

OutdoorsMark EOTC / Outdoor Education Safety Audit Form

Guidance Document

Completing The Audit Form

The OutdoorsMark EOTC / Outdoor Education Safety Audit Form is a type of checklist. You can work through it in any order you choose and at your own pace.

The audit form is broken into sections similar to the structure of a safety management plan, and also to provide a logical flow to the audit process.

One way to tackle the job of completing the audit form is to place your safety management system material on one side of the desk, have the audit form displayed on your computer monitor, and get some paper to scribble on close to hand. It is then a matter of reading the audit requirements and matching them to what you have in your material. Most people quickly realise that their documents already contain much, if not all, of what the audit asks.

If you have some gaps, or if you have questions, jot them down on paper and come back to them later.

There are a number of 'should' requirements, that is, ones that are not mandatory, these are shaded in grey. It is your choice as to what you do with these requirements. If you provide evidence, we will assess it and make a comment as to whether it conforms or not. However, nonconformity on one of these statements will not count against a positive result.

Audit Evidence

What you are saying in the audit form (and in your safety management system) is "I run a good, safe EOTC programme."

The auditor's response is "OK, show me how you do that, and let's match that up with the audit criteria."

To do this you need to have evidence. That evidence can be in the form of printed or electronic material, audio-visual records, photos, interviews, discussions and so on. These various sources of information should give confidence to the auditor that your statement about running a safe EOTC Programme is absolutely correct.

One of the best ways of providing evidence is to have written records or documents. Actually, most of your safety management system should be in a written format because there really is no alternative to writing things down. And, once it is written down, it needs to be contained in a logical place; a place that can be easily accessed but that is also secure.

Example: Requirement no.15 All staff, contractors and volunteers have been inducted into relevant sections of the schools EOTC SMS before they take responsibility for students in activities.

If you say 'I induct my staff', your auditor might ask you to prove it by showing him or her the policy statement in your main safety plan document, induction checklists for a couple of your staff plus their personnel records, some general induction procedures and the matrix showing where each staff member is at with their induction.

It's quite a list, but if you are doing good staff inductions, that's probably what you will have. In fact, how else can you prove inductions were, and are, carried out?

In addition to looking at your paperwork, your auditor (if conducting an on-site evaluation) might talk to some staff members about how their inductions went.

All of it adds up to a robust assessment and a confident sign-off by your auditor.

The EOTC Ref column refers to the sections of the 'EOTC Guidelines: Bringing the Curriculum Alive' document that relate to each audit requirement. The 'School Evidence' box on the audit form is the place to write some brief notes. Please do not write paragraphs about how you do things, or 'cut and paste' chunks of text from your Safety Management System. All your auditor wants is a quick note about **where to find the information** that backs up your assessment.

The auditors really appreciate getting clear directions that take them straight to the required information. Writing something like "ref. p.2 Ops Plan + Appendix D" takes you only a few seconds and could save your auditor many minutes of potential frustration leafing through pages or scrolling through text.

Some audit requirements might have no relevance to your EOTC programme. This audit form is, by necessity, a rather broad tool. It tries to be relevant to the wide variety of programmes. Therefore, if an audit requirement is not relevant or not applicable, write exactly that and, if you can, write a quick justification.

The following pages work through the audit form point by point and give examples of the type of evidence that an auditor might be looking for.

The notes refer to examples of evidence of intent and evidence of implementation. If you are doing a documents only audit you will most likely not need to provide the evidence of implementation.

i.e.

- Intent (what the school says they will do; this may include a visit to the school to view documents on site)
- Implementation (what happens; this will involve a visit to observe EOTC activity).

If you are doing a full audit there will be two parts to the process – review of your SMS documentation and an onsite visit to assess implementation. In most cases the SMS document review will just look at evidence of what you intend to do. When the auditor visits he or she will want to see more documentation so that he or she can be confident that you are doing what you say. Examples of things that are likely to fit into this stage of the audit are listed as evidence of implementation and could include completed parent consent forms, student learning journals, incident logs, Staff CV's etc.

