

Name of the program - Cubby Building Excursion (CBEX)

Site - Belair National Park - School/Community Group Excursions

Date of Assessment and review April 2017 (initial), updated March 31 2021, reviewed July 28, 2021.

Plan prepared by Nature Play SA Education Team (Maria Taylor) and CEO (Sarah Sutter)

Communicated to All Nature Play SA staff and sites hosting this program

Plan prepared using the Department for Education SA Risk Matrix (send end of document for Matrix)

Nature Play SA will monitor the effectiveness of controls and change if necessary. This assessment will be reviewed every 6 months or if an incident or significant change occurs.

Description of the program where risks have been identified

- Build small creature homes (Bandicoot focus) and larger cubbies in Belair National Park using various sized branches, smaller sticks, dowel, stick-lets (silicone connectors), leaves, hessian, and rope.
- Students also explore other nearby areas of the park and undertake nature walks on sealed roads and tracks around the Karka pavilion.
- The Karka green is used for games and koala spotting activities, and reflective sit spot sessions.
- Students may eat lunch in their built cubbies and are supported to dismantle and pack down all structures at the end of the session.

Benefits of activity for learning outcomes of children

- Understanding Aboriginal cultural connections to Belair National Park.
- Learning about the European history of Belair National Park and its significance in the story of SA.
- Engages students in physical activity to support the development of gross motor skills, core strength, coordination and balance,
- Develops an initial understanding and awareness of engaging senses in nature.
- Develops positive dispositions for learning, including risk-taking, problem-solving and persistence.
- Provides a platform to showcase student's creativity and creative solutions.
- Facilitates a real-world application of STEM skills.
- Conversations around 'leave no trace' develops understandings of an individual's contribution to a sustainable future.
- Gives students an opportunity to experience a 'human-nature relationship' first-hand with sensory experiences in a natural environment.
- Student's experience the wellbeing and health benefits of spending time in the open air, natural environments.
- Participants develop new skills and knowledge to be a confident and capable operator in outdoor environments.

Non-negotiable elements of this activity

- Benefits outweigh risk 'when children encounter certain types of risks, it helps them to learn to assess and manage risks' (Gill, 2007)
- Educating children about risk, challenge and safety in outdoor learning environments is part of every leader's introduction and brief.
- Site is to give final approval for all resources used for the program, and all adults and children are made aware of any risks and expectations.
- Site staff are responsible for the primary care of all students. They will supervise children at all times, and children to staff ratio on the excursion reflect department/site/sector policy.
- The identified teacher in charge is deferred to regarding the pastoral care of students (administering first aid and behaviour management)
- Visiting schools/sites will carry all necessary medication for students and will have a first aid kit, appropriate first aid training, and carry an operational mobile phone.
- Nature Play staff member manages all resources and facilitates the experience throughout.
- Children engage with natural elements and environments in a safe way, exploring new ideas and developing their natural creativity.
- Children learn about 'Leave No Trace' principles and their responsibilities and expectations when using an outdoor learning environment, Botanic Garden or National Park e.g., tread lightly and take all rubbish away with you.
- Instructors to wear high-visibility vests for the duration of an excursion at Belair National Park.
- In the event of a catastrophic fire ban, the excursion will be cancelled. In extreme or severe weather, the program will be adjusted as necessary (this may result in a cancellation or reschedule.) Both NPSA and the visiting school have the responsibility and right to respond to adverse weather conditions and amend the program as necessary.

Exposure to COVID-19 and associated response to COVID-19 and SA Health and Government Advice

Current SA Government and health guidelines inform all aspects of program delivery, including steps taken to cancel/reschedule when necessary and adjustments as dictated by SA Health and Government

- Nature Play SA is a COVID-safe workplace with required policies, protocols, and practises in place for all employees.
- Programs are delivered in expansive outdoor areas on school grounds.
- NPSA facilitator(s) will ensure they adhere to current social distancing best practice protocols.
- Students have access to individual workspaces within this open area when required.
- Resources can be individually distributed amongst students when necessary (no communal resources if required or requested.)
- Hand sanitiser and wipes are available.

