

SAFETY GUIDELINES FOR EDUCATION OUTDOORS
RISK REGISTER

SCHOOL:
SUPERVISING TEACHERS/STAFF:
PROGRAM/EXCURSION:

YEAR LEVEL:
DATES:
LOCATION(S): ROYAL BOTANIC GARDENS VICTORIA - CRANBOURNE

Risk Description	Existing Controls	Benefits	Risk Assessment – with existing controls				Treatment	Residual Risk Assessment – after treatments			Actions
Describe the risk event, cause/s and consequence/s. For example, <i>Something occurs ... caused by ... leading to ...</i>	Describe any existing policy, procedure, practice or device that acts to minimise the risk	What is the benefit of exposing students to this risk?	Effectiveness of existing controls	Risk Consequences	Risk Likelihood	Risk Rating	For those risks requiring treatment in addition to the existing controls. List: <ul style="list-style-type: none">What will be done?Who is accountable?When will it happen?	Risk Consequences	Risk Likelihood	Risk Rating	Options are: Extreme/High - Do not proceed Medium - Ongoing review required Low - Only periodic review required
Lost children due to children absconding from group activity or becoming separated from group when moving around Gardens	<ul style="list-style-type: none">Schools should follow recommended supervision ratios of 1:3 for kindergarten / preschool; 1:5 for Prep to 2; and 1:10 for year 3 to 12Ensure the students are mentally and physically prepared for walking through a large site.Teachers/supervising adults should employ effective supervision strategies, e.g. Emergency meeting points, regular head counts, name badges, mobile contact number displayed on students, utilising RBG staff in case of emergencies. Teachers need to bring a mobile phone.	<ul style="list-style-type: none">Frequent and authentic contact with a variety of natural environments is vital for children’s overall development and in promoting their sense of independence, autonomy and wellbeing.Nature stimulates social interactions between children, helping them to develop powers of observation and creativity.Use of varied locations within the site helps to support student engagement and learning	<div>Satisfactory</div> <div>Poor</div> <div>Unknown</div>	<div>Severe</div> <div>Major</div> <div>Moderate</div> <div>Minor</div> <div>Insignificant</div>	<div>Almost certain</div> <div>Likely</div> <div>Possible</div> <div>Unlikely</div> <div>Rare</div>	<div>Extreme</div> <div>High</div> <div>Medium</div> <div>Low</div>				<div>Extreme</div> <div>High</div> <div>Medium</div> <div>Low</div>	
Exposure to weather <ul style="list-style-type: none">WindRainHeat	<ul style="list-style-type: none">Ensure students are dressed appropriately for the weather conditions on the day of the excursion, including hats and sunscreen, or raincoats and	<ul style="list-style-type: none">Authentic connections, understandings and relationships with nature.	<div>Satisfactory</div> <div>Poor</div> <div>Unknown</div>	<div>Severe</div> <div>Major</div> <div>Moderate</div> <div>Minor</div> <div>Insignificant</div>	<div>Almost certain</div> <div>Likely</div> <div>Possible</div> <div>Unlikely</div> <div>Rare</div>	<div>Extreme</div> <div>High</div> <div>Medium</div> <div>Low</div>				<div>Extreme</div> <div>High</div> <div>Medium</div> <div>Low</div>	

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• Extreme Weather Conditions	beanies, where appropriate. All students and staff must wear closed toe shoes. Limited undercover areas are available in the event of wet weather. <ul style="list-style-type: none">Ensure students have had a drink of water before beginning their Learning program. In hot weather, it is advisable for students to carry a full water bottle as there are limited drinking fountains accessible during programs.Education sessions will not operate in extreme weather conditions e.g. Temperatures over 35°C, very high winds, or during electric storms	<ul style="list-style-type: none">Experiencing weather changes and its impact upon the natural environment promotes an understanding within children of seasonal and life cycles. <p>Being actively involved in the garden environment improves student engagement</p> <p>Having a natural learning space (as opposed to an enclosed room) promotes student understanding of natural processes and consolidates nature-based learning.</p>									
Slips Trips and Falls <ul style="list-style-type: none">Slipping on pathsTripping over tree roots	<ul style="list-style-type: none">Climbing on the rocks and trees in the Australian Garden is not permittedFor their own safety and for the protection of plants, students must remain on paths and not enter garden beds (this expectation is made clear at the beginning of each program)Throughout the excursion, student supervision remains the responsibility of visiting teachers, and students should be actively supervised at all times	<ul style="list-style-type: none">Being able to move between a variety of natural spaces increases student engagement and supports the best opportunities for students to learn from nature.Exposure to reasonable risk within nature gives children opportunities to become skilled in assessing their own risk, learn to self-regulate and manage their own activity, to develop autonomy and	<div>Satisfactory</div> <div>Poor</div> <div>Unknown</div>	<div>Severe</div> <div>Major</div> <div>Moderate</div> <div>Minor</div> <div>Insignificant</div>	<div>Almost certain</div> <div>Likely</div> <div>Possible</div> <div>Unlikely</div> <div>Rare</div>	<div>Extreme</div> <div>High</div> <div>Medium</div> <div>Low</div>				<div>Extreme</div> <div>High</div> <div>Medium</div> <div>Low</div>	

