

Dorrigo High School

EXCURSION POLICY

Dorrigo High School's Excursion Policy is informed by the DEC Excursion Policy and Excursion Implementation Procedures. Staff planning excursions need to familiarise themselves with DEC Policy and Procedures.

Rationale

An important part of any school's curriculum is the provision of the opportunity for its students to undertake excursions. These may involve local investigation or require travel to more distant places. The very isolated nature of the Dorrigo community makes this most important.

The organisation of such field work within this school presents three major problems:

- a) The cost of transportation resulting from the relative isolation and distance of this town from larger centres.
- b) The amount of school time lost in traveling to such places and the disruption to normal lessons.
- c) The creation of "agreed extras" and "in lieu of" periods.

This policy, therefore, has been formulated to provide the students of Dorrigo High School with the opportunity to be involved in field work within and outside our local area whilst incurring the lowest possible cost to parents. Also, it aims to provide the least disruption to normal classroom routine and the most effective use of time outside the classroom.

Outcomes

This policy aims to achieve these outcomes:

- Provide field work in all areas of the curriculum in which individual subject syllabus's demand.
- Allow the students of Dorrigo High School experiences outside the local area which they may not normally experience.
- Provide opportunities for students to observe and interact with other communities in which multiculturalism is more apparent, leading to greater racial tolerance and understanding.
- Make students more aware of career opportunities outside their local area.
- Expose students to cultural stimuli not found in their local area.
- Minimise the cost to parents and disruption to school routine resulting from field studies.
- Make it possible for all students to participate in excursions no matter what their socio-economic standing, unless exceptional circumstances exist.
- Minimise the risk and maximize the safety of students venturing on excursions or sporting visits.

General Requirements

- An excursion is a learning experience external to the school site initiated, organized and supervised by the staff of Dorrigo High School and approved by the executive of Dorrigo High.
- An excursion is an integral part of the school's curriculum and specifically of the students learning program and must be justified on this basis.
- An excursion can range from a brief visit of less than one hour to a local point of interest, to an extended journey occupying a number of days and requiring overnight accommodation.
- All students within the specific learning group should be given the opportunity to participate unless exceptional circumstances exist.
- The same standards of conduct and the obligation to report suspected risk of harm, improper conduct of a sexual nature and misconduct apply throughout all stages of an excursion as they do in schools.

Excursion Procedures

Staff members who are considering an excursion should:

- forward plan:- discuss the plan with their Head Teacher and examine the potential dates with the Deputy Principal. Any overnight excursions need planning 6 months in advance.
- consider the educational value of the proposed excursion.
- obtain accurate costings of the proposed excursion with a buffer for student withdrawals, taking into account the GST effect. Expensive excursions should be avoided. If financial hardship occurs with certain students, financial assistance may be sought.
- Income/Expenditure Worksheet detailing costs are to go to Admin. Manager prior to or at the time notes are distributed to students. Also a copy of permission note and relevant information sheets that are issued to students.
- complete the appropriate forms. These forms are the "Variation to School Routine" (VTR) and the "Risk Management Plan" (RMP). When completing the risk assessment strong consideration must be given to any potential health problems students may face whilst on excursion (diabetes, allergies, asthma, epilepsy, anaphylaxis) as well as assessing any other risk factors. These forms should be given to the staff member's Head Teacher at least **4 weeks in advance for overnight and day** excursions and at least **3 weeks in advance for a local excursion**. DP should receive VTR and RMP **3 weeks prior to the excursion**. These forms can be accessed on the school intranet.

Sporting Excursions:

- Sporting excursions are to follow the same procedures as above with the exception of knockouts. Coaches/organising teachers fill in appropriate forms for Head Teacher and Deputy Principal approval.
- Teachers leading excursions involving sporting or physical activities should also consult DEC ***Sport and Physical Activity in Schools, Safe Conduct Guidelines***.

- Where an excursion involves swimming activities, principals must ensure that the 8 elements of the DEC **Water Safety Guidelines for Unstructured Aquatic Activity** are all complied with. These are: venue selection, parent/caregiver consent, staff supervision, risk management, student induction, testing student proficiency and classifying students.