Hazard Identified - Extreme weather conditions and severe weather warnings (as advised by BOM)

Preliminary Risk Assessment - Rare x Major = Moderate / Level of risk with control in place - Rare x Moderate = Low

Reduction and control measures	Who	When
Monitor weather conditions ahead of each booked program with a 'check in' of BOM at 4pm day prior to assess predicted conditions. Cancel session if severe weather warnings or extreme weather conditions are predicted in and around Belair National Park.	NPSA	Before program
Protective clothing worn (e.g. wide-brimmed hats in summer) and regular breaks provided for rehydration.	Everyone	On the day
Children bring water bottles, and school is reminded to bring additional water as there is no water available on site. Visiting groups advised on the need to apply sunscreen and dress children appropriately for forecasted weather conditions.	NPSA School	Before and on the day
Move program to the middle of the Karka green or indoors to the Karka pavilion at any stage if conditions deteriorate (winds, temperature, rain, heat) during a scheduled program. (The Karka pavilion is a community style hall - fully enclosed building.)	NPSA	On the day

Hazard Identified - Fire Danger

Preliminary Risk Assessment - Rare x Critical = Moderate / Level of risk with control in place - Rare x Minor = Low

Reduction and control measures	Who	When
Belair National Park staff are aware of groups in the park via the official parks booking system.	NPSA	Before program
Weather conditions are monitored ahead of each program. Program leaders will check fire danger ratings on the CFS website prior to visiting and monitor CFS warnings and alerts via the Alert SA app. Leaders will act in accordance with any CFS warnings or advice.	NPSA	Before program
Sessions will be cancelled if the park is shut due to a catastrophic fire rating. Cancellations are ideally made by 4 pm of the previous day based on BOM data. NPSA staff to notify the school of the fire danger and cancel/postpone the scheduled session based on the forecast.	NPSA or site	Before program
NPSA advise schools to keep bus transport on-site during days of total fire ban and/or when the fire danger is forecast to be severe.	NPSA School	Before and on the day
NPSA staff observe conditions on the day, liaise with Ranger if the fire danger increases and follow recommendations of Ranger to ensure everyone's safety. All participants adhere to processes and regulations outlined in the DEW Days of Heightened Fire Danger Procedure - (pdf available upon request)	NPSA NPWS	On the day
In the event of a fire in Belair, staff are instructed to follow direction from the CFS Incident Controller, SAPOL Officer or NPWS Warden. The public are evacuated when directed by the CFS Incident Controller. (As advised 12/19 via Belair National Park Staff/Ranger team)	NPSA NPWS	Before and on the day

Hazard Identified - Lost Children

Preliminary Risk Assessment - Rare x Moderate = Low / Level of risk with control in place - Rare x Moderate = Low

Reduction and control measures	Who	When
A clear boundary is established and marked with bunting, cones or sandwich boards. This area is outlined to all students and teachers at the start of the session	NPSA	On arrival and throughout program.
The identified boundary will reflect the age and stage of the students and conditions on the day.	NPSA	
Teachers will provide one on one supervision for any students identified as needing support to stay within marked areas.	School staff	
Teachers/NPSA staff to actively supervise students and periodically survey the perimeter of the site.	NPSA School staff	
Class groups will gather for a head count at key transitions of the day (i.e. when finishing an activity or at the end of walk or lunch break, etc.) and teachers will conduct a head count when asked.	NPSA School staff	
All students will be accompanied to the Karka pavilion for toilet breaks.	School staff	
Students are reminded to stay still (i.e. not wander) if they become separated from the group and respond to anyone calling out their names in a loud and clear voice.	NPSA	During safety briefing.
If a student has been identified as missing, the NPSA staff/teacher (s) will start looking, loudly calling out the student's name. One teacher will stay with the group in a clearly defined area until further notice. If the child is not found in 15 minutes, Rangers will be called to assist with the search. After 30 minutes, police will be called. Teaching staff to maintain supervision of the group whilst a search is underway.	NPSA staff to notify Ranger and co-ordinate call to police. Teacher to call parent/guardian.	

Hazard Identified - Snake Bite

Preliminary Risk Assessment - Unlikely x Major = Moderate / Level of risk with control in place - Rare x Major = Moderate

Reduction and control measures	Who	When
NPSA staff member conducts a site inspection before students arrive and communicates with park staff about sightings and likely location(s) of snakes.	NPSA	Before program
Groups to stay a recommended distance from water and long grass during warmer months and children are alerted to the possible risk and what to do if snakes are seen (during safety briefing)	Everyone	Throughout program
Clothing requirements advised to visiting groups, i.e. - closed shoes / long pants.	NPSA and School	Before and on the day
Stocked first aid kit and operational mobile phone carried at all times. NPSA and school staff have appropriate first aid training.	NPSA, School staff and NPWS	Before and on the day

