

STUDENT LEADER VISITING PROGRAMME

RISK ASSESSMENT FORM

|  |
| --- |
| Visit to Hillary House Leadership Centre,  2 Franklyne Road, Otara, Auckland |

Activity

|  |
| --- |
|  |

Date of Visit

|  |
| --- |
|  |

Teachers in Charge

|  |
| --- |
|  |

Name of School or Organisation

|  |
| --- |
| RISKS (POTENTIAL LOSSES) |

|  |  |  |
| --- | --- | --- |
| 1 | 2 | 3 |
| Death or injury from collision with car or bus | Children going missing | Asthma attacks, epileptic seizures, heart attacks. | |

|  |  |
| --- | --- |
| CAUSAL FACTORS | RISK REDUCTION STRATEGIES |
| ***People:***   * Students not following guidelines set by teachers and Hillary House personnel * Inadequate supervision of students during the visit * Careless drivers * Failure to carry medication for those children with medical conditions,   i.e. asthma, epilepsy | * Ensure visitors/personnel are informed of the possible risks, e.g. Fire exits in Hillary House * Make sure students are attentive to all safety instructions given by teachers and Hillary House personnel * Ensure students are fully supervised at all times during their visit * Warn students to take care when exiting the transport outside the House * Ensure students or teachers are carrying any necessary medication for any students’ specific needs |
| ***Environment:***   * Outside entry stairs * Set of internal stairs may restrict mobility * Students may leave Hillary House unaccompanied during the visit | * Hillary House personnel to warn students before entering the House to take care if the stairs are wet and possibly slippery * Wheelchair access is limited to downstairs area * Hillary House is fully fenced with a gate lock * Hillary House personnel ensure gate is closed during visit * Discuss all of the above during safety briefing |

SCHOOL/ORGANISATION to Complete:

|  |  |
| --- | --- |
| CAUSAL FACTORS | RISK REDUCTION STRATEGIES |
|  |  |
|  |  |
|  |  |
|  |  |

This form **must** be completed in full and brought with you on the day of your visit.

Thank you