

**EOTC Risk Assessment and Supervision: Waikato Museum Visit**

Version:

Date:

Harm What could go wrong?	Hazard Why would this happen?	Risk Rating? How serious?	Controls How can it be prevented? First try to e) eliminate, then m) minimize the risk	Check: Controls implemented? By who?	Residual Risk Rating?
Fatality / Serious Injury	Fire	High	<ul style="list-style-type: none"> <li>No open flames are used within the building</li> <li>Areas where 'hot work' is carried out are closed areas and monitored</li> <li>In event of an alarm, students are guided to nearest exits and meet at the top of the Museum on Victoria Street</li> <li>A full H&amp;S briefing is given to all attendees prior to entering the main galleries</li> </ul>	Waikato Museum staff assisted by accompanying educators and parent supervisors	LOW
	Earthquake / Tsunami / Other	High	Museum staff will brief participants, <ul style="list-style-type: none"> <li>How to respond to the quake if in a gallery space or in the classrooms</li> <li>The 'drop, cover, hold' technique in each space</li> <li>when to exit the building, finding exit points and consider alternative routes</li> <li>Know the safe meeting location</li> </ul>	As above	LOW
	External threat (lockdown situation)	High	<ul style="list-style-type: none"> <li>Students always remain in groups</li> <li>Groups monitored by teachers and designated adult supervisors</li> <li>In event of lockdown, staff inform the adults in the group and escort the group to a designated safety zone- an internal area behind control locked doors and out of sight of the public</li> <li>Staff members will stay with the group until all clear is given</li> <li>All external doors are locked upon alarm being raised</li> <li>Staff contact the authorities and take orders directly from authorities</li> </ul>	As above Plus, City Safe network, police	LOW
	Weather related events - flood, wind	High	<ul style="list-style-type: none"> <li>Site is checked and cleared of possible weather-related risks (trees, flooding points etc)</li> <li>Students remain inside until risk abates</li> </ul>	As above	LOW

	Traffic and road hazards (if participating in history or awa walks)	Med - High	<ul style="list-style-type: none"> <li>• Check whole of site beforehand – identify routes, possible hazards</li> <li>• Clear guidelines around behaviour and self-management when on the street or by the awa</li> <li>• Provide clear boundaries, ensure students and parents know where to go, when to return</li> <li>• Minimise unstructured (free) time</li> <li>• Always ensure proactive supervision – ratio of between 1:4 (pre-school, 1:8 primary, 1:15 senior)</li> </ul>	Education staff and supervising adults	LOW
	Inappropriate action by/with public	Medium	<ul style="list-style-type: none"> <li>• Provide clear guidelines around behaviour</li> <li>• Provide clear boundaries</li> <li>• Discuss with students the fact they are in the public and how to self-manage</li> <li>• Provide visible supervision of minors– see above ratios</li> </ul>	As above City Safe	LOW
	Inappropriate action by/with staff/volunteers	Medium	<ul style="list-style-type: none"> <li>• Ensure staff are safety checked - incl referee checks</li> <li>• Consider police vetting of volunteers</li> <li>• Provide clear guidelines around appropriate behaviour - avoid being alone with children, open door policy, involve other adults where possible</li> <li>• Ensure supervisors not distracted - no siblings etc.</li> <li>• <b>All staff working with students at Waikato are VCA registered and fully police checked</b></li> </ul>	All adults working with students	LOW
	Allergic Reaction	High	<ul style="list-style-type: none"> <li>• Collect accurate medical information, discuss allergy action plan, ensure info tagged to right person</li> <li>• Ensure participant carries appropriate medication &amp; that others know how to administer</li> <li>• Minimise exposure to triggers: Bees/Wasps, onga onga etc.</li> <li>• Known food allergy - manage food preparation, clearly labelled food, prevent cross contamination, personal hygiene</li> <li>• Ensure appropriately competent staff know how to recognise and respond to anaphylaxis (First Aid minimum)</li> <li>• <b>Staff working at with students at Waikato Museum hold current first aid certificates</b></li> </ul>	Teachers and adults in charge of a group	Medium / low