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	<ul style="list-style-type: none">Paths are regularly maintained by RBGDuring Learning programs, an RBG staff member will walk at the front of the group assessing any potential hazards during the programFirst Aid officers are on duty at all times at the Visitor Centre, however schools are required to carry their own First Aid Kit	resilience and to become independent decision makers.									
Contact with soil, potting mix, plants Handling gardening tools Poisonous plants Allergies to nuts	<ul style="list-style-type: none">Hand washing facilities are available within the vicinity of all potting up and worm farm activities.Students must wash their hands in the public conveniences at the end of their program, prior to eating.Potting mix is dampened down by RBG staff before use to reduce dust.RBG staff will explain the correct and safe use of tools and other equipment. Active teacher supervision is required.Children prone to ‘mouthing’ must be closely supervised by teachers.RBG Learning Facilitators should be advised if there are students present with allergies to tree nuts. Macadamia and other nut bearing trees grow at the RBG. Allergy medication, such as Epipens, should be carried with students where known allergies are present.	<ul style="list-style-type: none">Authentic experiences whereby children construct understandings through hands-on explorations to encourage problem solving and discovery of new knowledge and connections.	<div>Satisfactory</div> <div>Poor</div> <div>Unknown</div>	<div>Severe</div> <div>Major</div> <div>Moderate</div> <div>Minor</div> <div>Insignificant</div>	<div>Almost certain</div> <div>Likely</div> <div>Possible</div> <div>Unlikely</div> <div>Rare</div>	<div>Extreme</div> <div>High</div> <div>Medium</div> <div>Low</div>			<div>Extreme</div> <div>High</div> <div>Medium</div> <div>Low</div>		
Exposure to animals / insects <ul style="list-style-type: none">Swooping birdsPossibility of insect bites (bees, ants, mosquitoes)	<ul style="list-style-type: none">RBG Learning Facilitator should be advised of any student allergies. Allergy medication, such as Epipens, should be carried with	<ul style="list-style-type: none">Real life experiences and opportunities in which children learn to	<div>Satisfactory</div> <div>Poor</div> <div>Unknown</div>	<div>Severe</div> <div>Major</div> <div>Moderate</div> <div>Minor</div> <div>Insignificant</div>	<div>Almost certain</div> <div>Likely</div> <div>Possible</div> <div>Unlikely</div> <div>Rare</div>	<div>Extreme</div> <div>High</div> <div>Medium</div> <div>Low</div>			<div>Extreme</div> <div>High</div> <div>Medium</div> <div>Low</div>		

