

Camps, Excursions, Sporting and Adventure Activities

Procedure



Contents

1	Introduction	5
2	Scope	5
3	Supported Policy	5
4	Definitions	6
5	Procedure Details	8
5.1	Approvals	8
5.2	Principal's responsibilities, planning, contingency and emergency management	8
5.2.1	Exclusions	8
5.2.2	Campsite selection	9
5.2.3	State and national parks	9
5.2.4	Environmental impact	9
5.2.5	Cultural considerations	10
5.2.6	Bookings	10
5.2.7	Communications and call in procedure	10
5.2.8	Contingency and emergency management and plans	10
5.2.9	Outdoor education and aquatics centres	11
5.3	Risk Management	11
5.3.1	Risk assessment	13
5.3.2	Specific activity safety considerations	13
5.4	Bushfire Season and Travel	15
5.5	Supervision	16
5.5.1	Supervisory team	16
5.5.2	Level of supervision	16
5.5.3	Ratios	17
5.5.4	Gender balance of supervisory team	19
5.5.5	Sleeping arrangements	19
5.5.6	Specialist instructors and outdoor education providers – qualification requirements	19
5.6	Child Protection	20
5.7	Consent (including health, personal care and medical information)	21
5.8	Transport	23

5.8.1	Privately owned motor vehicles	24
5.8.2	Bus transport	25
5.8.3	Supervision on buses	26
5.8.4	Aircraft	26
5.8.5	Water transport	26
5.9	Standards of conduct	26
5.10	First aid, safety and equipment	27
5.10.1	Infection control	27
5.10.2	Clothing/equipment	27
5.10.3	Shelter	28
5.10.4	Bunk beds	28
5.10.5	Tents	28
5.11	Billets, including overseas billets	29
5.12	Sporting and adventure activities	29
5.12.1	Overview and Scope	29
5.12.2	General provisions	30
5.12.3	Equipment precautions	33
5.12.4	Activity leads	35
5.12.5	Competitions	35
5.12.6	First aid, infection control and emergency management	36
5.12.7	Volunteer management	37
5.12.8	Child protection	37
5.12.9	Visitors on School grounds	37
5.12.10	Complaint resolution	37
5.12.11	Social media	37
5.12.12	Transport	38
5.12.13	Accidents, incidents	38
5.12.14	Records management	38
5.12.15	Individual sporting and adventure activities	38
5.12.16	Activity list with category instructions	38
6	Roles and responsibilities	41
7	Links	43
7.1	Application to Conduct a Camp or Excursion	43
7.2	Sports, Adventure, Camps and Excursions Risk Management Plan	43
7.3	Consent Form for Camp, Excursion, Sporting or Adventure Activity	43
7.4	Consent for Local walks/Excursions	43
7.5	Principal Confirmation Checklist	43

7.6	Checklist to Assist Planning Camps or Excursions	43
7.7	Students Travelling in Private Motor Vehicles Agreement Form	43
7.8	Codes of Behaviour for Sporting Activities	43
7.9	First Aid Procedure	43
7.10	Health Care Plans	43
8	Revision Record	44
9	Attribution	44

1 Introduction

This procedure complements the SACCS Camps, Excursions, Sporting and Adventure Activities Policy and should be read in partnership with that policy document.

This procedure describes the procedural requirements in schools, pre-schools and Colleges for:

- ensuring the safety of children and young people and workers participating in camps, excursions, sporting and adventure activities.
- planning and delivering of camps and excursions that are interesting, challenging and relevant to children and young people's learning
- identifying hazards and eliminating or minimising associated risks in relation to camps, excursions, sporting and adventure activities.

It should be noted that, prior to undertaking any excursion, schools that operate Early Education and Care Services for example OSHC, Vacation Care, Long Day Care and Pre-schools, are required to check compliance requirements under:

- [the Education and Care Services National Law Act 2010](#) and [Regulations](#)
- [the South Australian Education and Early Childhood Services \(Registration and Standards\) Act 2011](#) and
- [Section 4 of the Australian Children's Education and Care Quality Authority's \(ACECQA\) National Quality Framework](#)

2 Scope

This procedure applies to schools in Catholic Education South Australia (CESA). It is recognised that some separately governed schools may have obligations to governing authorities that need to be fulfilled in relation to the conduct of the undertakings described in this procedure.

The requirements set out in this procedure are mandatory and must be complied with by all CESA staff and workers for all camps, excursions, sporting and adventure activities.

Excursions involving overseas travel should be planned in-line with the [SACCS Overseas Travel Procedure](#) (2018) and the [SACCS Student Overseas Travel Excursion Procedure \(2020\)](#) and read in conjunction with this policy and its supporting policy.

This procedure also applies to programs operated by a school such as, but not limited to, occasional care.

This procedure does not apply to work experience activities organised by a school or children and young people moving within a school or adjacent campuses and facilities.

3 Supported Policy

[SACCS Camps, Excursions, Sporting and Adventure Activities Policy 2020](#)

4 Definitions

Term	Meaning
Accompanying Adult/Supervisory team	Teachers, school employees, parents/legal guardians, carers, activity leaders or instructors and volunteers.
Camp	A camp is an activity organised by a school during which children and young people leave the school to engage in educational and recreational activities overnight.
CESA delegate	Normally a Schools Performance Leader, but in certain situations could also be a Manager from People, Leadership and Culture, or an Assistant Director, or Deputy Director.
Children in care	<p>Refers to where a child is under a guardianship or custody order, under the <i>Children and Young People (Safety) Act 2017</i> (SA). This includes the following care arrangements:</p> <ul style="list-style-type: none"> • where a child is under custody or guardianship of the Chief Executive of the Department for Child Protection • where there is an order placing a child under custody or guardianship of a specified person • Voluntary Custody Agreements <p>unaccompanied refugee minors under the <i>Immigration (Guardianship of Children) Act 1946</i> (Cth) with guardianship delegated to the Chief Executive.</p>
Consent	The parent/legal guardian/authorised person agrees in writing to their child/young person participating in a camp or excursion and activity after they have been made aware of the details, risks and costs involved.
Duty of care	A legal obligation to take reasonable care to protect another from all reasonably foreseeable risk of harm.
Excursion	<p>An excursion is an activity organised by a school (not including work experience) during which children and young people leave the school to engage in educational activities. Adventure activities are included in this definition (regardless of whether they occur at the school or not).</p> <p>An excursion is a variation to normal activity and is not predominantly recreational.</p>
Instructor/trainer	A person who has specific skills and whose primary role is to instruct the particular skills of an activity. The instructor is not necessarily a registered teacher, a school employee or necessarily a member of the

	school community but may be a private provider or a person in the employ of an external organisation.
Local walk/excursion	A scheduled walk/excursion that is undertaken within a 1 km radius from the school.
Parents/legal guardians	<p>parent of a child includes—</p> <p>a) a person who has legal custody or guardianship of the child; and</p> <p>b) a person standing <i>in loco parentis</i> (in place of the parent) in relation to the child,</p> <p>but does not include a parent of the child where another parent or person has legal custody or guardianship of the child to the exclusion of that parent</p> <p>Includes a caregiver (of a child in care) pursuant to the <i>Children and Young People (Safety) Act 2017</i> (SA).</p>
Reasonably foreseeable	What a person knows, or ought reasonably to know about the hazard or risk.
Regular outing	Pursuant to the Education and Care Services National Regulations (regulation 4) means a walk, drive or trip to and from a destination that the service visits regularly as part of its educational program and where the circumstances relevant to the risk assessment are the same on each outing.
School or site	<p>Includes:</p> <ul style="list-style-type: none">• schools and Colleges• preschools• occasional care• flexible learning centres
School leader	Principal or Head of Campus
Staff and Others	<p>Staff means staff/workers employed by any Catholic school or Catholic Education Office in South Australia.</p> <p>Others include children and young people, contractors, volunteers, members of the school community or people outside of the school community</p>
Teacher-in-charge	The teacher or educator nominated by the Principal to have ultimate responsibility and therefore authority for the implementation of this procedure and its associated policy throughout the duration of the camp/excursion.
Risk assessment team	Includes the Principal (or delegate), teacher-in-charge, health and safety representative (if there is one appointed at the school) and the school point of contact.

5 Procedure Details

5.1 Approvals

Camp or excursion destination	Approvals required	Form
Local walks or excursions	Principal	Application to Conduct a Camp or Excursion
Intrastate camps and excursions	Principal	Application to Conduct a Camp or Excursion
Interstate	CESA delegate	Application to Conduct a Camp or Excursion
Overseas travel	CESA delegate	SACCS Overseas Travel Procedure (2018) and the SACCS Student Overseas Travel Excursions Procedure (2020)

5.2 Principal’s responsibilities, planning, contingency and emergency management

Principals have a number of legislative, regulatory, policy and procedural responsibilities in relation to each camp or excursion. [Principal Confirmation Checklist](#) provides a checklist of these responsibilities.

Camps and excursions must be well planned; including routes, estimated arrival times, itinerary etc. [Checklist to Assist Planning Camps or Excursions](#) provides a ‘planning a camp’ checklist.

5.2.1 Exclusions

The listed activities, referred to as Category 3 high risk activities, are prohibited. They include, but not limited to, the following and are **not permitted** for children and young people to participate in, on a camp or excursion:

- parachuting
- boxing
- quad biking
- rock fishing
- rodeo
- fixed wing gliding
- paragliding
- formula car racing or similar
- bungee jumping
- shooting

Swimming activities are not recommended for under school age children. In circumstances where the Principal considers that a swimming activity for under school age children is appropriate, the CESA delegate must approve the excursion, noting that children must be actively supervised (within arm’s length – 1-2 metres) at all times.

