place between the school/kura and parent/caregivers for this to occur.

If travelling in buses, a staff member should be present on each bus, wherever practical.

When contracting a bus company the school should ask for written confirmation from the company that all of the assigned drivers:

- are licensed to carry passengers (they have a 'passenger endorsement')
- have passed a 'fit and proper person check', and
- have been vetted as required by the Children Act 2014.

Prior to travel, drivers will be briefed on the process of providing first aid if needed:

- Call 111 if the situation requires ambulance care.
- Follow the first aid process in the **Emergency Response Guide**.
- Ensure the Person in Charge is kept updated of the situation.

Due to the increased risk, it is not advisable that ākonga transport other ākonga for EOTC activities. If a school/kura allows this to occur, there must be a clear school policy that guides this practice, comprehensive paperwork to support it and a full understanding of the risk that the school is undertaking. This applies for both curriculum based and extra-curricular activities, including sport. At no time will a driver on a restricted licence be transporting other ākonga.

Clear expectations should be articulated regarding who is responsible for getting ākonga to and from school activities when these occur outside of school hours. This is especially important for school sports and arts/cultural events that occur after school, in the evenings and on the weekends.

Accommodation

- Ensure you have information and/or a plan of the venue/accommodation using the **Site/Venue Checklist**.
- Clarify what they provide and what you need to take (cooking equipment, bedding etc).
- Ensure the provider can meet the needs of all ākonga including accessibility, and bathroom and sleeping arrangements.
- When allocating sleeping spaces consider inclusive practices, behavioural and accessibility and any medical requirements.
- Ensure there are clear systems to record who will be accommodated where.

- Clarify the strategies in place if you are sharing accommodation (with other groups/the public).
- Ensure a clear system of payment for the accommodation.
- Any other considerations (coin showers, laundry facilities).

Meals

- Dietary and cultural requirements – ākonga, staff and volunteers.
- Budget and provision of food.
- Menu and shopping lists.
- Food safety, storage, hygiene and waste minimisation.
- Cultural considerations - tables are for food, karakia kai.
- Method of payment.

Communication

- Decide what communication capability you will have, ensuring there are at least two methods.
- Find out if there are any 'blind' spots for cell phone use. If so:
 - Organise alternate communication (satellite phone, locator beacon).
 - Ensure that you know how to use it.
- Let the school/kura and parents/caregivers know when you will be unable to be contacted.

Establish clear protocols for how you will communicate, this may include:

- Sharing and loading cell phone numbers of all leaders and supervisors with each other.
- Sharing and loading cell phone numbers of leaders and/or supervisors with ākonga.
- Deleting numbers after the event.
- Protocols for team comms (ie texts, whatsapp groups, etc).
- If/ how whānau and ākonga can communicate.

See **Emergency Planning** below for handling cell phone use in an emergency.

Your intentions (using the ***Event Proposal, Approval and Intentions form***) will provide information detailing when you will call in, when you expect to return, what should be done if you don't return by a set time.

Equipment

- Ensure that there will be sufficient clothing and equipment for the event - develop an equipment list, covering personal, group and activity/specialist, adaptive and emergency equipment (***Equipment List and Log form***).
- Identify what Personal Protective Equipment (PPE) will be needed for adults and ākonga. Ensure that this is provided and used according to the school's PPE policy. PPE purchase,

use and maintenance should be recorded (***EOTC Coordinator Toolkit - Personal Protective Equipment Purchase and Checking Record***).

- All safety critical equipment (PPE) must be checked as fit for purpose (including correct fit and comfort) - whether it is provided by the school/kura, ākonga or an external provider. Do this before you depart for the event.
- Ensure that gear is checked after use, gear logs are completed and any damage notified in the equipment log on the ***Equipment List and Log form***.

Operational limits

If the EOTC activity is weather dependent or in a dynamic environment:

1. Set operational limits to guide decision making on whether to go ahead with the planned event. It can be useful to apply a traffic light approach:
 - **RED** - no go zone (e.g. 2m swells, 25+K winds, red weather warnings in place)
 - **ORANGE** - careful consideration of whether the conditions are suitable for the activity and group capability (ākonga and staff) and if modifications are required and able to be put in place to keep the risk at acceptable level.
 - **GREEN** - go ahead (e.g. <1m swells, <15K winds)
2. Check the weather forecast the day before and morning of the event and consider how this relates to the operational limits and the planned event.

Contingency Plan

- Ensure that you have a robust contingency plan that allows you to respond to natural disasters, weather effects, staff and ākonga ill health, transport issues, and any other changes that may occur before or during the activity.
- Ensure there is a system in place to notify the school/kura if there is a variation to the event plan that has been approved.

Emergency Planning

Ensure that you identify procedures to be followed in an emergency.