Hazard Identified - Falling Tree Branch

Preliminary Risk Assessment - Rare x Major = Moderate / Level of risk with control in place - Rare x Moderate = Low

Reduction and control measures	Who	When
National Park tree audit and pruning is undertaken as per parks schedule.	NPWS	ongoing
Selection of appropriate areas for cubby building is decided in consultation with Ranger.	NPWS and NPSA	Before program
Staff perform a comprehensive site inspection prior to every program (e.g. identify dangerous limbs and trip hazards that cannot be attended to before the program and place orange cones at hazards.)	NPSA	Before program
Belair National Park staff are immediately alerted to any concern NPSA, or school staff have regarding overhead trees.	All staff	During program

Hazard Identified - child hit by branch / stick / limb

Preliminary Risk Assessment - Unlikely x Moderate = Moderate / Level of risk with control in place - Rare x Moderate = Low

Reduction and control measures	Who	When
Cubby building is managed with a specific process to construct a cubby. This is outlined at the NPSA safety briefing.	NPSA	Safety briefing
Students given specific ways to move and carry sticks to ensure the safety of themselves and others (one end on the ground and one end in their hand, with stick dragging behind them)	NPSA	Safety briefing
NPSA staff will check each cubby before children move underneath it.	NPSA	During program
Cubbies are supervised as they are deconstructed with rope, tarp and hessian being removed before sticks and tyres.	NPSA and school staff	During program
Adults to deconstruct (ie lie flat) sticks for younger students during the dismantling phase. (Kindy and Reception.)	NPSA and school staff	During program

Hazard Identified - Insect bite / sting

Preliminary Risk Assessment - Unlikely x Moderate = Moderate / Level of risk with control in place - Rare x Minor = Low

Reduction and control measures	Who	When
Everyone is wearing appropriate clothing and foot wear.	Everyone	Throughout program
Students advised to avoid potential risks, such as prickly Robinia suckers and blackberries, which may be sprayed with herbicides (will be signs posted and colouration on sprayed plants.)	NPSA	During safety briefing
Visiting groups bring along allergy information from parents and carry Emergency Action Plans, Epi-pens and Asthma Medication for relevant children as per school and sector wide requirements and protocols for excursions.	School staff	Before program

Hazard Identified - Dog Bite

Preliminary Risk Assessment - Unlikely x Moderate = Moderate / Level of risk with control in place - Rare x Minor = Low

Reduction and control measures	Who	When
All adults to be on alert for 'dogs off lead' and to alert staff and children if a dog is in range.	All staff	Throughout program
Staff to manage controlled and supervised interactions with dogs where appropriate.	All staff	Throughout program
Children to ask permission from owner to pat dog, and pat on the dog's back, not face of dog.	School staff	Throughout program
Staff to ensure children follow appropriate procedure if threatened by a dog: Stand still, Arms by side, Look down.	All staff	Throughout program

Hazard Identified - Robinia/ Blackberry thorn injury

Preliminary Risk Assessment - Unlikely x Moderate = Moderate / Level of risk with control in place - Unlikely x Minor = Low

Reduction and control measures	Who	When
NPSA staff will cordon off areas where plants are too large to remove with bunting or cones. They will cut new growth back if plants are less than knee-high.	NPSA	Before program
Belair National Park staff will be informed about any larger plants that are causing an issue, as soon as they are noticed.	NPSA	Before program
Educate children about potential risks of touching these plants - completed during safety briefing.	NPSA	Before program

Hazard Identified - Wildlife - biting child, eating their food

Preliminary Risk Assessment - Rare x Moderate = Low / Level of risk with control in place - Rare x Moderate = Low

Reduction and control measures	Who	When
Education of children occurs as part of excursion program regarding wildlife behaviour in National Parks.	All staff	Throughout program
Children reminded not to feed the wildlife or run after wildlife.	All staff	Throughout program
Children to sit down and eat lunch in designated area.	School staff	Throughout program
Lunchboxes to be put back in bags after children have eaten and rubbish taken off site afterward. Bins are not available within the national park as per the parks code.	All staff	Throughout program

Hazard Identified - Child hit by vehicle

Preliminary Risk Assessment - Unlikely x Major = Moderate = Moderate / Level of risk with control in place - Rare x Moderate = Low