For an excursion to be approved the following order must be followed:-

- VTR and RMP given to Head Teacher **after** discussion with Deputy Principal and **4 weeks prior** to the excursion.
- VTR and RMP given to DP **3 weeks prior to excursion** to take to executive meeting for formal approval or disapproval allowing notes to be distributed a full **2 weeks prior to the excursion**.
- DP takes to an executive meeting for formal approval or disapproval.
- Executive will consider the educational value and assess the risk of the proposed excursion in relation to the total needs and resources of the school and in relation to the students' needs and the learning program.
- The organising teacher should inform parents of the full details of the planned excursion in writing. A Parent Excursion Information and Permission Form will be issued to the parents/guardians and signed consent forms should be returned to the office. School uniforms are compulsory unless otherwise specified.
- The organising teacher collects a Request for a Bus Quote form from the office, completes all details and returns it to Admin. Manager, who will contact the bus company. Bookings must be confirmed, a quote is not a confirmation. If the excursion does not go ahead, the organising teacher contacts office staff, who will notify bus company.
- The organising teacher obtains ERN contact sheets for students attending, relating to emergency contacts and medical conditions.
- The organising teacher books the first aid kit with the office.
- The organising teacher books the excursion mobile with the Deputy, so it can be charged.
- Notes and monies must be fully paid to the office in **1 week in advance** to ascertain the viability of the excursion.
- For major excursions the money needs to be fully paid at least **1 month in advance** to the office. If insufficient numbers of students have paid in order for the excursion to be funded, the Head Teacher will have to cancel the excursion.
- When the excursion is finalised, lists of students names should be given to the Deputy Principal, the office and posted on the notice board for staff perusal.
- Local excursions (1 or 2 periods etc) will need a consent form / multi-purpose note signed by parents (all 7-12 should have multi-purpose notes). Also, the Head Teacher and Deputy Principal need to be notified. A VTR form needs to be filled in as well as a RMP.
- Suitable lesson preparation for remaining classes should be carried out and lessons left with the Head Teacher.

- Agreement from Staff to take “agreed extras” caused by excursions and sporting visits is sought on an annual basis.
- It is mandatory that at least one member of staff has undertaken emergency care training in order to accompany students on excursions.
- Overnight excursions are to be accompanied by a staff member with current CPR and emergency care credentials.
- All students on the Pink Stage of the school’s behavior management system will lose the privilege of going on excursions unless the excursion is mandatory/syllabus based part of their course.
- Any student refunds will have a 3 day wait if approved by the organising teacher.
- Any late withdrawals after allotted time, the students will forfeit current paid monies if they have been paid out in deposits or tickets sales etc. Parents are to be advised of this non refundable requirement in the original note home.
- Public Transport should be used for school excursions if it is feasible. In exceptional circumstances (eg small groups) consideration may be given to the use of private motor vehicles. The registration and license of every driver transporting students should be shown to the office. A copy will be made and kept in the office. Details are updated yearly.
- Students are allowed to use their private motor vehicles unless conditions are deemed to be unsafe and present a risk of harm.
- Students on a provisional driver’s license transporting other students must comply with any relevant peer passenger conditions. “provisional P1 drivers under the age of 25 must not drive a vehicle with more than one passenger (other than the driver) under 21 years old between 11pm and 5am.”
http://www.rta.nsw.gov.au/licensing/gettingallicence/car/p1p2_conditions.html
- Parental involvement. Parents will frequently volunteer to assist in excursions. The Principal should be assured of the bona fides of adults who are accompanying such excursions to assist with supervision.

Dorrigo High School Variation to Routine Proposal

Activity:	
Date:	Organising teacher
Venue	Subject/Faculty:
Contact phone number	School Mobile booked
Dress Requirements: School uniform	Cost:
Teachers attending:	Transport to be used:
Accompanying parents:	Canteen Informed:
Front Office Informed:	List of participant provided to front office and DP:
Departure (time):	Return to DHS (time):

Private Transport Only	
Driver:	Driver Information form completed: Y/N
Passenger consent form completed:	Child Protection form completed: Y/N
License and registration details provided to front office:	

Student details: What class or group is involved?

List the number of students from each Year in the spaces below.

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Total

Record of Planning	HT Signature
All relevant safety considerations have been discussed. Guidelines documents listed in DHS Handbook have been referred to. Excursion Risk Management Plan has been completed and approved by the Head Teacher.	
Water activities are involved. Yes / No. If Yes: <i>Water Safety Guidelines for Unstructured Aquatic Activity</i> have been complied with. Yes / No	
Attending teachers with current Emergency Care qualifications:	
Attending teachers with current CPR qualifications:	
Are any students to be excluded? Attach a list of names, reasons and arrangements made to ensure they will complete tasks that will provide them with the opportunity to achieve outcomes.	