5.2.2 Campsite selection

Requirements set out in this section are deemed to be met if the site chosen has been accredited through the:

- Australian Camps Association and the [Australian Tourism Accreditation Program](#) as part of the [Camp/Adventure Activity Provider Accreditation Program](#).
- [National Accommodation, Recreation and Tourism Accreditation scheme](#)

If a campsite is not independently accredited the Principal must be satisfied that the campsite is suitable, safe and meets a similar standard to one that is independently accredited including that it meets all the requirements for a child safe environment (see 5.6 below).

The teacher-in-charge when assessing suitability must consider the group of children and young people who will attend, their requirements, educational outcomes to be achieved and other elements such as accessibility, medical considerations and the ability of workers to fulfil individual care plans that are in place. If it becomes evident that any or all of the reflected needs cannot be met, then an alternative more inclusive/appropriate destination must be sourced.

5.2.3 State and national parks

The following procedures must be adopted when preparing for visits, of any duration, to parks administered by the Department for Environment and Water. This authority will issue approvals for routes and schools. The teacher-in-charge will:

- a. liaise with ranger staff to determine program possibilities, local conditions and any restricted areas
- b. notify the responsible National Parks SA office by using the contact details on [Find a Park website](#).
- c. refer to the [Department for Environment and Water's safety website](#) for relevant hints and tips
- d. establish through the Department for Environment and Water any communication and other procedures that must be followed, particularly during bushfire danger periods. (See also the CESA yearly Bushfire response Planning Circular)

5.2.4 Environmental impact

An important aspect of planning camps and excursions is to consider the possible environmental impact and ways of avoiding or reducing it. Discussion on this topic with children and young people is a useful means for them to participate in the planning process.

Consideration of the potential environmental impact is essential when planning visits to state and national parks, especially conservation parks, which require an understanding of the purpose of these parks and any constraints in relation to access and use of these parks.

Environmental impact considerations may include:

- method of transport into and out of an area
- availability of washing and waste and rubbish facilities
- the presence of animals or pets on a camp
- use of camp fires and barbeque facilities
- refurbishment of camp sites on departure.

5.2.5 Cultural considerations

When planning a camp or excursion it is important to consider any potential cultural connections or significance.

Cultural considerations may include:

- identifying the local Traditional Owners of the area
- if there is any cultural significance to the excursion or campsite
- whether or not there may be an opportunity to include Traditional Owners in the learning experience
- whether any Aboriginal students have a significant connection to the area.

5.2.6 Bookings

Bookings, where required, should be made well in advance and confirmed as soon as possible with confirmation obtained one week before the event. If there are changes in numbers of children or young people or dates, or cancellations that affect bookings, the teacher-in-charge should notify all relevant parties (ie businesses, providers, workers involved in the camp or excursion, families etc) as soon as possible. The Principal and teacher-in-charge should have regard to any terms and conditions associated with a camp booking, including minimum notice periods for cancelling or altering bookings.

5.2.7 Communications and call in procedure

The Principal must ensure that communication equipment is available for use by employees on any camp or excursion, for example, mobile phones. For more extreme locations (eg an outdoor education camp in a remote area), radio or satellite telephones might be required. See also clause 6.4 (Communications equipment) of the [Core Australian Adventure Activity Good Practice Guide](#) for more examples of communication system types.

Regular communication is needed between the supervisory team and the school contact person. There must be a school-based contact person for all camps and excursions who can be contacted at all times.

A template of the call in procedure is provided for in the [Sports, Adventure, Camps and Excursions Risk Management Plan](#)

5.2.8 Contingency and emergency management and plans

The teacher-in-charge must ensure that plans include specific strategies to cope with minor and major injury, illness or other crises. All participants must have a knowledge of these emergency procedures which is consistent with their role. Plans will vary in detail, according to the complexity of the crisis, the location and the mix of supervisory team members and children and young people.

Emergency management planning for each camp or excursion must be detailed in the [Sports, Adventure, Camps and Excursions Risk Management Plan](#). This must address specific emergency management for children with a known health condition.

In case of an emergency such as the failure of the group to arrive at any scheduled destination, or make a scheduled communication, the contact person must follow the “call-in procedure” detailed in the [Sports, Adventure, Camps and Excursions Risk Management Plan](#).

- attempt to contact the teacher-in-charge and any alternate camp or excursion contact
- if contact still not established, contact the following:
 - Principal
 - local SAPOL station
 - relevant CESA contact
- keep the appropriate phone close by, with periodic attempts to contact the teacher-in-charge, until contact has been re-established.
- relay information to all involved personnel and emergency services as appropriate.

5.2.9 Outdoor education and aquatics centres

If the supervisory team is arranging a camp or excursion to an outdoor education or aquatics centre the staff of those centres can assist with planning and providing educational programs.

Instructors at the centres will have appropriate qualifications and ensure strict adherence to safe practice. The supervisory team must maintain a supervisory role and can participate in activities as negotiated with outdoor education or aquatics centre instructors.

The management of child or young person behaviour at these centres is a shared responsibility between the supervisory team and the centre instructors, noting that the duty of care for that child or young person still rests with the school. However, as the supervisory team understand their children and young people's behaviour management issues, they must where necessary, share information with instructors relevant to conduct the particular activity, select groups and act as support persons.

5.3 Risk Management

The Principal must ensure that any hazards are identified and controls implemented prior to a camp or excursion. Staff conducting camps or excursions should be familiar with the contents of the resource [CCI Introduction to Risk management for School Camps and Excursions](#).

Examples of potential camp and excursion related hazards table:

Hazard	Example
Locality/destination	<ul style="list-style-type: none"> • urban, rural or remote areas • availability and appropriate facilities, including accessibility for children with a disability • availability and accessibility to communication

	<ul style="list-style-type: none"> • access to emergency services and medical facilities • evacuation protocols.
Transportation	<ul style="list-style-type: none"> • bus or multiple person carriers • private vehicle • proposed route • consider transport requirements for children with a disability.
Hygiene	<ul style="list-style-type: none"> • facilities are clean, operational and in good repair • access and toilet facilities are suitable for children and young people with a disability.
Food	<ul style="list-style-type: none"> • dietary requirements of workers and children and young people • appropriate refrigeration facilities • appropriate food hygiene, handling practices and facilities • consideration has been taken for children and young people with special dietary needs or allergies.
Supervision and competence of employees and volunteers	<ul style="list-style-type: none"> • appropriately qualified and adequate number of designated first aiders • appropriate driving licensing requirements • appropriate adult to child ratios depending on activities • inclusion of workers with specialised skills to address individual support requirements.
Fit for work or impaired fitness	<ul style="list-style-type: none"> • screening and suitability • consumption of alcohol and/or drugs • fatigue • known health conditions.
Inclement weather	<ul style="list-style-type: none"> • Rain, hail, wind, dust, heat
Environmental	<ul style="list-style-type: none"> • water hazards • terrain • venomous creatures and vermin • falling objects • severe weather or natural disaster or event eg bushfire, electrical storm.
Number and age of attending children and young people	<ul style="list-style-type: none"> • infants and/or young children • children or young people with disabilities or impairments • health and personal care support to children and young people with individual needs.

5.3.1 Risk assessment

To ensure children and young people and workers are safe, planning must commence by identifying hazards and managing risks with regard to health/personal care, safety and wellbeing in accordance with this procedure, before the camp or excursion takes place and must occur before the Principal gives approval.

The identification and management of risks on camps and excursions should be undertaken using the [Sports, Adventure, Camps and Excursions Risk Management Plan](#).

Where a recurring camp or excursion has an existing risk management form, this may be reviewed and implemented for the current activity and individual requirements of the current student group.

To meet this obligation the teacher-in-charge and risk assessment team (see [Sports, Adventure, Camps and Excursions Risk Management Plan](#)) must identify the safety issues associated with the camp or excursion and ensure that the appropriate controls are implemented.

Where the camp or excursion involves activity risks that are not reduced by those controls already listed in the sports, adventure, camps and excursions risk management form, the risk assessment team will need to identify those risks and identify risk controls to reduce those risks to an acceptable level.

A risk assessment is not required if the excursion is a regular outing and a risk assessment was conducted less than 12 months before the regular outing takes place and there has been no change in circumstances i.e. the details remain the same and the controls have been implemented and are effective in reducing risks to an acceptable level. Note: additional children and young people participating, seasonal changes and worker changes are deemed a change in circumstances and the risk assessment must be reviewed.

5.3.2 Specific activity safety considerations

In addition to the requirements outlined within this procedure and the [Sports, Adventure, Camps and Excursions Risk Management Plan](#) for the activities listed below the teacher-in-charge must implement the following:

- Tent camping or residential camps:
 - a supervisory team member's pre-check of the toilet facilities and shower blocks must be undertaken to ensure that careful attention is given to safety aspects. Children and young people to travel in pairs or groups, accompanied by supervisory team leaders if necessary
 - 2 leaders recommended in this case. Leaders need to be sensitive to particular child or young person's needs and should plan accordingly
 - night games and hikes should be conducted in an area that has been checked during the day and may require an increase in the ratio of leaders to children and young people.
 - As per the camps and excursions policy, the consumption of alcohol and illegal drugs on camps and excursions is not permitted by supervisory team members.
- Performances, events, functions, pageants, festivals – public venues:
 - children and young people should be encouraged to wear clothing that identifies them as part of the group, eg school uniform — bright hats or shirts are helpful in large crowds