Reduction and control measures	Who	When
Orange cones and event signs are placed at either end of the cubby building area to alert drivers to the presence of children in the area. Vehicle use in the area is infrequent and at low speeds as outlined by NPWS signage.	NPSA	Before program
Adults will educate children about road safety and identify areas where cars may be a hazard. NPSA leader will meet the group on the edge of the road at the start of the day and lead the group to cubby building site.	NPSA	Beginning of program

Hazard Identified - Falling in water / near drowning / drowning

Preliminary Risk Assessment - Rare x Major = Moderate / Level of risk with control in place - Rare x Moderate = Low

Reduction and control measures	Who	When
Adult / child ratio is maintained, and constant supervision is provided at all times.	NPSA and school staff	Throughout program
Nearby creek is lined with bunting in areas adjacent to cubby building. This is strictly out of bounds. Natural barrier of blackberry bushes is maintained to limit ease of access to the creek	NPSA NPWS	Before program
All children are reminded of the boundaries and the creek bed is never visited - it is viewed on the walk across the bridge and acknowledged for its natural beauty and need to be mindful of it as a place to look at but not go near.	NPSA	Before and during program
NPSA staff will check the creek level before start of event and inform teachers of the presence of water.	NPSA	Before and during program

Hazard Identified - Hazardous or sharp items found on site

Preliminary Risk Assessment - Unlikely x Moderate = Moderate / Level of risk with control in place - Rare x Moderate = Low

Reduction and control measures	Who	When
Staff member to check toilets prior to children using this space.	NPSA	Before program
Any syringes are removed using tongs and placed securely in a sharp's container in toilet block	NPSA AND NPWS	Before program
If a needle is difficult to retrieve, staff will contact a Ranger to remove	NPSA	Before program
If moving outside of the Cubby Building area - staff to carry out pre-site inspection.	NPSA	Throughout program

Hazard Identified - Personal safety and unwelcome interaction from people outside of the group.

Preliminary Risk Assessment - Rare x Moderate - Low / Level of risk with control in place - Rare x Moderate = Low

Reduction and control measures	Who	When
All staff and volunteers to have Teacher Registration or DCSI clearance / Working with Children Check and RAN training.	All staff	During program
Staff member to check toilets prior to children using and children are not to access toilet block on their own.	School staff	Throughout program
Adult/child ratio as set per site is maintained and students are under constant supervision.	All staff	Throughout program
Signage displayed to alert park users of Nature Play Program in progress.	NPSA	Before program

Incident and Emergency Management

Safety of staff and participants is of foremost importance in planning and delivery of nature-based programs in natural places however even with appropriate policies and procedures in place, incidents and emergencies can still occur.

An Incident and Emergency Management Plan document, that complements the Cubby Building Risk Assessment provides a framework for action in an incident or emergency on excursion in a bush or garden setting.

Overall preliminary assessment Risk = possible / moderate = moderate Overall assessment with control in place risk = unlikely / minor = low

Risk Matrix

Likelihood	Almost Certain	Possibility of occurrence more than 75% - expected to occur
	Likely	Possibility of occurrence between 50% and 75% - probably will occur
	Possible	Possibility of occurrence between 25% and 50% - may occur at some time
	Unlikely	Possibility of occurrence between 5% and 25% - could occur at some time
	Rare	Possibility of occurrence less than 5% - may never occur

Consequence	Critical	<ul style="list-style-type: none"> Critical incident (eg death or permanent disability of adult or child; high level of distress to other parties) Sustained negative publicity or damage to reputation from a national perspective or from the community welfare perspective
	Major	<ul style="list-style-type: none"> Multiple injuries requiring specialist medical treatment or hospitalisation; and/or major occupational health safety and welfare liability incident/issue Major incident which damages public or parent confidence
	Moderate	<ul style="list-style-type: none"> Serious injuries and/or illness Complex welfare and/or health care issue Serious disruption or incident, resulting in distress to children and adults
	Minor	<ul style="list-style-type: none"> Minor first aid or minor occupational health safety and welfare liability incident/issue (eg minor cuts, bruises, bumps)
	Insignificant	<ul style="list-style-type: none"> No treatment required

Level of Risk

		Likelihood				
		Rare	Unlikely	Possible	Likely	Almost Certain
Consequence	Critical	Moderate	High	High	Extreme	Extreme
	Major	Moderate	Moderate	High	High	Extreme
	Moderate	Low	Moderate	Moderate	High	High
	Minor	Low	Low	Moderate	Moderate	Moderate
	Insignificant	Low	Low	Low	Moderate	Moderate