This excursion has / has not been approved by Executive

Principal's signature: _____ **Date:** _____

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Driver and Passenger Information for Excursions

Please complete the following in order for you to assist in the transport of students to an event.

Copies of current Driver's License and Registration must be at the school office before the excursion.

Name of event:

Venue: _____

Departing from: _____ at _____

Returning to: _____ at _____

Driver and Vehicle Information

Driver's Name: _____ License No: _____

Parent's signature for student to drive the vehicle: (if applicable) _____

Date: _____ Vehicle Type: _____

Registration No: _____ Registration Expiry Date: _____

Passenger Information The following students will be passengers in the above vehicle.***

1. _____ 2. _____

3. _____ 4. _____

Parent Consent: I hereby consent to my son/daughter/ward _____

travelling as a passenger in the vehicle driven by: _____

Parent's signature for student driver to carry these passengers in the vehicle (if applicable):

Parent Guardian Name (Please Print): _____

Parent Guardian Signature (Please Print): _____ Date: _____

***These students should have completed the appropriate passenger consent form.

*****Students without parental permission to travel in the above vehicle with the above driver will not be allowed to go.**

This form must be submitted to Senior Admin Manager with class lists.

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Variation to Routine Income/Expenditure Worksheet

Department: _____ Head Teacher: _____

Year Group / Class Group: _____

Excursion: _____

Organising Teacher: _____

Date of excursion: _____ Cost per student: _____

Note reply: _____ Money in by: _____

	\$ Cost per student	\$ GST	Total cost to school (per student)
Transport			
Accommodation			
Entry Fees			
1.			
2.			
3.			
4.			
Other Charges:			
1.			
2.			
3.			
4.			
Sub total non food			
Taxable food/meals			
Total per student			

Grand Total (for _____ Students)			

Calculate the cost for each student (amount to be invoiced)	
Total cost excluding GST – <i>from above</i>	
Administration charge (add) – <i>if applicable</i>	
School subsidy (subtract) – <i>if applicable</i>	
Cost for student excluding GST	

GST on food / meals – <i>from above</i>	
Total cost per student	

DEC Risk management process and proforma

The purpose of excursion risk management is to make excursions as safe as possible. Risk management processes are used to identify hazards, assess risks and then eliminate or control risks associated with excursions.

The degree of planning required is influenced by the nature of the excursion, the level of risk and the student group. For excursions that have previously been planned and conducted, previous risk management plans may be reviewed, updated where required and reused.

To support schools, a [database of venue and safety information](#) (Intranet only) from common excursion sites is on the OHS webpage. These should be considered and attached to the excursion risk management plan.

An important component of the risk management process is consultation, which should include staff, and where appropriate external venue providers and parents.

Steps in developing the excursion risk management plan

- **List the activities of the excursion**

List the activities of the excursion, that is, break the whole excursion into its parts e.g. getting to and from the venue, being at the venue, each of the major activities at the venue, having meals, staying at the accommodation etc.

- **Identify the hazards**

Determine the hazards associated with the activities. Consider hazards associated with travel, the venue, activities at the venue, equipment used in the activities, the environment, people (e.g. behaviour and medical conditions), and accommodation.

- **Assess the level of risk**

Using the [risk assessment matrix](#), determine the seriousness of the risks associated with the hazards by considering both the likelihood and severity of risks. This gives you a risk ranking from 1 being the most serious to 6 being the least serious.

- **Eliminate or control the risks**

Consider the most suitable control strategies for each of the identified hazards using the [hierarchy of controls](#).

- **Document plan**

Document the excursion risk management plan.

- **Communicate the plan**

Communicate the plan to excursion supervisors. Provide relevant information to participants and their families.

- **Monitor and review**

Monitor the effectiveness of controls and change if necessary. Review the risk assessment if an incident or a significant change occurs.

An [Excursion Risk Management Plan Proforma](#) and [Guidance in completing the Excursion Risk Management Plan Proforma](#) provide assistance on hazard identification, the risk assessment matrix and the hierarchy of controls. This material may be used to develop and document the risk management plan. A [Sample Excursion Risk Management Plan](#) is also provided.