- children and young people must have a clear understanding of audience behaviour requirements before the visit
- leaders should be interspersed amongst the excursion group
- programs should be booked well in advance to ensure a place and maximise opportunities for learning
- minimise carrying of children and young people's bags to avoid storage and security problems
- children and young people should understand that they are in a public space, that they will need to respect others and be aware of dangers, as outlined in the Keeping Safe: child protection curriculum
- all participants are briefed and follow event and safety instructions
- implement the safety requirements pursuant to the safety information for participation in community events instruction. See this [useful reference](#) that is used in Department for Education schools.
- participants must know contingency plans for children and young people who become separated from the group
- a meeting place should be established for the group to return to should they break into smaller groups or become separated.
- Dinners, formals, graduations:
 - information to parents/legal guardians must include the following:
 - times of start and finish
 - dress standards
 - who is required to attend
 - illegality of the consumption of alcohol by minors in public
 - issues related to consumption of alcohol by mature-age students (before, during and after the event), particularly with regard to driving.
 - Generally, any event where students are in attendance the provision or BYO of alcohol must be treated with caution. If a function will be held at licensed premises and adult students, partners or parents/legal guardians are attending, the matter of alcohol and appropriate behaviour standards must be clarified with all participants in advance.
- Aquatic areas:
 - contingency plans and safety preparations should address the possibility of children and young people falling into the water
 - additional staffing required to actively supervise young children at all times (see clause 5.5.3 below).
- Geology and science field trips:
 - necessary safety measures must be taken, eg head and eye protection, use of correct geological hammers
 - quarries, road-cuts and mine workings are dangerous places — when rock faces are climbed or hammered, insecure rocks may be disturbed, possibly causing accidents and injury.
- Outback driving expeditions:
 - Conduct a [vehicle safety inspection](#)
 - Carefully select the environment with reference to the emergency action plan
 - Complete a [long distance or remote driving – travel management plan \(remote areas\)](#)
 - refer to South Australian Outback Roads Temporary Closures, Restrictions and Warnings Report for the latest information on open, restricted and closed unsealed roads - <https://www.dpti.sa.gov.au/OutbackRoads>

- undertake vehicle/equipment induction for all participants.

5.4 Bushfire Season and Travel

Avoid planning camps or excursions in designated bushfire prone areas in the summer months, particularly between November and April, in favour of safer venues or periods of the year.

If a bushfire is burning prior to departure and is likely to threaten the intended campsite, then the excursion or camp must be cancelled.

The following steps must be followed if camps or excursions are conducted in bushfire prone areas or if travelling through bush fire prone areas during the bushfire season.

In advance:

- review the 4 day Fire Danger Rating forecast on the Country Fire Service (CFS) website as well as general forecasts and weather warnings from the Bureau of Meteorology (BOM)
- if your camp or excursion is in the vicinity of the Victorian border, it is advisable to also check the Country Fire Authority (CFA) warnings and information
- inform the nearest Country Fire Service (CFS) or Metropolitan Fire Service (MFS) station of the dates the group will be in the area
- identify nearby safe bushfire refuge locations, including those at the school, nearby sites and CFS Safer Places
- when seeking parental consent inform parents/legal guardians of the procedures the school will adopt on Total Fire Ban days or in the event of a fire.

Prior to and on arrival:

- give instructions to all participants about fire precautions, restrictions on the lighting of camp fires in the open, total fire bans in national parks, procedures in the event of a fire and the location of firefighting appliances
- include in the fire precautions a prearranged fire alarm signal, and instruct participants to report to the teacher-in-charge at the camp's or excursion's predetermined safe area immediately on hearing the alarm
- use a battery-powered radio to listen to local bushfire warnings and advice from the fire authorities. Checks can be made with the CFS 24-hour information hotline - toll-free call: 1300 362 361 or on the [CFS website](#).

Fire danger days:

Take the following action on declared total fire ban days in the district, or when a fire is burning in the area:

- cancel trips into bushfire-prone areas
- if already on camp or excursion, maintain close contact with the local CFS
- be prepared for advice from an authorised emergency services officer to evacuate to a safe area.
- If a party deviates from an itinerary lodged with the school or relevant authorities, then these changes must be made known. Emergency services may need to respond in the case of an incident and this information is vital for the safety of staff and students.

5.5 Supervision

5.5.1 Supervisory team

The supervisory team consists of all those with a supervisory responsibility for the camp or excursion. These adults could therefore be a mix of the following:

- teachers, including the teacher-in-charge
- educators
- trainee teachers
- ESOs
- workers with specialised skills (eg bilingual workers, health support workers)
- appointed instructors
- volunteers, eg parents/legal guardians.

Each member of the team must have a clear understanding of:

- the program, its purpose, the itinerary and any emergency and contingency plans
- the relative skills of supervisory team members
- their role and responsibilities within that group including mandatory notification requirements
- all children and young people's individual support needs (where appropriate) and have skills to effectively communicate with them using established systems
- relevant work, health and safety issues.

This information should be recorded and distributed to all team members. Members of the supervisory team must also:

- have knowledge of the environment where the camp or excursion will take place and be skilled at traversing such environments
- have knowledge of any hazards and risk controls, including those associated with reasonably foreseeable weather conditions
- institute risk controls specific to the planned activities and the nature of the child and young person group
- know contingency procedures, including when and how to call for emergency assistance
- observe strict health and hygiene practices
- have knowledge of child and young person's individual support and communication needs, whilst maintaining an appropriate level of confidentiality
- be aware of safe work practices on the site and safe operating procedures that may be applicable.

5.5.2 Level of supervision

The Principal and teacher-in-charge of a camp or excursion must determine the level of supervision required to support all children and young people's safety and wellbeing and ensure that it is maintained for the entire duration of the camp or excursion. Schools must undertake a risk assessment prior to an excursion to determine the appropriate level of supervision and required adult to child ratios (refer to 5.5.3).

Supervision requirements will be determined by considering:

- age, ability, skills, development and needs of all children and young people
- the needs of children and young people with disabilities or special needs
- planned children and young people learning outcomes
- nature of the activity
- reasonably foreseeable hazards and level of risk
- time of day

- location and environment
- supervision level offered by other teachers, supervisors or instructors within the team.

There are 4 types of supervision options that can be considered for the purposes of the risk assessment. They include:

- Direct – participating teachers are at the activity location, supervising and/or instructing each child or young person involved.
- General – teachers oversee the total activity, which may be occurring in smaller groups.
- Indirect – teachers oversee the activity at a distance which ensures safety but minimises interruption i.e. oversight of voluntary worker supervision of an activity at a sports camp.
- Self-reliant – teachers oversee the activity by employing very indirect supervision techniques such as:
 - Discrete shadowing of the group
 - A series of checkpoints that students must visit
 - Meeting the group from time to time along the way
 - Predetermined telephone check times.
- Cross-age tutoring – older students may work with young students, but teachers must maintain overall supervision and responsibility for the activity.

Parent/legal guardians must specifically consent to children and young people under 18 years of age participating in activities involving indirect or self-reliant supervision.

Self-reliant supervision is not generally considered appropriate for students below secondary school age but this will be determined by the risk assessment and those matters outlined above in this section. The style of these types of supervision reflects the degree of readiness (both mental and physical) of the children and young people involved.

The type and/or style of supervision may need to change during an activity if there is a change in:

- The condition of the children and young people i.e. fatigue, health/personal care needs, injury
- Other factors such as equipment failure or the weather.

The teacher-in-charge must be prepared to promptly alter the style of supervision as necessary.

5.5.3 Ratios

The adult to young person ratio must reflect safe practice. As such, the Principal and teacher-in-charge must use minimum supervision ratios where they are provided for in procedures outlined below.

For activities not included in this procedure, it is the responsibility of the Principal and teacher-in-charge to determine a safe ratio, considering the following:

- ratios provided for in the Sporting and Adventure Activities section (see 5.12)
- suggested ratios for similar activities
- reasonably foreseeable hazards.

Unless provided for specifically in this procedure or the sporting and adventure

activities section in relation to a particular activity being undertaken on a camp or excursion, there must be one teacher-in-charge.

Principals must ensure compliance with the following minimum adult to children and young people ratios, noting that a risk assessment may indicate that additional supervision or adult-to-child ratios may be required to ensure children and young people's health, personal care and safety:

- 1:6 for preschool to Year 2
- 1:10 for Years 3-7
- 1:15 for Years 8-12.

Note: If the risk assessment undertaken for a preschool's routine outing indicates that the specified 1:6 adult to child ratio may not be required (eg a preschool visiting an adjacent school site), the Principal may, with the CESA delegate approval, implement an alternative ratio (within [NQS requirements](#)) that ensures all children's safety.

Adult to children and young people ratios for specific activities:

- bus tours/caravan parks/residential camps/outside public venues – parks, gardens and zoos
 - minimum adult-to-child ratio as outlined above.
- tent camping
 - 1:6 for reception to year 2
 - 1:10 for years 3-12.
- dinners, formals, graduations
 - 1:20 for years 8-12.
- performances, events, functions, pageants, festivals – public venues
 - highly dependent on factors such as venue, crowd size, children and young people seated or circulating and whether activities are conducted in small groups or as a whole group.
- aquatic areas
 - ratios will be dependent on the outcome of the risk assessment
 - children in a preschool setting must be actively supervised (within arm's length – 1-2 metres) at all times when there is a risk of access to any water hazard (see [water safety in education](#))
 - ratios for preschools must be endorsed by the education director.
- geology and science field trips
 - 1:15 for years 11-12.
- outback driving expeditions
 - 1:4 for years 3-12
 - minimum of 2 vehicles and 2 adults required. All specified ratios should be complied with unless
- The program is modified to allow for an increase or decrease of supervisors and this modification is identified in the application to conduct an excursion approved by the Principal.
- The camp or excursion involves adult students, and conditions suggest they are able to take responsibility for their safety. This must be clearly stated on the consent form.

Please refer to the sporting and adventure activities section for specific ratio and other safety information and advice in relation to individual activities.

5.5.4 Gender balance of supervisory team

Schools with mixed gender child and young person groups must have mixed gender supervisors unless parents/legal guardians have been made aware and approved of alternatives during the consent-seeking process.

5.5.5 Sleeping arrangements

No member of the supervisory team should sleep in the same dormitory or accommodation as child or young person participants. If it is determined by the Principal that supervisory team members sleeping in the same facilities as those occupied by child or young person participants is necessary to mitigate an identified risk, then the site location must be revised as not approved and other more suitable arrangements must be implemented.