These will:

- Include plans for potential emergency situations (e.g. a missing ākonga, motor vehicle incident, natural disasters).
- Be explained to all event staff and volunteers during briefing.
- Clarify staff roles and responsibilities in an emergency response – including who is to call for emergency help (111).
- Clarify who are the certified first aid staff or volunteers on the trip.
- Identify an 'On Call' contact person who is not at the event.

- Identify what emergency response resources, including first aid supplies, need to be available to staff and ākonga.
- Ensure a communications plan is in place, including guidance for responding to the media.
- Be aligned with the school's crisis response procedures [\[the existing schoolwide Traumatic Incident Response Plan\]](#).
- Include planning for managing ākonga cell phone use in the event of an emergency.

Consider:

- Discussions with students regarding cell phone use in emergencies
- What access to cell phones is appropriate as per your school policy on this.

Provide event staff with an ***Emergency Response Guide***.

Final Approval

At this stage you will submit your ***Event Proposal, Approval and Intentions form*** and ***Risk Assessment and Supervision form*** (or ***Standard Operating Procedures***) and other relevant information for Final Approval.

Tools Used

- ***Event Checklist***
- ***Standard Operating Procedures or Risk Assessment and Supervision form***
- ***Transport Plan form***
- ***Transport Driver Agreement form***
- ***Transport Passenger Permission form***
- ***Equipment List and Log form.***
- ***Emergency Response Guide***

The Week Prior

The week prior will focus on gathering resources, collating information and checking that everything is progressing as it should.

This should include:

- Leader of Learning/EOTC Coordinator briefed.
- All leaders (PIC, kaiako, assistants, activity leaders) briefed, checking that expectations are understood, the Event plan, Risk Assessment and Supervision form or Standard Operating Procedures have been discussed and the opportunity has been given for questions to be answered. Ensure expectations and roles are understood and agreed to.

- Ākonga briefing - school/kura values and behaviour expectations reiterated with ākonga and they have an opportunity to ask questions.

This should also include:

- All parent/caregiver consents collected (if required) or all ākonga have blanket consent.
- Ākonga and staff health details summarised or downloaded.
- Ākonga support plans finalised, with contingency plans in place.
- First aid kit(s) checked.
- Food and equipment (including adaptive equipment) collated and checked.
- Ākonga clothing and equipment checked.
- Relief requirements completed.
- Weather forecast and AA roadwatch monitored (particularly in the 2-3 days prior).
- Payment time and method confirmed.
- Vehicles checked.
- Event plan, Risk Assessment and Supervision form or Standard Operating Procedures and Emergency Response Guide distributed to appropriate staff.
- Emergency equipment prepared and checked.

Implementation

Departure Day

- Weather forecast and road conditions checked (AA Road Watch or Waka Kotahi NZ Transport Agency).
- Make a decision to continue or postpone or cancel.
- Communicate any changes to the event plan.

Check

- If there are any changes to staff attendance, the replacement must be competent for the role as well as being able to be fully briefed or the activity will need to be deferred.
- Ākonga arrived on time (check there are no changes to medical conditions or health).
- Ākonga have the required footwear/clothing/equipment (action if not).
- Ākonga medication collected, dispensing instructions provided and checked, and medication safely stored.
- Ākonga support plans and resources are in place.
- Communication devices and systems in place.
- Equipment collected and checked.
- First aid kit(s) collected.
- Final briefing for ākonga, staff and volunteers - remind all of school/kura values and behaviour expectations, confirm meeting points.
- Intentions, ākonga, staff and volunteers names, and any absences are left at office and/or with contact person and there is a copy with each leader.

Throughout

- **Continually monitor hazards, assess risks and make appropriate decisions.**
- Monitor weather forecast and road conditions.
- Make a decision to continue or postpone or cancel.
- Monitor ākonga with support plans in place to ensure the plans are working and adapt if needed.
- Communicate – continue to discuss safety matters (concerns, emergency plans and other considerations), and have at least a regular daily meeting with:
 - staff and volunteer team
 - external providers (other PCBUs).
- Ensure incidents are reported – as per school/kura requirements or by using the following
 - incident reporting process.