Principals should retain the documented plan as verification of the planning undertaken. The documentation will aid communication of the plan, and can also be used in future planning of excursions.

Checklist

- Step 1 Is a previous risk assessment for the excursion available? If so, review and update with reference to this checklist, considering such issues as changes to the student group, individual student health care plans, the effectiveness of the controls and previous incidents on previous excursion.
- Step 2 [Obtain venue information](#)
- To assist in planning excursions, information is available on the OHS webpage for frequently used venues.
- If no venue and safety information is available on the database, contact the venue. Depending on the nature of the excursion and the proposed activities, enquire about:
- Public liability cover
 - Accreditation of venue staff for the task/activity
 - Access and special requirements e.g. for students with special needs
 - If venue located in vicinity of Sydney or major CBD, be aware of possible evacuation trials or plans (NSW State Emergency Management Committee: www.emergency.nsw.gov.au)
 - Emergency procedures and relevant training of venue staff
 - Known hazards and controls related to proposed activities
 - Where a student with a severe food allergy is attending an excursion venue where food is provided, contact the venue to enquire about their procedures to cater for severe food allergies. Explain the nature of the student's anaphylactic condition, the foods that trigger anaphylaxis and the serious consequences for the student coming into contact with that food. Consultation with parents/carers is essential in this process.
 - Mobile phone and emergency services access for the excursion
 - Equipment available; ask venue to confirm that equipment and machinery are maintained, repaired and in good working order with safety features operational
 - Use of licensed personnel for construction, maintenance and repairs
 - Availability of appropriate facilities e.g. showers, refreshments, toilets.
- Step 3 Assess venue and safety information for your student group. Note this on the proforma and attach the venue and safety information to your risk management plan.
- Step 4 In consultation with key stakeholders, analyse the excursion and list the activities, that is, break the excursion into its parts e.g. getting to and from the venue, being at the venue, each of the major activities at the venue, having meals, staying at the accommodation etc.
- Step 5 Identify the hazards associated with the activities and the potential risks associated with these hazards. Take account of venue and safety information, the student group, individual student health care plans and previous incidents on excursions. See Guidance in completing the Excursion Risk Management Plan Proforma for categories of hazards and the Sample Excursion Risk Management Plan for examples.

Important note about Step 5

If a student has been diagnosed with anaphylaxis, the individual health care plan **must** be updated to address the student's needs on excursions following completion of the Excursion Risk Management Plan. Excursions may pose different hazards to the school environment and the health care plan must be updated accordingly. Anaphylaxis is a potentially life threatening condition. It is a severe and sudden reaction and occurs when a person is exposed to an allergen (such as a food or insect bite). Reactions usually begin within minutes of exposure and can progress rapidly over a period of up to two hours or more.

- Step 6 Assess the risks associated with the hazards using the risk assessment matrix in the Guidance in completing the Excursion Risk Management Plan Proforma. This gives a risk ranking and thus a priority order for managing the hazards.
- Step 7 Develop appropriate strategies to eliminate or control the risks (including action to ensure that child protection procedures are followed, health care plans are updated for students, and that all necessary aides and equipment are available) using the hierarchy of controls on the Guidance in completing the Excursion Risk Management Plan Proforma.
- Step 8 Document the risk management plan including emergency management procedures to deal with potential incidents. The attached proforma may be used. See also the Sample Excursion Risk Management Plan for examples.
- Step 9 Communicate the plan to excursion supervisors including responsibilities for emergency response. Provide relevant information to participants and their families.
- Step 10 Review the excursion risk management plan on completion.

Guidance in Completing the Risk Management Plan Proforma: Excursion

Hazard Identification

The following may assist with identifying hazards relating to activities at each stage of an excursion. Consider what could go wrong, that is, the potential injuries or illnesses that could occur. Hazards are the sources of these potential injuries or illnesses.

Travel – Consider aspects of travel that may present a hazard such as walking to and from the train, crossing the road, transport to the venue. If CBD location, consider travel arrangements in the event of lockdown or evacuation.

Venue – Consider aspects of the excursion venue that may present a hazard such as location near water, cliffs, crowds, slippery floors. If CBD location, consider possibility of CBD lockdown or evacuation due to evacuation trial or major emergency

Excursion Program Activity – Consider the activities of the excursion program that may present a hazard such as hazards of bushwalking, collecting leaves, observing animals, swimming, singing at an eisteddfod, climbing, eating at different venues for students with anaphylaxis.