There may be exceptions to this arrangement if the particular activity inherently requires adults and children to be housed together (for example charity sleepovers in certain venues or one room accommodation venues). In these circumstances the Principal should seek the prior approval of their line manager (eg School Performance Leader) for such sleeping arrangements and clearly inform parents of the particulars.

If active care of a child or young person with a disability is required overnight, i.e. by a parent/legal guardian or nurse, the Principal must consider matters such as sleeping placement, duty roster and communication processes prior to approving the site location and ensuring such details are outlined within the individual child or young person's support plan and communicated to all supervisory team members.

5.5.6 Specialist instructors and outdoor education providers – qualification requirements

Activities for which teachers do not have the skills, qualifications or experience to conduct, require the Principal and teacher-in-charge to appoint qualified specialist instructors. An appointed instructor also owes a duty of care to children and young people. The level of involvement of the supervisory team will vary according to their skills, the instructor/s and the children and young people group. However, a member of the supervisory team must at all times supervise the educational program and ensure that activities are managed to meet the needs of the children and young people.

Where the activity is not listed in the sporting and adventure activities or in this section, the teacher-in-charge or the Principal may seek advice from relevant government departments or governing bodies and associations (such as Recreation SA or the Office for Recreation and Sport) to determine reasonable instructor qualifications.

Qualifications or training required for the following:

- tent camping
 - training in camping skills as stipulated in the [Camping: Australian Adventure Activity Good Practice Guide](#), covering setting up camp, sanitation, care and supervision of children and young people on camps, outdoor cooking, environmental impact and emergency procedures
 - experience in supervising children and young people in camping situations in a variety of terrains and weather conditions

- bushwalking, bicycle touring, canoeing or sailing skills as appropriate.
- outback driving expeditions
 - training in four-wheel driving (<<[RIIVEH305E](#)>>) and maintenance - and therefore ability to repair a vehicle, especially to:
 - safely change a tyre
 - possession of current Australian driver's licence
 - ability to control cars in a convoy
 - competent to teach driving safety
 - ability to ensure minimum environmental impact.
 - Current First Aid Certificate – Remote HLTAID005
 - Skills in:
 - leading groups
 - driving four-wheel drive vehicles using low and high range gears
 - use of communication equipment
 - planning outback expeditions
 - route-finding in outback Australia.

Before approving the appointment of specialist instructors, the teacher-in-charge or Principal should seek confirmation of instructor's qualifications from the instructor or relevant governing body.

5.6 Child Protection

Camps and excursions create opportunities for extended and relaxed contact with children and young people, during which supervisors might notice physical or emotional signs that suggest a child or young person is or may be at risk of harm. All camp or excursion workers are by law mandated notifiers. If a person has reasonable grounds for suspecting, that a child or young person is, or may be at risk, they must notify the Child Abuse Report Line on telephone 13 14 78 as a priority or through the [online child reporting system](#).

If an allegation of a child or young person being placed at risk is made against a supervisory team member the matter must be reported to the Child Abuse Report Line and CESA delegate as a priority.

Supervisory team members may observe inappropriate behaviour between adult supervisors and children and young people. In these situations, the inappropriate behaviour must be raised with the adult concerned so that the behaviour stops. The actions taken need to be documented and the Principal notified.

Principals must take appropriate action immediately in relation to allegations that a child or young person has been placed at risk or allegations of inappropriate behaviour against members of the supervisory team, including but not limited to, consideration of the person's removal from the situation ie. a direction away or other duties.

All incidents must be reported by the Principal to a CESA delegate as soon as practicable after the event.

Any allegations of a sexual nature must be dealt with in accordance with the managing allegations of sexual misconduct procedure. As such the teacher-in-charge must immediately report the matter to the Principal who in turn must inform a CESA delegate. Contact must also occur with the South Australian Police, the Child Abuse Report Line and the parent/legal guardians of the victim (unless a parent/legal guardian is the accused person).

The Principal must ensure that all supervisory team members are screened in accordance with the [Archdiocese Screening Policy - Working with Children Checks](#)

and the CESA [Procedures for Engaging and Inducting Volunteers](#).

An organisation that provides amongst other things education, sporting or adventure and recreational services wholly or partly for children and young people are required to have in place appropriate policies and procedures for ensuring that appropriate reports of risk are made under Chapter 5 of the Children and Young People (Safety) Act 2017 (SA) and that child safe environments are established and maintained within the organisation. To ensure compliance schools need to refer to the CESA Circular on [Child Protection and Third Party providers](#).

5.7 Consent (including health, personal care and medical information)

The Principal must ensure that consent is obtained, and information is provided to parents/legal guardians as outlined in the table below. Schools are to use the [Consent Form for Camp, Excursion, Sporting or Adventure Activity](#)

It is important that medical, medication and health/personal care information be obtained in addition to the information already on school files for any activity that is not at school. This information must be available to the teacher-in-charge and the supervising team during the entire course of the camp or excursion. Schools are asked to access and use the medical, medication and health/care plan forms that are available from the Department for Education website found at the page shown as [Health Care Plans](#).

Where English is not a family's first language steps and if doubts arise about the validity of signatures steps must be taken to ensure the signing parent is fully aware of the consent that is being sought.

In relation to Local walks/excursions the [Consent for Local walks/Excursions](#) is to be used and schools must should written authorisation from parents/legal guardians or adult students has been obtained at the beginning of the school year and/or at the time of enrolment of the child or young person.

For any other activities outside the school grounds or beyond school hours (including routine outings) the [Application to Conduct a Camp or Excursion](#) form must be used. The listed required actions are applicable:

Required actions:

- written authorisation of parents/legal guardians or adult students has been obtained prior to the activity taking place
- the authorisation and consent has been given by a parent/legal guardian
- a copy of this Camps and Excursion procedure is available *upon request* to parents/legal guardians who seek to have access to the document.
- when a new risk assessment is undertaken for a routine outing (eg due to a change in circumstances), new permission must be sought from the Principal or delegate.
- the parent/legal guardian agrees to the behaviour management requirements and expectations applicable to the child or young person participants (see 5.9 below)
- the authenticity of a signature has been checked if doubts arise about its validity (ie. compare the signature against signatures supplied by parents/legal guardians on the child or young person's records held in relevant school files)
- if obtaining electronic consent from a parent/legal guardian, verify the email address in the received email is the same as that supplied by them as their nominated and authorised means of communication

- the authorisation and consent given by a parent/legal guardian states prescribed information including:
 - the child or young person's name
 - the reason the child or young person is to be taken outside of the premises
 - the date the child or young person is to be taken on the camp or excursion
 - a description of the proposed destination for the camp or excursion
 - the method of transport to be used and route to be taken for the camp or excursion
 - the proposed activities to be undertaken by the child or young person during the camp or excursion
 - the period the child or young person will be away from the premises
 - the anticipated number of children and young people likely to be attending the camp or excursion
 - the anticipated ratio of educators to children and young people attending the camp or excursion
 - the anticipated number of school employees and any other adults who will accompany and supervise the children on the camp or excursion
 - any relevant medical or management plans for the child or young person in addition to those already on the child's school file
 - that the [Sports, Adventure, Camps and Excursions Risk Management Plan](#) has been prepared and is available at the school.

In addition, obtain:

- relevant health and personal care and safety plan information (i.e. medical and management plans)
- any parenting orders or access arrangement information pertaining to the children or young person
- if an intervention order (IO) is in force, or any type of court order, the organiser must notify other persons involved with the supervision of the children and young people of relevant conditions of the orders.

Contain the following within the activity information sheet:

- educational purpose of the activity
- location and itinerary
- activity schedule
- supervision arrangements, including the ratio of children to educators and additional adult supervisors
- relevant safety precautions
- facilities available
- pertinent sleeping accommodation information, eg specific consent required for some child or young person to sleep on top bunks of bunk beds
- contingency plans, including alternative programs
- specialised clothing or equipment that will be required
- cost of the activity and details of any financial assistance available
- school based contact person and telephone number
- school contact details

- programs planned for children and young people unable to attend.

In addition to the above, supervisory team members must take particular care to explain to parents/legal guardians the nature of any self-reliant activities.

Separate consent forms are required for each camp or excursion. However, if there is to be a series of activities, to take place on a regular basis, one consent form can be used to encompass them all provided individual activities and dates are listed. This consent must be obtained annually at the beginning of every school year.

Parents/legal guardians must be advised (within the consent form) about the dates, location, cost, mode of travel, supervision arrangements, activities to be undertaken and dismissal times etc.

On the issue of using 'electronic' consent for excursions (versus the return of a paper copy) the methodology used should record the consent in a way that it can be clearly retrieved and used as evidence if required. ie the school must have the ability to accurately store and track which parent consented and when this occurred and have the ability to produce this when/if necessary. As such, individual parent 'log-in', is the preferred standard to ensure authenticity of consent.

If a child or young person has **not** returned a signed consent form:

- for camps or excursions that do not require an overnight stay, ie same-day-return, the child or young person's parent/legal guardian must be contacted to obtain written consent and authorisation **by email or text message** or alternative arrangements must be made for the child or young person, for example, participation in the program for children and young people not attending the excursion, or collection of the child or young person if necessary.
- for camps **involving overnight stays**, the child or young person **must not take part unless a signed consent form can be obtained** and alternative arrangements must be made for the child or young person.

If the Principal has any queries with respect to the interpretation or application of a court order and consent, they should contact a CESA Schools Performance Leader as early as possible before the camp or excursion.

5.8 Transport

Principals must endorse the selection of transport according to the criteria discussed in this section, and can approve all travel within the state using:

- school owned, and chartered buses
- public transport
- scheduled and chartered air travel
- watercraft
- private vehicles.