Tools Used

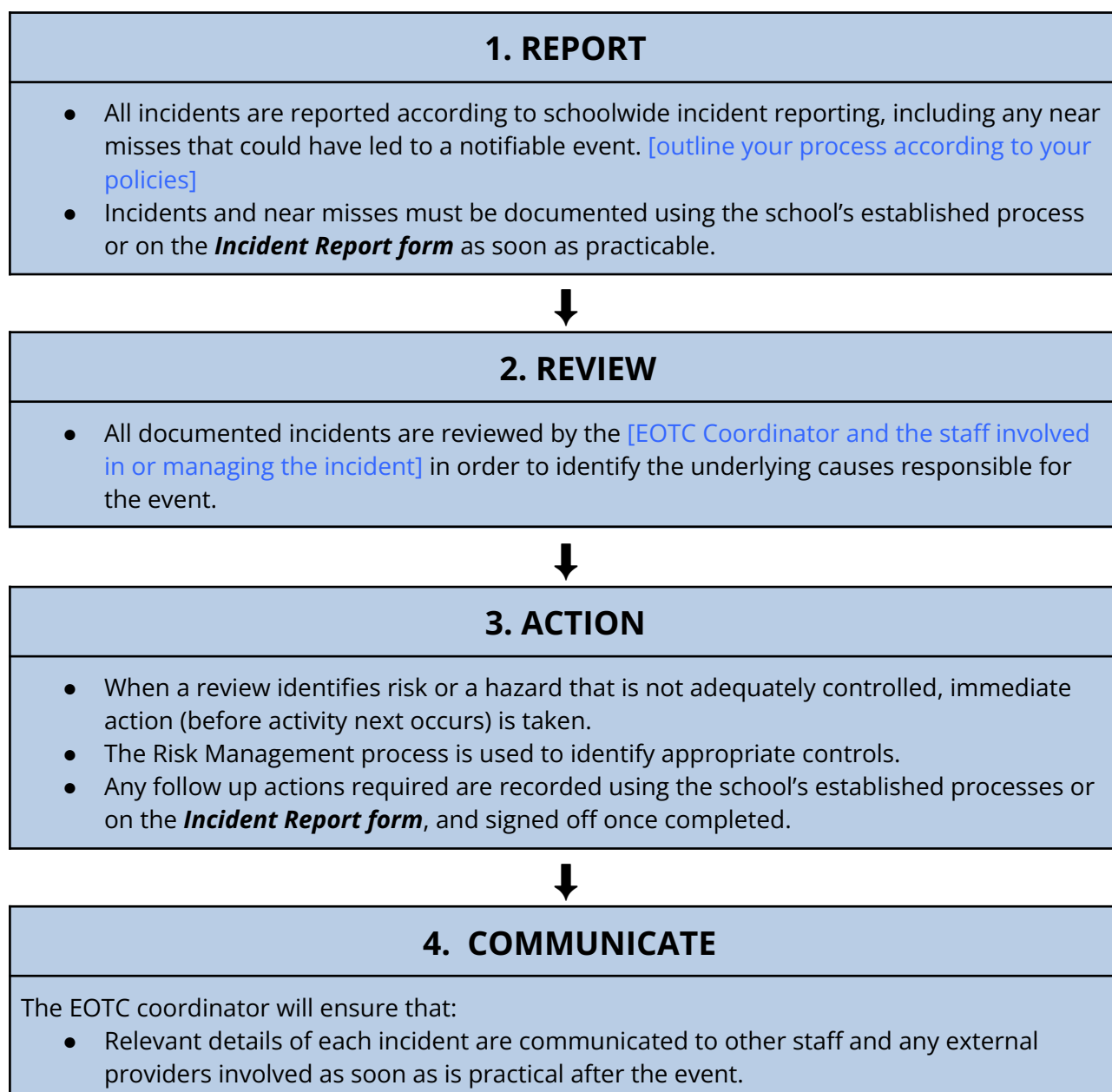
- **Activity Checklist**
- **Individual Ākonga Support Plan Form**
- **Incident Report Form**

Incident Reporting Process

In the case of a notifiable event the scene should not be interfered with. *WorkSafe NZ* must be notified as soon as possible, and by the fastest means possible. For further information on what constitutes a notifiable event please see: [What events need to be notified? | WorkSafe](#).

Safety complaints raised by ākonga, staff or others will be documented and followed up via the incident review process.

Behavioural incidents are reported and addressed by the school's pastoral system. Review outcomes are shared with all staff to ensure everyone has an understanding of the incident, can identify the causal sequence, and describe ways to prevent reoccurrence in the future.



- Any changes to procedures are incorporated into [your *Standard Operating Procedures* or *Risk Assessment and Supervision form* and/or *EOTC Safety Management Plan* as appropriate] and communicated to staff.
- Share the hazard and the incident with other schools who use the site.
- Any serious incidents are reported to the correct authorities. These could include police, Worksafe NZ, Maritime NZ (if water craft are involved). Notifiable events are clarified here: [What events need to be notified? | WorkSafe](#) however, if in doubt contacting the appropriate authority to check is recommended.

It is important that all near misses are recorded to identify hazards, respond to situations which may be unsafe and to provide a learning platform for future events.

Annual Review

All **Incident reports** should be reviewed at the end of each year to establish any common contributing factors. Where trends are identified, remedial actions should be taken. The outcome of any review should be communicated to all EOTC staff.