Equipment – Consider any equipment that may present a hazard such as sporting equipment, high risk equipment at the venue.

Environment – Consider aspects of the environment that may present a hazard such as weather conditions, natural hazards such as bushfires, floods or storms, the nature of the terrain, plants, animals and insects.

Consider common allergens that may pose a hazard e.g. foods, insect stings or bites, latex (e.g. balloons or swimming goggles and caps) that may trigger allergic reactions. These must be considered as part of the risk assessment for students with allergic conditions (anaphylaxis).

People – Consider aspects of people that may present a hazard such as poor behaviour, the nature of participants such as maturity, age and skill, child protection issues, medical conditions or disabilities.

Accommodation – Consider aspects of accommodation that may present a hazard such as insufficient supervision, standard of accommodation and amenities, meal menus and allergies, security and child protection issues

Other – Consider other hazards related to specific excursions such as access to first aid and mobile phone reception. Investigate access to emergency services and equipment.

Risk Elimination or Control

Eliminate the risk. Eliminate the item or activity; e.g. do not undertake a particular high risk activity such as abseiling in high wind; do not use high risk equipment. If elimination is not reasonably practicable, control the risk as far as practical using the hierarchy of controls below. Select the highest possible control and/or use a combination of controls to reduce the risk.

Substitute the hazard: Replace the activity, material, or equipment with a less hazardous one eg choose an easier bushwalk; substitute a food known to cause severe allergic reactions (for example, peanut butter or tree nuts) with alternative nutritious food.

Isolate the hazard: Isolate the hazard from the person at risk; isolate through distance e.g. select a lunch location well away from the water; check if a coastal walk has fencing.

Use engineering controls: Have access to equipment to counteract the hazard; consider hiring coaches with seatbelts and ensure these are worn if available; ensure that an appropriately trained person is with the student at all times and has immediate access to an EpiPen in the event of an emergency.

Use administrative controls: Establish procedures and safe practices e.g. supervision of students, clear rules, instruction in safe methods, training of staff, volunteers and students in the excursion activities or in the use of equipment and qualifications of instructors. Ensure health care plans are reviewed and updated for the excursion for students known to have severe allergic conditions. Discuss student health needs with caterers, in consultation with parents/carers.

Use personal protective equipment: Use appropriately designed and properly fitted equipment such as safety goggles, hats and sunscreen and helmets, in conjunction with other control measures identified from above. Encourage students and staff to wear appropriate footwear and protective clothing at all times; students wear medic alert bracelet or necklace where require

Risk Assessment Matrix				
<i>How serious could the injury be?</i>	<i>How likely is it to be that serious</i>			
	Very Likely	Likely	Unlikely	Very Unlikely
Death or permanent injury	1	1	2	3
Long term illness or injury	1	2	3	4
Medical attention & several days off	2	3	4	5
First aid needed	3	4	5	6
Severity – is how seriously a person could be harmed		Likelihood – is an estimate of how probable it is for the hazard to cause harm.		
Legend				
1 and 2		Extreme risk; deal with the hazard immediately		
3 and 4		Moderate risk; deal with the hazard as soon possible		
5 and 6		Low risk; deal with the hazard when able.		