A vehicle carrying children and young people must be:

- equipped with seat belts and approved safety restraints (where relevant)
- registered (registration fee includes compulsory third party personal injury insurance)
- in a serviceable mechanical condition
- as a minimum, vehicles are covered by third-party property insurance.

National child restraint laws were introduced in South Australia from 1 July 2010 to help protect children in the event of a crash. There are different requirements for children between birth and 7 years and the type of restraints that can be used and the seating location. Children that are 7 years or older can use a seatbelt only when they are tall enough for it to fit properly, approximately 145 cm tall. For further information, please refer to the [My Licence website](#).

5.8.1 Privately owned motor vehicles

School employees or volunteers who offer to use their own cars to transport children and young people must confirm in writing, sign an agreement form (Attachment 7.7) and submit it to the teacher-in-charge, that they accept the conditions before the Principal approves the mode of transport for that camp or excursion. No employee can be required to use their private vehicle for work purposes.

Cars driven by young people (P1 or P2 licence holders) should only be used as a last resort and only in exceptional circumstances where schools cannot provide a bus service or engage the support of adult fully licenced volunteers and the excursion could not occur without the offer of transport. The school must obtain a parent's written authority before any student is allowed to drive to excursions. Student drivers must not be permitted to carry any other students except with the express permission in writing of the parents AND parents of passengers (see template 7.7 in the Links section).

Preschools must comply with educator-to-child ratios at all times and ensure children are actively supervised, therefore it is not recommended that preschool children are transported in privately owned motor vehicles. When a privately owned motor vehicle is used, the driver is not to be included within the educator-to-child ratio.

When approving the use of private vehicles to transport children and young people, Principals must ensure that:

- a. parents/legal guardians' written consent to the camp or excursion covers travel in a private vehicle including the name of the driver and type of vehicle to be used
- b. parents/legal guardians' written consent is obtained for those specific children or young people who are placed and will be transported by a person in the approved private vehicle
- c. drivers are responsible, drive safely, and comply with the safe driving requirements
- d. Learner drivers must not carry children or young people
- e. Drivers with a full or provisional licence may transport children and young people in line with the conditions outlined in this procedure. The My Licence website provides further details on licence restrictions including that P1 drivers under the age of 25 must not drive with more than 1 passenger aged 16 to 20 years (excluding immediate family members).
- f. as a minimum, the vehicle is covered by third-party property insurance
- g. potential drivers are aware that neither the school nor CESA is liable for reimbursing any out-of-pocket expenses incurred as the result of an accident
- h. If the child or young person has not attained 18 years of age, their parents/legal guardian's must also consent in writing to the child or young person-driver using the vehicle to transport other children and young people.

Prior to submitting the agreement form, school employees wishing to use their private vehicle for work related purposes must seek the approval of their Principal. (Approval may be for a period up to 12 months).

The Principal must authorise reimbursement of reasonable travel costs.

This section **does not** apply to private transport arrangements (by or between parents/legal guardians) to or from camp or excursion locations, or school organised transport points where the driver is not a member of the supervisory team, or undertakes transport on behalf of the school as a volunteer and supervision or care is transferred to, or from the teacher-in-charge.

School employees involved in the transport of students need to adhere to the relevant WHS procedure for drivers and vehicles found in the [CSH&W procedures](#).

5.8.2 Bus transport

Minimum bus requirements include:

- a. buses must have sufficient seating capacity to comfortably accommodate all participants and luggage must be stored safely
- b. if required, buses should have provision for wheelchair-bound children and young people, eg chair stowage
- c. private bus charter companies must have back-up services in case of breakdowns
- d. a current safety label of inspection must be affixed to the bus windscreen
- e. buses with seat belts must be used unless there is no availability within a reasonable distance from the school.

Licensing must comply with the following minimum standards, which apply to teachers and volunteer bus drivers as well as to chartered bus drivers:

- f. drivers must have a Class LR, MR or HR licence and have recent experience in the type of bus to be driven and the terrain to be covered
- g. where buses and/or drivers are hired the operators and drivers must be accredited under the Passenger Transport Act 1994 and possess a current authorisation certificate

The following seating considerations must be considered:

- h. all children and young persons are required to have their own seat
- i. where seat belts are fitted, only that number of passengers may occupy the space and the seat belts must be worn and properly secured.

Drivers of private buses that are hired, must also comply with the Road Traffic Act 1961 and relevant regulations, regardless of whether they are volunteers, teachers or commercial operators.

All drivers must adhere to the Heavy Vehicle National Law when driving a vehicle over 4.5 tonne gross vehicle mass (GVM). Further information is available at the National Heavy Vehicle Regulator (NHVR) website.

The driver and the teacher-in-charge must ensure that there are sufficient rest periods in accordance with the NHVR where buses are used.

An adult must provide guidance to the driver when reversing a bus or parking it in a congested or tight parking area.

5.8.3 Supervision on buses

The Principal must ensure that:

- centre-based services in scope of the [National Law](#) and [Regulations](#) must comply with educator-to-child ratios and ensure that there is a school employee traveling on the bus who holds a current approved first aid qualification including anaphylaxis, asthma and first aid management (HLTAID004 – Provide emergency first aid response in an education and care setting)
- the supervisory team-to-children and young people ratio is adequate
- there is at least 1 school employee who is a passenger on each bus.
- the school has developed a policy for supporting a child or young person's behaviour on buses, which is well known to all supervisors and is acted upon.

5.8.4 Aircraft

Before approving or seeking other approvals for charter or private air travel, the Principal must ensure that:

- a. the pilot holds a current commercial pilot's licence and holds or works under an air operator's certificate
- b. the aircraft owner holds a current public liability insurance policy which in the event of a claim from a passenger, or their parents/legal guardians, provides cover of not less than \$5 million in respect of any one claim (not event).

The Principal or their delegate should sight the pilot's commercial licence, air operator's certificate, current medical certificate card and public liability insurance policy. The Principal or teacher-in-charge should obtain and retain a copy (photocopy, fax or scanned image).

5.8.5 Water transport

Advice should be sought directly from the vessel operator for information on certification, licensing and safety before hiring or using commercial watercraft or vessels. The vessel operator should be in a position to provide a copy of the vessel's safety management system upon request. The Australian Maritime Safety Authority can be contacted for general information regarding Certificates of Operation and Safety Management Systems for a vessel, on 1800 627 484.

5.9 Standards of conduct

The Code of Conduct for Staff Employed in Catholic Education South Australia is applicable to all staff.

A camp or excursion is an extension of the school; consequently, Principals are responsible for ensuring participating children and young people (as well as parents/legal guardians) are aware that the school's behaviour management policy applies off site, especially if behaviour endangers others. Further, that processes for dealing with cases of serious misbehaviour, for example arrangements for parents/legal guardians to remove their child from a camp or excursion, are clear and in place as part of the consent-seeking process.

The key to minimising difficulties arising from misbehaviour or rule-breaking on camps and excursions is to require children and young people and parents/legal guardians to accept clearly explained rules and other requirements as a pre-condition for participation.

5.10 First aid, safety and equipment

Principals must ensure that children and young people can access first aid support at all times. Due consideration should also be given to emergency response times when selecting a camp or excursion location and intended route to destination.

Refer to these specific policies and procedures:

[CESA First Aid Policy](#)

[CESA First Aid Procedure](#)

[CSHWSA First Aid Procedure](#)

All staff employed in Catholic schools must be trained and undertake training every three years and be prepared to provide at least basic first aid while awaiting more expert advice. In South Australia, the most appropriate training is the Basic Emergency Life Support (BELS) course, which provides participants with the skills and knowledge required to provide a first aid response, life support, management of casualty(s), the incident and other first aiders, until the arrival of medical or other assistance.

Where a child or young person requires a first aid intervention outside of standard first aid training (eg complex or invasive health care needs), then an approved worker must be present to provide such assistance as needed.

Where a child or young person has a health/personal care plan of a specific nature, relevant supervisory team members must have undertaken the training and have specific knowledge of the procedures to be taken in the event of an incident involving that child or young person. Health/personal care plans are provided to relevant supervisory team members on a need to know basis only. All medication that may be required must be kept in close proximity to the relevant child or young person and be readily available at any given time, in accordance with the relevant health/personal care plan.

When camps are conducted in remote or isolated locations (eg where medical assistance would be unable to be received within 2 hours) a designated first aider must be trained in a higher qualification to provide first aid in remote situations eg [HLTAID005 –provide first aid in remote situations](#)

For a camp or excursion a designated staff member should normally be assigned the duty to provide first aid. The duties would also include:

- The confidential storage of student medical/health/personal support information together with the safe storage of medications (ensuring availability when required)
- The documentation of first aid interventions and record keeping of accidents/injury
- The provision of suitable first aid kit for the activity and other first aid supplies

5.10.1 Infection control

For guidance and instruction on infection control refer to [the First aid and infection control standard](#) and SA Health standards as detailed on the [You've got what? Website](#).

Public Health pest management ie head lice, mosquito and scabies management information may also be found on the Department of Health website.

5.10.2 Clothing/equipment

The camp or excursion teacher-in-charge must ensure that the required safety equipment for particular activities is on hand and that relevant participants have been trained in its correct

use. Documentary evidence of such training, qualifications or certification is required, along with *evidence of a formal meeting of supervisory team members which includes health and safety issues as an agenda item.*

Camp or excursion workers and participants must take clothing suitable for the predicted and possible weather and environmental conditions. Preschools should consider taking additional spare clothing.

Refer to the school's inclement weather and sun protection policy for more information.

If an activity requires specific equipment and clothing to be supplied by children and young people, details should be sent home as soon as possible, giving families a reasonable time to gather the items. Leaders should inspect equipment supplied by children and young people to ensure it is safe and meets the requirements of the activity. Where possible, supervisory team members should also confirm children and young people have brought appropriate clothing with them.