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	students where known allergies are present. <ul style="list-style-type: none">Students must be supervised around wildlife and not chase or feed any wild animals.Areas where birds are nesting are signed; tours will avoid these areas where possible.Please bring pest repellent and treatment for insect bites.	appreciate, respect and understand animals in their natural environments. <ul style="list-style-type: none">Opportunity to teach children how and when to approach animals safely, and when not to, i.e.: when bees are pollinating or birds are nesting. Observing wildlife <i>in situ</i> helps students to understand the interactions between animals and plants.									
Exposure to snakes (possibility of snake bite)	To avoid contact with snakes, students must stay on pathways and out of garden beds. Students and staff are required to wear enclosed shoes. Snake sightings must be reported to your RBG Learning Facilitator or to another RBG staff member (if not during your learning program) as soon as possible. Learning Facilitators ensure that students and teachers are aware of our snake protocols.	<ul style="list-style-type: none">Real life experiences and opportunities in which children learn to appreciate, respect and understand animals in their natural environments.Opportunity to teach children how and when to approach animals safely, and when not to, i.e.: when bees are pollinating or birds are nesting.	Satisfactory Poor Unknown	Severe Major Moderate Minor Insignificant	Almost certain Likely Possible Unlikely Rare	Extreme High Medium Low					
Exposure to bodies of water <ul style="list-style-type: none">Falling in or getting wet during ponding activities.Poor water quality.	<ul style="list-style-type: none">RBG Learning Facilitators explain how to safely undertake ponding and water testing activities during Learning programs. Active teacher supervision is	Authentic connections, understandings and relationships with nature. <ul style="list-style-type: none">Participation in ponding	Satisfactory Poor Unknown	Severe Major Moderate Minor Insignificant	Almost certain Likely Possible Unlikely Rare	Extreme High Medium Low				Extreme High Medium Low	

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	required. <ul style="list-style-type: none">The water depth at the ponding platform is about 30cm and at Lilypad bridge is 150cm (only used by Secondary students).Entering or drinking from the open water bodies is not allowed.Ponding activities only occur when water quality is at an acceptable levelStudents are required to wash hands after interacting with the waterwaysStudents should be actively supervised by school teachers at all times, especially when around water.	and water testing activities allows students to build an understanding of waterway ecologies <ul style="list-style-type: none">The use of hands-on learning tasks supports students to consolidate their knowledge of ecosystemsStudents are able to undertake real-world data collection and use their findings to determine the health of the waterways through completing an invertebrate survey.									
Falling tree limbs	<ul style="list-style-type: none">RBG regularly inspect and manage our trees to protect health and safety. Despite these steps trees may still unpredictably shed branches.Ensure all supervising adults are aware of the unpredictable way in which branches may fall and land. Avoid sitting under trees on windy days.On days of extreme weather (including high winds), the conservation area is closed and students would complete an alternative activity to the Trig Walk in the Australia Garden	<ul style="list-style-type: none">Being able to move between a variety of natural spaces increases student engagement and supports the best opportunities for students to learn from nature.Immersion in a natural environment allows students to learn about less managed landscapes and understand the roles and interconnections of	Satisfactory Poor Unknown	Severe Major Moderate Minor Insignificant	Almost certain Likely Possible Unlikely Rare	Extreme High Medium Low				Extreme High Medium Low	

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		different organisms in an ecosystem									
Traffic Hazards <ul style="list-style-type: none">Entry to RBG: Hit by vehiclePresence of RBG gardening, maintenance / delivery vehicles	<ul style="list-style-type: none">Bus pick-up and drop-off zones are located close to the Australian Garden entrance path.Ensure adequate supervision when crossing car parks and roads.The Learning Facilitator leads the groups to support schools to avoid maintenance vehicles that may share pedestrian spaces.There is a pedestrian crossing on the path that leads to Trig Point and the bushland where it crosses the Visitor Centre maintenance road.	<ul style="list-style-type: none">Crossing the road to access the conservation area allows students to experience a natural space which helps them to build their understanding of Australian environmentsThe use of roads and paths by school groups prevents students from walking in garden beds and being exposed to other risks.	<div>Satisfactory</div> <div>Poor</div> <div>Unknown</div>	<div>Severe</div> <div>Major</div> <div>Moderate</div> <div>Minor</div> <div>Insignificant</div>	<div>Almost certain</div> <div>Likely</div> <div>Possible</div> <div>Unlikely</div> <div>Rare</div>	<div>Extreme</div> <div>High</div> <div>Medium</div> <div>Low</div>			<div>Extreme</div> <div>High</div> <div>Medium</div> <div>Low</div>		
RBG management and staff recognise that they play an inherent role in prevention and mitigation activities to minimise the effects of emergencies that may occur. RBG implements an emergency procedures policy conforming to the Australian standard AS 3745-2010. RBG Education staff are trained in emergency response.											
In Case of Emergencies whilst visiting the Royal Botanic Gardens Cranbourne please call the Visitor Centre 03 5990 2265 or dial 000.											

Add more rows as required. This is one way of documenting the risk management process and does not preclude other approaches.