Sample Risk Management Plan: Excursion

<p><i>Name of school:</i> Excursion Plus High School</p> <p><i>Name of principal:</i> J Citizen</p> <p><i>Description and location of excursion:</i> Bushwalk in National Park</p> <p><i>Date of excursion:</i> 18 October</p> <p><i>Group/class:</i> 6S and 6G</p>	<p><i>Number in group/class:</i> 55</p> <p><i>Name of excursion coordinator:</i> K Citizen</p> <p><i>Contact number:</i> XXXX</p> <p><i>Accompanying staff, parents, caregivers, volunteers:</i> 2 class teachers and 4 parent/carer volunteers</p>
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Task/Activity	Hazard Identification & Associated Risk Type/Cause	Assess Risk* use matrix	Elimination or Control Measures	Who	When
Walking to and from transport	<ul style="list-style-type: none"> - struck by vehicle on road - uneven footpath 	4 6	<ul style="list-style-type: none"> - 2 teachers & 4 parent/carer volunteers attending to supervise excursion - Brief participants on rules and behaviour - Remain on pedestrian pathways and use pedestrian crossings at all times 	Coordinating teacher “ All	Prior to walk “ On excursion
Coach transport to excursion venue	<ul style="list-style-type: none"> - boarding coach - vehicle accidents 	6 5	<ul style="list-style-type: none"> - Ensure vehicle operators hold appropriate license(s) and insurance - Check availability of seat belts - Vehicle to be appropriate for needs of the group e.g. wheelchair access if required - Enforce rules and monitor behaviour - Ensure seatbelts are worn 	Excursion Coordinator ” “ Teachers	Prior to booking “ “ On excursion
Observing rock formations; animals and plants	<ul style="list-style-type: none"> - bites and stings from insects, spiders, snakes (including severe allergies) - exposure to sun 	4 5	<ul style="list-style-type: none"> - Ensure participation of students with known allergies has been considered, implement appropriate risk controls, e.g. a trained staff member is available to provide appropriate first aid (e.g. EpiPen for student with anaphylaxis) - Ensure staff and students are aware of emergency response procedures. - Avoid areas with long grasses - Wear enclosed footwear, long pants and other protective clothing - Wear hats, shirts with sleeves and sunscreen while outdoors - Do not touch animals - Carry first aid kit 	Teachers “ All “ “ Teachers	Prior to excursion “ On excursion

Bushwalking in national park	<ul style="list-style-type: none"> - uneven ground surfaces, bites and stings, exposure to sun, wind, rain and dehydration. - allergies to insects, reptiles and plants. - becoming lost or isolated from the group - change in weather conditions 	4	<ul style="list-style-type: none"> - Notify national park staff of expected arrival and departure times, location of walk and participants, students with medical conditions - National Park staff to lead walk. Adult supervision at front and back to keep group together. - Inform excursion participants of National Park safety instructions. - Wear enclosed footwear suitable for walking, clothing to protect arms and legs and suitable for changing weather conditions - Wear hats, shirts with sleeves and sunscreen while outdoors. - Ensure participants carry water bottles - Staff carry insect repellent, additional sunscreen and ensure rest breaks are taken in the shade - Identify participants with known medical conditions and ensure appropriate medication/treatment is available - Ensure participation of students with known allergies has been considered, implement appropriate risk controls, e.g. a trained staff member is available to provide appropriate first aid (e.g. epipen for student with anaphylaxis) - Ensure staff and students are aware of emergency response procedures. - Check weather forecast on day of excursion - Carry maps and compass - Emergency plans communicated for dealing with potential incidents - Carry first aid kit 	Excursion Coordinator	Prior to walk
		3		Supervisors	On walk
		3		“	“
		5		All	“
				Teachers	“
				Excursion Coordinator	Prior to walk
				Teachers	“
				“	On walk
				“	“
				“	“

<p>Diet and food during excursions including Eating out at different venues</p>	<p>Student allergies to certain food products</p>	<p>3</p>	<ul style="list-style-type: none"> - Confirm appropriate food with parents/carers for student with allergies - Liaise with venue managers about provision of appropriate food for students with food allergies in liaison with parents/carers - Food brought by student should only be approved and provided by student's parent/carer - Discuss with class groups about the importance of only eating your own food - Ensure a responsible adult is with each group of students - Ensure someone trained in medical procedures (use of EpiPen) attends - Communicate special requirements to all staff and volunteers especially emergency response procedures and equipment - For students with allergies to bee/insect bites and stings, be aware of bees/insects attracted by soft drinks cans and food in garbage bins. 	<p>Teachers</p>	<p>Prior to and during excursion</p>
<p><i>Venue and safety information reviewed and attached:</i></p> <p><i>Plan prepared by:</i> K Citizen <i>Position:</i> Year 6 teacher</p> <p><i>Prepared in consultation with:</i> Year 6 staff, Deputy Principal, parent volunteers</p> <p><i>Communicated to:</i> Teachers and parent/carer volunteers</p>			<p>Yes/No</p>	<p><i>Date:</i> 2 August</p>	
<p>Monitor and Review – Monitor the effectiveness of controls and change if necessary. Review the risk assessment if an incident or significant change occurs</p>					

*** Note: assessments of risk vary with the particular circumstances (e.g. nature of the workplace, student group); this is a sample only.**