Teachers should be mindful of the expense likely to be incurred by families, understanding that in some instances, cost of equipment and specialist clothing may prevent some children and young people from participating. Where possible, other methods of acquiring the equipment and clothing should be explored, or alternative activities could be considered.

Examples of common camping equipment is provided in appendix 1 of the [camping Australian adventure activity good practice guide](#). However, the equipment required and the appropriate 'type' of equipment used is dependent on the specific context of the activity.

When developing procedures for the use of cooking equipment ie stoves or fire, workers must include the matters outlined in clause 6.2 of the [camping Australian adventure activity good practice guide](#).

5.10.3 Shelter

The teacher-in-charge must ensure that adequate shelter is available to protect participants in all reasonably foreseeable circumstances. The shelter provided will depend on the type of activity and the amount of time to be spent outdoors.

When selecting camping or sleeping locations the teacher-in-charge must consider those factors outlined within clause 5.5 of the [camping Australian adventure activity good practice guide](#).

5.10.4 Bunk beds

Bunk beds at campsites must conform to Australian Standard 4220—2010. When bunk beds are used:

- a. children under 6 years must not use top bunks
- b. parents/legal guardians must give written consent for children between the ages of 6 and 8 to sleep on top bunks.

5.10.5 Tents

Teachers in charge should check tents to ensure that they offer adequate protection from cold and wet conditions. Mattresses should be checked to ensure that children and young people do not sleep on damp or contaminated beds.

5.11 Billets, including overseas billets

Host families may provide individual young people accommodation when they visit another school (ie a host school) for a cultural or sporting exchange. The host school and the host family generally have responsibility for accommodation and activities out of school.

- It is the responsibility of the organising school to ensure the host families that provide accommodation for young people provide a safe environment for young people to live in and pose no risk to their safety.
- Organising schools must try to match young people by age, sex and cultural groupings. Participating young people should understand that they may encounter different social and cultural practices. While an appreciation of these might enhance social and multicultural awareness, young people should feel free to ask the teacher-in-charge for help to change accommodation, if they find themselves in an uncomfortable situation.

Each billeted young person must have access to:

- a communication protocol for contact with a teacher from both the organising school and the host school
- single-sex bedrooms
- private washing and toilet facilities
- facilities for any young person's special needs
- communication facilities for billeted young people to contact their teachers
- reserve accommodation for young people who need to be relocated.

The host school is responsible for:

- deeming the suitability of the host family
- informing the child or young person's family and the host family of their responsibilities
- ensuring relevant history screening clearance of each adult (persons at the residence 18 years or over) host family member is obtained and sighted, or a letter must be sent to parents/legal guardians explaining the limits of what can be claimed regarding the homestay or billet being a child safe environment.

5.12 Sporting and adventure activities

5.12.1 Overview and Scope

This section of information aims to ensure that all sporting and adventure activities provided by and/or on behalf of schools are conducted with the highest regard for the safety of all participants. Outlined are clear instructions and expectations relating to the conduct and management of sporting and/or adventure activities by, for or in consultation with CESA schools, conducted on or off CESA premises and during sporting competitions. The aim is to ensure that all staff and workers are aware of and comply with their legislative and operational obligations.

The expectations apply to any CESA worker (including sporting/activity qualified instructors) who undertake the conduct and/or management of a sporting and/or adventure activity by, for or in consultation with schools, conducted on or off school premises and during school sporting competitions.

The expectations apply to sporting and/or adventure activities conducted in, but not limited to, the following circumstances:

- physical education classes
- camps or excursions
- school sport competitions

- out of school hours sporting events that schools may access
- endorsed specialised sports programs.

The expectations, including the individual sporting and adventure activity instruction sheets, also apply where staff wish to undertake, or participate in, such activities as sole participants or in groups during or after hours on school premises irrespective of whether activities are undertaken for work or personal purposes. The safety requirements for a specific activity as outlined in the instruction sheets must not be varied and form the minimum standards required for participation.

5.12.2 General provisions

a. Principles

These expectations aim to ensure that all activities involving any child or young person from CESA schools are conducted with the highest regard for the safety of all participants.

CESA staff/workers owe a duty to take reasonable care to protect those children and young people in their care and control from a reasonably foreseeable risk of harm. The minimum standard of care required in relation to the conduct of sporting or adventure activities is established by this standard and supporting instruction sheets.

The safety requirements for a specific activity, as outlined in the instruction sheets, must not be varied and form the minimum standards required for student participation. However, relevant sporting associations may add to these requirements based on expert advice and training. Appropriate records of expert instruction and of the relevant standard must be kept by the school in the relevant school file.

In determining whether to conduct a particular activity the Principal and/or teacher-in-charge must ensure that the activity:

- is of educational value; and
- is supervised and instructed by a competent person who is appropriately experienced and/or qualified persons; and
- has appropriate insurance cover (when offered by an external provider)

When implementing the following, CESA staff must ensure that these expectations, and instruction sheet (where available), is applied as it forms the foundation for the safe conduct of any activity involving children and young people:

- band and content descriptions of the health and physical education learning area of the Australian Curriculum
- Stage 1 and 2 of the relevant subject outline of SACE and/or VET.

The Australian Curriculum Health and Physical Education learning area builds from the skills and dispositions described in the [Early Years Learning Framework](#) and [National Quality Standard, 2.2.2](#).

Principals should ensure that workers and parents/volunteers taking school sport teams are appropriately inducted and deemed competent to undertake carriage of the particular activity. Through induction, Principals may offer to facilitate participation in an appropriate coaching course to meet this obligation.

b. Risk management and assessment

A completed risk assessment must be submitted to the Principal (or delegate) for approval and it must have the relevant instruction attached. For category 1 activities, a risk assessment is required where additional risks need to be considered. A risk assessment must be completed for all category 2 activities. Refer to activity risk categories later in this section.

A copy of the approved risk assessment and relevant instruction must be provided to the instructor or coach and anyone supervising the activity.

Consent from parents or guardians is needed before a child or young person can participate in any offsite activity and where a category 2 activity is being undertaken at the school.

Adventure activities potentially place children and young people at a higher level of risk than in a usual classroom and playground setting. The higher level of risk is due to the nature of the activity (for example, rock climbing, canoeing, skiing) or the circumstances in which the activity takes place (for example, a remote setting, a river or mountain environment, or likelihood of inclement weather).

Prior to the conduct of any activity the teacher-in-charge must refer to and implement the minimum requirements outlined in the relevant individual sporting and adventure activity instruction sheets shown in 5.22 below. Furthermore for those category 1 activities where additional risks need to be considered and category 2 activities, the teacher in charge must fill out and submit for approval to the Principal (or delegate) a completed risk management form (attaching the relevant instruction sheet) and provide a copy to the relevant instructor/coach (if they are not the teacher-in-charge) and all persons supervising the activity.

Copies of the risk management form, in addition with the other relevant sporting and/or adventure activity management records, must be retained at the school.

c. Unsuitable activities

The high risk activities outlined within clause 5.2.2 of this procedure are not suitable for children and young people because of the inherent high risk nature of the activities and *should not be undertaken*.

d. Implement inclusive coaching

All students should have the opportunity to participate in a planned activity and staff must comply with the requirements of inclusivity outlined in the camps and excursions policy.

Sport Australia has a useful tools and tips for inclusive coaching. There is more information on the [Sport Australia inclusive practices website](#).

e. Informed consent

Staff must comply with clause 5.8 and clause 5.7 of this procedure (respectively) and obtain the informed written consent of all parents/guardians prior to a child or young person's participation in any offsite sport or adventure activity. The Camps and Excursion Consent Form must be used for these purposes. Where any of the following activities are undertaken on a school site parental informed written consent must be sought for student participation:

- Archery
- Athletics (when the use of projectiles are involved ie javelins, shot-put, discus, hammer throw)

- gymnastics (when use of apparatuses are involved)
- horse riding
- martial arts
- platform and springboard diving
- rock climbing and abseiling
- trampoline
- weight training/lifting.

Workers must seek informed parental written consent for each new out-of-school trip involving school sport and physical activities. Consent may be sought for one standalone activity or group of activities, or for activities that recur over a specified period of time (i.e. weeks, months etc). Further consent of the parent/guardian must be sought if the activities, their location or transport arrangements change from that specified in the original consent paperwork.

Parents/guardians must be advised (within the consent form) about the dates, location, cost, mode of travel, supervision arrangements, activities to be undertaken, dismissal times and any other matters outlined in the consent form.

f. Supervision requirements

The Principal must approve all activities and personnel. A teacher must provide overall supervision of all activities.

Individual activity instruction sheets outline necessary **minimum** supervision requirements for high risk activities (see 5.12.16 below). However, at the discretion of the Principal and the teacher-in-charge/activity leader, the number of adults will at times be higher than in the stated ratio because of:

- age, experience or capability of the participants
- combined experience or expertise of the workers
- nature of the area in which the activity is to be conducted
- the dynamics of the relationships within the group
- the extended nature of the activity.

If the group undertaking the activity is split into smaller, independent subgroups then each subgroup must conform to the criteria set out in this section as well as those in the individual activity instruction sheets.

When considering any sporting or adventure activity to be undertaken with students, the teacher-in-charge must ensure adequate supervision is provided for the particular sporting or adventure activity (excluding high risk adventure activities where those requirements are prescribed).

Where a sport or adventure activity forms part of the school's or preschool's physical education curriculum and teaching program conducted at school, the prescribed adult to student ratios should be used as a guide as to best practice and include the teacher-in-charge (except where an expert external instructor or service provider is engaged to undertake the activity). This does not apply to high risk adventure activities where those requirements are prescribed.