Tools Used

- ***Incident Report form***

Post Event

Complete your event by following up with:

Tidy Up

- Acknowledgement and feedback to staff, external providers and suppliers.
- Complete/authorise any outstanding event related payments.
- Clean and return equipment, record any equipment use on the **Equipment Lists and Log form** as required.

Review and Evaluation

- Complete an event review wherever possible. This could be a short and simple process for low risk, day to day EOTC. For example: what went well, what was challenging/didn't go so well, what would you change for next time?
- Use the **Event Review Form** or the school's own evaluation process for:
 - Major EOTC events (e.g. multi-day, or medium to high risk, multiple classes/activities).
 - If there has been an incident.
- Involve multiple perspectives including ākonga, staff, volunteers, whānau, external providers, and any others involved.
- Consider whether planning for successful inclusion of all ākonga occurred.
- Evaluate the effectiveness of the learning that occurred - how well did you meet the intended learning? Were there any other tangible benefits?
- Ensure where relevant, any review findings inform the review of the EOTC Safety Management Plan.

Reporting

- Finalise actual versus budgeted financial report.
- Check that all incident reports have been actioned, and sent to the [\[EOTC Coordinator\]](#).
- Send a report and/or results of the **Event Review form** to the [\[EOTC Coordinator, Principal, Board\]](#).

Lastly

File your event planning documents – so that they can be referred to and used for the planning of future events.

Create a folder with event name and date that contains all of your EOTC event records and file in a shared drive under “EOTC” and the current year. The folder should be accessible for reference in the planning of the EOTC event/activity in the future.

Tools Used

- ***Equipment Lists and Log form***
- ***Event Review form***

Document History

Version	Amendments Made	Approved / Date
1.0	Initial development.	[name, date]
1.1	[outline what has changed]	

Document and Version Control

- Only the current version of this document is accessible [add where it is kept].
- Once printed, this document is uncontrolled.

All EOTC Safety Management System master documents:

- Include a footer that identifies the version number, the page number and the number of pages.
- Are password protected to limit unauthorized changes or deletion.
- Are backed up via [whatever system you use.]
- Are archived once obsolete and are clearly marked as such and retained [where or how you will keep them]. For more information regarding the keeping of archived copies and other safety related records, please see: [Archiving and disposing of school records](#).

This EOTC Safety Management Plan is the property of [Our School Name] School, a hard copy is kept at:

EOTC Coordinator's Office
Our School
Address

This document is available to all staff, contractors, ākonga, whānau and other stakeholders.

Supporting Documentation

NOTES:

The table below contains the details of schoolwide policies that are relevant to EOTC. The table should be edited to suit the school's system and enable people to easily find the policy when they need to.

Relevant Policy Links

Policy	Version	Reference	Link
[Our School] Child Protection Policy	1.0	School Policy folder, section 2, page 6	
[Our School] Health and Safety Policy	1.5	School Policy folder, section 8, page 26	
[Our School] Privacy Policy	1.2	School Policy folder, section 7, page 19	
Example: Disability, equity and inclusion policy	1	School Policy folder, section 4, page 11	
Example: Sun Protection	1.3	School Policy folder, section 5, page 14	
Example: Use of School vehicles Policy	1.0	School Policy folder, section 9, page 29	

Legislation, Guidelines and Codes of Practice

This section provides an overview of relevant legislation and guidelines.

No.	Document Title	Link	Comments
1	Health and Safety at Work Act 2015	Health and Safety at Work Act 2015	

2	Children's Act 2014	Children's Act 2014 No 40 (as at 01 August 2022), Public Act	
3	Privacy Act 2020	Privacy Act 2020 No 31 (as at 20 April 2023), Public Act Contents – New Zealand Legislation	
4	Te Tāhuhu o te Mātauranga Ministry of Education	Health and safety management Inclusive education Te Kete Ipurangi (TKI)	
5	Waka Kotahi NZ Transport Agency Road Regulations	Land transport rules	
6	School Records - Retention and Disposal	School Records – Retention and Disposal Schedule	
7	WorkSafe Mahi Haumaru Aotearoa	WorkSafe	

Support Organisations and Websites

This section provides a list of useful organisations and websites to support successful EOTC planning.

No.	Document Title	Link	Comments
1	Support Adventure guidelines	Good Practice Support Adventure	
2	Education Outdoors New Zealand (EONZ)	Education Outdoors New Zealand	
3	Sport NZ Ihi Aotearoa	Sport NZ	
4	InsideOUT - support for Rainbow youth	InsideOUT	

		Creating rainbow-inclusive school policies and procedures Inside Out	
5	Halberg Foundation - enhancing the lives of physically disabled through sport and recreation	Halberg Foundation	
6	Autism New Zealand	Autism NZ	
7	Mountain Safety Council NZ	Mountain Safety Council New Zealand	
8	Department of Conservation - Know before you go	Know before you go: Parks and recreation	