Medical Incident	Pre-existing Medical Condition	High	<ul style="list-style-type: none"> <li>Collect accurate medical information, discuss &amp; ensure info tagged to right person</li> <li>Ensure participant carries appropriate medication &amp; that others know how to administer</li> <li>Ensure appropriately competent staff - First Aid minimum</li> <li><b>Staff working at with students at Waikato Museum hold current first aid certificates</b></li> </ul>	Teachers, adults in charge of the child	LOW
	Unsafe / reckless behaviour	High	<ul style="list-style-type: none"> <li>Ensure behavioural expectations are clear to participants and supervising teachers/helpers</li> <li>Provide appropriate supervision and reinforce behavioural expectations</li> <li>Minimise unstructured free time</li> </ul>	Teachers, adults in charge of the child, Museum educators	Medium / low
Serious illness/hospitalisation and contagion	Covid infection	High	<ul style="list-style-type: none"> <li>All government protocols and local council protocols are in place to protect staff and visitors</li> <li>Museum is cleaned daily, with extra sanitising of handrails and frequently touched areas as needed (with numbers)</li> <li>Parts of the Museum have a number restriction based on best distancing principles, air flow etc. (Exscite)</li> <li>Encourage all staff and visitors in excellent hand hygiene practises- Hand sanitiser is available on all museum levels</li> </ul>	Museum staff, educators, adults, and students	Medium
Injury – falls, cuts, grazes, bruises etc	Falling, catching body parts in interactives, running into objects	High	<ul style="list-style-type: none"> <li>Emergency phone to be carried by a senior staff member and a list of all appropriate contacts such as school, parents etc to be on hand</li> <li>Emergency vehicle to be arranged in case of need to transport child back to school etc.</li> <li>Check whole of site beforehand - where participants can go. Identify handrails etc, students to wear footwear at all times</li> <li>Clear guidelines around behaviour</li> <li>Ensure students walk at all times, no bags in the gallery spaces (Unless needed for medical reasons)</li> <li>Museum staff to keep walkways etc dry, clean, and free from potential fall hazards</li> <li>Discuss safe use of interactives</li> </ul>	As above	Medium/ low



			<ul style="list-style-type: none"> <li>• Appropriate explanations of how to use art materials and tools.</li> <li>• Constant supervision during all art/craft activities</li> <li>• A first aid kit should be carried by lead educator, basic first aid kit is available at the Museum</li> </ul>		
Missing person	Child wanders off or leaves the designated area	High	<ul style="list-style-type: none"> <li>• Use regular methods of accounting for everyone across the visit, particularly upon leaving</li> <li>• Ensure parent supervisors have student's names on a list and that they always maintain eyesight of their students</li> <li>• Ensure adult supervisors are fully engaged with students, not distracted (e.g., by pre-schoolers or 'friend' brought along)</li> <li>• Students needing to use restrooms must be escorted by an adult</li> <li>• Ensure adults advise each other when leave a designated space (such as going to a rest room)</li> <li>• Clear guidelines around behaviour and where they should be at all times</li> </ul>	Educators and adult group leaders	LOW
Emotional distress	Content may cause distress, students with low tolerance to sound, light, motion or other stimulus	Medium	<ul style="list-style-type: none"> <li>• Plan and prepare students for their visit, what will be expected, what they may see</li> <li>• Respect other users - e.g., noise</li> <li>• Ensure students who may be at greater risk of distress have appropriate supervision and discuss ways of managing anxiety or distress</li> <li>• Alert Museum educators if students have special learning needs to minimise issues</li> <li>• Waikato Museum can provide quiet spaces for children who become overly stimulated or need a quiet space</li> </ul>	Lead educators, supervisory adult	LOW
Damage to taonga, objects or artworks	Trip or fall into object, breaking or causing object to become dirty/defaced	Medium	<ul style="list-style-type: none"> <li>• Provide clear guidelines on what and where things can and cannot be handled</li> <li>• Backpacks, drink bottles/food etc. to be stored upon arrival and returned after gallery visits</li> <li>• Suitable supervision (see above ratios)</li> </ul>	Museum staff, teachers, group leaders	LOW





**2. Group members requiring specific management strategies:** Provide **specific management strategies** for participants requiring special attention

<b>Health</b> (e.g., asthma, allergies, medical conditions, current injury)
<b>Behaviour</b> (e.g. poor listeners, ADHD, socially inept, short tempers, disobedience/untrustworthy)
<b>Capabilities</b> (e.g., physical disability)

**3. Staffing and Supervision Structure:** Specifically describe the **supervision structure** required for the event

Supervision structure (includes allocation of roles and allocation of students to supervisors)  
 (e.g. Number of groups and size, number of supervisors/leaders per group, leaders not directly supervising a group and their role)

<b>Completed by:</b>		<b>Date:</b>		<b>Approved:</b>		<b>Date:</b>	
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