The teacher-in-charge must provide appropriate supervision of children and young people using change rooms while implementing the following:

- give explicit instructions and guidelines for behaviour in change rooms to students and workers, noting workers obligations to comply with CESA's protective practices guidelines
- scan the environment before children enter and use the change rooms to ensure they are safe and fit for purpose

- set a routine for monitoring behaviour in change rooms
- monitor children egress, ingress and behaviour from the entrance
- where possible announce to children and young people when a nominated worker is entering the change room and allow enough time for the students to ensure they are appropriately dressed
- do not remain in change rooms as children and young people have a right to privacy
- ensure that children and young people know that if there is an emergency a nominated worker will enter the change room.

5.12.3 Equipment precautions

a. Mouthguards

In addition to where expressly required, as provided for in the relevant instruction sheet, the wearing of mouthguards is strongly encouraged particularly when competing in contact sports such as, but not limited to, Australian rules football, soccer, basketball, hockey, martial arts and lacrosse.

b. Starting devices

There are a number of starting devices suitable for use, including:

- air-driven horns (including rechargeable with a pump) requires class 3 hearing protection
- starting clap board
- whistle
- electronic starting pistol or electronic beeper with flash requires class 3 hearing protection
- portable PA with beeper.

Where class 3 hearing protection is required bystanders (not competitors) must be kept at least 5 metres away from the starter if not wearing hearing protection.

Non-electronic starting pistols or caps must not be used or stored.

c. Environmental conditions

Extreme weather conditions may make it necessary to suspend, postpone or modify training and/or competition.

Workers must ensure that children and young people have adequate clothing and sun protection for thermal comfort and UV protection including sunscreen where required.

Workers must consider inclement weather conditions when planning to conduct any outdoor activity, camp or excursion. Depending on the type of inclement weather, workers may decide to:

- limit outdoor activities and stay indoors
- identify alternate activities more appropriate to the weather conditions
- cancel the event in case of extreme weather
- provide shelter and ways of maintaining hydration.

Workers should monitor and consider current weather advice from the [Bureau of Meteorology \(BOM\)](#) that provides the most reliable information, when planning and regularly before any outdoor activity, camp or excursion. The BOM website has current and forecast weather, as well as warnings for any extreme weather conditions. Cancer Council SA also offers a SunSmart app that displays a snapshot of the days expected UV levels and provides advice on when to be [SunSmart](#). The [South Australia Country Fire Service](#) provides information regarding fire danger ratings.

d. Game constraints and rule modifications

Modified sport programs contribute to the reduction of injuries. Successful modifications to sports include changes to:

- size, weight or style of equipment
- playing area and goals
- length of games and/or season
- team sizes and interchanges (rotation) policy
- relaxation of technical or complicated rules.

Sport Australia offers a number of [Playing for Life activity cards](#) that adopt a game sense approach to teaching about games and sports. This is an approach to modified sport that, amongst other things, encourage simple modifications (easier or harder) to accommodate varying ability levels to maximise inclusion and challenge. The two strategies that teachers and coaches can use when planning and conducting activities to be more inclusive of students with a range of abilities are [Tree](#) and [Change It](#).

e. Coaching tips

Coaches must understand what motivates children to participate and to want to continue to participate and improve; including that positive reinforcement and support is the most productive part of coaching. Challenging children in ways they can have a go and achieve is equally important.

Similarly put downs and negatives are more than likely to lead to children not wanting to participate, not wanting to take a risk and not improving to the detriment of the child and the sport in the longer term.

The following coaching session tips will assist deliverers of sport to provide appropriate, quality sporting experiences for the children and young people in their care:

- allow children to progress at their own rate
- provide a balance between effort and rest
- provide a variety of activities
- cater for children with different cultural, socio-economic backgrounds and physical abilities
- focus on individual needs
- encourage all children to participate to the best of their ability
- develop basic skills
- include a variety of gender and ability groupings
- include students with disabilities
- provide opportunities for each child to experience success in some form.

f. Code of behaviour

All workers, coaches, players, parents, spectators and officials must be made aware of and be informed that the [Sport Code of Behaviour](#) is applicable. Publication and distribution of the Code is recommended.

The aim of the code is to clearly articulate to all persons participating in an activity what the department reasonably expects of them in relation to their roles and responsibility in the conduct of the activity.

g. Local knowledge

For activities requiring knowledge of the local area, the teacher-in-charge must source information from two or more of the following:

- a reconnaissance trip to the venue
- reputable publications and websites
- recreational practitioners
- landowners
- stakeholders (including the traditional owners)
- service providers
- clubs
- National Parks office.

5.12.4 Activity leads

a. Conducted by a CESA employee

A range of sporting or adventure activities can be conducted by teachers at or away from school where they have the skills and experience to conduct them safely. This includes specialist physical education teachers, teachers with a physical education component of their teaching course or other evidence as deemed appropriate by the Principal.

b. Conducted by a specialised instructor

A specialised instructor can be engaged at or away from school where the nature of the sport or adventure activity requires expertise that is not available through the school's teaching personnel or requires a higher level of expertise. Specialised instructors must have appropriate qualifications that enable them to provide the instruction and meet the safety standards for that activity and the requirements of the school.

c. Conducted by volunteers

Schools engage volunteers to assist with the conduct of various sporting or adventure activities. CESA's volunteer policy and procedures provide information related to selection, induction and other processes related to the use of volunteers including their supervision, screening and suitability.

5.12.5 Competitions

a. Competition principles

Schools can and do participate in a range of local programs and competitions organised and conducted by local clubs and associations and state sporting organisations. The appropriateness of participation must be determined by the Principal prior to commencing the program taking into consideration minimum information about the organisation and the rules or conditions of participation.

Competition is seen as an inherent part of sport development but this is secondary to skill development. In any event the type of competition will vary over the course of a child's development. Modifications to the adult competition model are vital and these modifications will change as children grow and develop and adapt to the demands and challenges of competing with others and being able to successfully manage the highs and lows that competition can bring.

Where competition is an element of the sporting program, organisers should aim to keep competition as closely contested as possible throughout the course of the season. Winning too easily or losing too often by big margins does not help development and can lead to players losing interest in playing.

It is possible to redraw competition programs on the basis of the first round of results or having the more successful teams playing each other more often during the season.

Children and young people need to learn how to win and lose graciously so every effort must be made to ensure success is judged by more than just winning. Therefore, focus should be

made on what players do better as individuals and as a team rather than simply winning or losing and success should be measured in terms of mastering a skill or doing something better than they have done before.

b. School teams

Principals (or delegates) are recommended to undertake random spot checks of activities conducted at or away from school, outside of school hours at least 2 times per year to ensure that the expectations are being met i.e. supervision, volunteer management, codes of behaviour.

Supervision of children and young people participating in school teams may be shared between members of education staff from different schools (including staff from DfE or AISSA) so long as minimum staff to student ratios for the particular activity are met and that there is a designated teacher-in-charge identified in advance, with all relevant schools notified, have given their approval and parental consent is sought and provided for students participation.

c. Children and young people with disabilities or medical conditions

All staff must comply with the requirements of inclusivity. The Australian Sports Commission has published a tools and tips information sheet for [Inclusive Coaching](#) that workers may find useful. Further information on [inclusive practices](#) may be found on the Sports Australia website.

Workers should be aware of the requirements of an individual participant's health/personal care support plan and any specific health provider instructions prior to the child or young person's participation in any sport or adventure activity.

5.12.6 First aid, infection control and emergency management

a. First aid

All first aid requirements including first aid staff to student ratios and equipment requirements that must be complied with are outlined in the First Aid Procedure.

General use medications including analgesics such as aspirin, paracetamol or ibuprofen, must never be available as a standard first aid response as they can mask signs and symptoms or serious illness or injury.

Unless specified otherwise in this standard or the instruction sheets (see 5.12.16 below) the minimum staff to participant ratio for first aid relating to sporting or adventure activities (excluding high risk adventure activities) is 1:50 with a minimum qualification requirement of HLTAID004 – Provide an emergency first aid response in an education and care setting.

For higher risk adventure activities, the ratio of staff to participant would be reduced to a minimum of 1:25 with qualification requirement of HLTAID004; and some activities may require workers facilitating the activity to be qualified in HLTAID005 – Provide first aid in remote situations.

b. Infection control and good hygiene

A number of blood-borne infectious diseases can be transmitted during body contact. If an injury involving blood occurs, workers must take standard precautions when handling blood or bodily fluids in line with the first aid and infection control resource.

It is appropriate that the principles of good hygiene be reinforced with all young people given the prevalence of the spread of viruses through airborne or other transmission means. The sharing of personal equipment should be discouraged for that reason. The hygiene practices adopted in the wake of the COVID-19 pandemic are a benchmark for good practice.

c. Emergency management

All staff involved with the administration or arrangement of any activity for school children and young people must ensure that they are familiar with the particular school's emergency management plan.

In addition to the above all persons who form part of the leadership team on a camp or excursion must also be familiar with the particular camp or excursions emergency action plan as outlined in the application to conduct an excursion form and risk assessment form.

This risk management form will detail the necessary communication strategy appropriate for the safe conduct of the relevant activity. For activities in remote locations, the school must consider monitoring the location of the traveling party to inform emergency services of approximate location in the event of an emergency.

5.12.7 Volunteer management

All volunteers engaged to provide and/or participate in CESA run activities must be vetted and managed in accordance with the [Archdiocese Screening Policy - Working with Children Checks](#), [CESA Screening Procedures for CESA Volunteers](#) and [CESA Procedures for Engaging and Inducting Volunteers](#).

5.12.8 Child protection

All workers must comply with the requirements of clause 5.12.7 and meet screening requirements. Volunteers must have complied with CESA volunteer screening and induction.

In addition to the above requirements workers should only use physical contact if the aim is to develop sport skills or techniques, treat or prevent an injury, or to meet the requirements of the sport. Workers must comply with the requirements outlined within the [protective practices for staff in their interactions with children and young people guidelines](#).

5.12.9 Visitors on School grounds

All visitors on CESA premises must comply with the codes of behaviour (see Attachment 7.8).

Principals and staff have an obligation to respond to any person/visitor misbehaving on school premises. Misbehaving can include behaving in an offensive, disorderly, intimidating or violent manner. Persons include parents or caregivers with students enrolled at the school, visitors, community members, or students enrolled and attending other schools.

5.12.10 Complaint resolution

All workers, parents/guardians and officials are able to follow [CESA's Procedures for Resolving Informal Complaints between Workplace Participants](#). In the first instance, where an informal complaint cannot be resolved amongst the parties, contact should be made with the relevant Principal.

All CESA staff must comply with the [CESA Code of Conduct](#) and have access to the same procedures to resolve complaints or disputes between staff.

5.12.11 Social media

All staff must comply with CESA and school social media guidelines. If images are to be shared to official school social media channels, staff must ensure that any student or staff image has appropriate consent for social media sharing. Students, parents and staff should not share images or video to personal accounts.

5.12.12 Transport

All workers must comply with the requirements of clause 5.8 of this procedure when undertaking an activity off departmental premises.

5.12.13 Accidents, incidents

If a participant is injured then, where possible, they should be instructed to leave the field, pitch etc and appropriate first aid sought. If the participant is unable to leave the field, then play stops until medical assistance arrives and does not resume until the participant has left the field.

5.12.14 Records management

All official records created in relation to the planning and conduct of any sporting or adventure activity must be stored within an official school file for the minimum retention period outlined in the CESA Records Management Policy, User Guide. This can be scanned data or other forms of electronic storage, rather than hard copy for each "event. It should include parent/guardian permissions and approvals.

5.12.15 Individual sporting and adventure activities

Individual sporting and adventure activity instruction sheets outline necessary minimum requirements and obligations for the conduct of the specific sporting or adventure activity that may be found as hyperlinks in 5.12.16 of this document.

These instruction sheets have been developed in consultation with the relevant state sporting association.

These minimum obligations are required to be implemented prior to the conduct of any sporting or adventure activity involving a child or young person enrolled in a public education and care site. This CESA procedure aligns itself with that standard. The instruction sheets include instructions on the following:

- staff/instructor qualifications
- participant safety requirements (including minimum risk control strategies)
- facility and equipment safety requirements
- supervision requirements
- minimum worker (staff)/participant ratios
- emergency contact/management protocol
- contact link to the relevant sporting association.

Principals and/or a teacher-in-charge may consider a sporting and/or adventure activity for which specific instruction is not provided, however, before undertaking such, they must satisfy themselves that appropriate instruction and guidance on the activity requirements are sought from:

- peak bodies
- professional associations
- colleagues with experience instructing the activity with children and young people.

5.12.16 Activity list with category instructions

Principals and the teacher in charge may consider an activity that does not have an instruction provided. However, they must first get appropriate instruction and guidance on the activity requirements from, peak bodies, professional associations or colleagues with

experience instructing the activity with children and young people.

Each activity listed below has been risk assessed and given a risk category rating. That rating indicates whether a risk assessment needs to be completed.

- Category 1 – a risk assessment is optional
- Category 2 – a risk assessment is required
- [Category 3 - prohibited activities \(high-risk activities as outlined in the camps and excursions procedure\).](#)
 - Archery – category 2
 - Athletics – category 1 and category 2 (when use of projectiles are involved ie javelins, shot-put, discus, hammer throw)
 - Australian football (competition) – category 1
 - Australian football (school) – category 1
 - Badminton – category 1
 - Baseball, Softball and Tball – category 1
 - Basketball – category 1
 - Boating and sailing – category 2
 - Bushwalking – category 1
 - Canoeing and kayaking – category 2
 - Cricket – category 1
 - Cycling – category 1
 - Fencing – category 1
 - Fishing – category 1
 - Football (soccer) – category 1
 - Golf – category 1
 - Gym, fitness and recreation centres – group fitness training (excluding weight training) – category 1
 - Gymnastics – category 1 and category 2 (when apparatuses are used)
 - Hockey – category 1
 - Horse riding – category 2
 - Korfball – category 1
 - Lacrosse – category 1
 - Lawn bowls – category 1
 - Martial arts – category 2
 - Netball – category 1
 - Orienteering – category 2
 - Platform and springboard diving – category 2
 - Rock climbing and abseiling – category 2
 - Rowing – category 1 (indoor) and category 2 (outdoor)

- Rugby league and union – category 1
- Snorkelling and scuba diving – category 2
- Snow skiing and snowboarding – category 2
- Squash and racquet ball – category 1
- Surfing – category 2
- Swimming – category 1 (onsite) and category 2 (offsite)
- Table tennis – category 1
- Tennis – category 1
- Tenpin bowling – category 1
- Touch football – category 1
- Trampoline – category 2
- Volleyball – category 1
- Water polo – category 1
- Weight training and lifting – category 2
- Wrestling – category 1

6 Roles and responsibilities

Role	Authority/responsibility for
<p>Teacher-in- charge /responsible person</p>	<p>Ensure the purpose of the camp or excursion is linked to the learning program, and children and young people are aware of the learning focus and behavioural expectations.</p> <p>Plan and undertake camps or excursions in accordance with these procedures.</p> <p>Ensure that all relevant information about:</p> <ul style="list-style-type: none"> • roles and responsibilities and obligations • child and young people health/personal and behavioural needs • medication and health/personal support plans (on a need to know basis only). <p>is clearly communicated and are available at any time to all accompanying adults, volunteers and workers and children/young people (where necessary).</p> <p>Together with the Principal ensuring that all accompanying adults, volunteers, instructors and workers:</p> <ul style="list-style-type: none"> • have obtained relevant history screening clearances (where required) • are qualified and/or experienced • are advised of their roles and responsibilities • are appropriately trained to fulfil their roles and responsibilities • are provided with relevant departmental and site policies and safety procedures. <p>Identify and manage risks associated with the camp or excursion through use of the sports, adventure, camps and excursions risk management form.</p> <p>Ensure that activities are challenging but risk managed, reflecting curriculum-based children and young person learning outcomes.</p> <p>Exercise reasonable care and supervision throughout the duration of the camp or excursion.</p> <p>Participants understand the nature and purpose of the activity and have developed the prerequisite knowledge, understanding and skills.</p> <p>Appropriate first aid is available in accordance with the resource for first aid and infection control</p> <p>Where private or hire vehicles are used, advising the owner and/or driver that appropriate insurance cover is required.</p> <p>Supervisory team members are fully briefed and trained for their roles and responsibilities.</p> <p>Delegate appropriate roles and responsibilities to school employees and volunteers as required.</p>

	<p>Ensure any injury or incident is reported to the Principal in accordance with the policy and this procedure.</p> <p>Exercise mandatory notification requirements (as appropriate)</p>
Workers	<p>Comply with the requirements of this procedure.</p> <p>Comply with all reasonable instructions from the Teacher-in-charge. Work with and advise the teacher-in-charge of the following:</p> <ul style="list-style-type: none"> • contribute to the conduct of the risk management process by carefully assessing the range of activities and applicable safety issues • identify and manage special requirements identified in participants' health/personal care plans, including reducing known triggers • implement all identified controls to prevent injury to children and young people • observe the standards of safe practice in any activity established by accredited organisations and other specialist practitioners • use correct activity equipment, including any required safety equipment • alert the specialist instructor and trainer to children and young person's health/personal care plans when needed • exercise mandatory notification requirements (as appropriate) • alert the specialist instructor and trainer to the school's behaviour management policy. <p>Exercise mandatory notification requirements (as appropriate).</p>
Principal	<p>Ensure that camps or excursions are approved, planned and conducted in accordance with these procedures and that reasonable care is taken to ensure the safety of children, young people and workers.</p> <p>Ensure that all workers adhere to the requirements of these procedures.</p> <p>Endorse the selection of transport. Endorse the curriculum component.</p> <p>Approve the nomination of the teacher-in-charge.</p> <p>Exercise mandatory notification requirements (as appropriate).</p>
Specialist instructors/trainers	<p>Collaborate with the teacher-in-charge on the following:</p> <ul style="list-style-type: none"> • respective roles of workers • contingency and emergency management plans • providing the teachers in charge with evidence of a current child-related employment screening or working with children check. <p>Comply with all reasonable instructions and directions of the school leader, teacher-in-charge and teachers.</p>

	Exercise mandatory notification requirements (as appropriate).
Accompanying Adults/Supervisory team (parents/legal guardians/volunteers)	<p>Comply with reasonable instructions and directions of the school leader, teacher-in-charge and teachers.</p> <p>Exercise their duty of care throughout the duration of the camp or excursion.</p> <p>Ensure they follow any relevant CESA policies and procedures</p> <p>Comply with the Archdiocese Screening Policy - Working with Children Checks and the CESA Procedures for Engaging and Inducting Volunteers.</p> <p>Exercise mandatory notification requirements (as appropriate).</p>

7 Links to documents below:

- 7.1 Application to Conduct a Camp or Excursion**
- 7.2 Sports, Adventure, Camps and Excursions Risk Management Plan**
- 7.3 Consent Form for Camp, Excursion, Sporting or Adventure Activity**
- 7.4 Consent for Local walks/Excursions**
- 7.5 Principal Confirmation Checklist**
- 7.6 Checklist to Assist Planning Camps or Excursions**
- 7.7 Students Travelling in Private Motor Vehicles Agreement Form**
- 7.8 Codes of Behaviour for Sporting Activities**
- 7.9 First Aid Procedure**
- 7.10 [Health Care Plans for Individual Care - Information for Health Professionals](#) (DfE link)**

8 Revision Record

Document Title	Camps, Excursions, Sporting and Adventure Activities
Document Type	Procedure
Document Date	November 2020
Process Owner	People, Leadership and Culture Standing Committee
Contact	Manager: System Safeguarding and Development
Approval Authority	SACCS
Review Date	November 2025
Revision History	2012

9 Attribution

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