Section 1 - EOTC Design and Safety Management System Requirements

	EOTC Ref	Requirement	Examples of the type of evidence
1.1	108 112	<p>The School has a documented EOTC Safety Management System (EOTC SMS) that includes policies and procedures for managing the following:</p> <ul style="list-style-type: none"> • Programme development and review, including off site and transport procedures • Equipment and resources • Staff, students, contractors and volunteers, including staff competence, code of conduct for staff and the level of responsibility given to programme staff who are not school employees • Communication with external providers including safety and risk management protocols for the activity sites. • Communication with parents, including informed parental consent • Hazard identification and management • Emergency response • Final approval 	<p>The School's EOTC Safety Management System (EOTC SMS) should be a simple, clear and concise document that is easy for people to read and navigate through (electronic or paper based).</p> <p>The auditor will take an overall scan of the whole system.</p> <p>Evidence: The EOTC SMS.</p>
1.2		<p>There is an explanation of what documents comprise the EOTC SMS and how they relate to each other.</p>	<p>Each school has their own way of documenting their approach to looking after people. What may work for your school may not work for another school. Therefore, it is important to explain what your safety management system actually is, what it comprises, and how the parts interact and help guide the whole programme.</p> <p>This is likely to be an SMS overview that shows for example:</p> <ul style="list-style-type: none"> • How the EOTC SMS links into the school's management system and the MOE • How the operational documents relate to policies and procedures • Links to National Education Guidelines (NEGS) and National Administration Guidelines (NAGs) • Links to Worksafe

			<ul style="list-style-type: none"> • Links to WorkSafe Activity Specific Guidelines (ASG's) and other standards/ guidelines • Links to local operating procedures
1.3		<p>The School's EOTC SMS should include procedures for managing the following:</p> <ul style="list-style-type: none"> • Learning outcomes • Evaluation of the students learning 	<p>(Should)</p> <p>Evidence of intent: a planning procedure that includes learning outcomes</p> <p>Evidence of implementation:</p> <ul style="list-style-type: none"> • Learning outcome plans / documents • Student feedback forms / journals/ event or programme reviews
1.4	21 22 108 110 113	<p>A quality planning process should have been implemented including:</p> <ul style="list-style-type: none"> • Having a systems approach to EOTC management • Keeping risk management and paperwork proportional to the risk • Ensuring both learning and safety needs have been considered (the student outcomes, pedagogy, the activity/ environment, cost, locality) 	<p>(Should)</p> <p>A diagram showing the systems approach.</p> <p>A system that has generic approach to low risk and specific approach to high risk activities.</p> <p>Review of EOTC activity with recommendations for the future and evidence that these recommendations have been adopted.</p>

Section 2 - Leadership and Management

	EOTC Ref	Requirement	Examples of the type of evidence
		Top Leadership Commitment	
2.1		The Board of Trustees has a signed commitment to comply with health and safety legislation.	<p>Without the involvement and commitment of top leadership a safety management system will struggle to be effective. Top leadership should be seen to be allocating resources, supporting training opportunities, and safety initiatives.</p> <p>The evidence for these audit criteria will be policy and procedure documents that have been approved by the BOT and could include a brief, simple statement signed and dated by the board chair. This statement gives the whole safety management system some weight, or mana. It indicates where responsibility ultimately lies (see MOE EOTC Guidelines).</p> <p>An example of a way to address this requirement is for the chair of the Board to introduce the safety management system through a personal message to staff and students, acknowledging the health and safety legislation and his/her commitment to safety, and signing and dating the message.</p> <p>Could also be included in the BOT JD's / Roles/ Responsibilities.</p>
2.2	73	The Board of Trustees has a health and safety policy in place for EOTC and procedures to support this.	
2.3	78	The Board of Trustees have policies and procedures in place to ensure that every EOTC activity has been approved in advance by the Board, or by an authorised delegate of the Board with the necessary skills and experience to make a considered decision about the risk, management of the risk and learning outcomes.	
2.4	78	The Board of Trustees has systems in place to check that EOTC programmes operate in accordance with the board's own policies and procedures.	
2.5	78	The Board of Trustees has a policy in place whereby there will be a response in writing to any reported un-manageable hazard, deviation from policy, incident review or safety complaint.	
2.6	78	The Board of Trustees has a policy in place that ensures outside providers used for EOTC meet accepted best practice criteria and legal requirements.	

			<ul style="list-style-type: none"> The school provides contactors with best practice guidelines
		Legislation, Standards, Codes of Practice	
2.7	226	The EOTC SMS has policies and procedures to ensure that relevant legislation (including local bylaws), standards, guidelines, codes of practice and similar information are identified and adhered to.	You need to work out which laws, regulations, local bylaws, standards and codes of practice relate to your EOTC programme and refer to them somewhere in your safety management system.
2.8		The EOTC SMS has policies and procedures that ensure that identified relevant legislation, codes of practice, etc., remain up to date.	<p>Compiling a list of relevant legislation, regulations, local bylaws, standards and codes of practice would be a good way to check off this requirement. Writing a short description of why each one is relevant to your operation is a logical next step. Make sure you put a date on each entry to show how current your knowledge is and when you intend to review the information.</p> <p>Your auditor will expect to see policy and procedures that make sure people know what legislation is relevant, that relevant sections are imbedded in the SMS and there is documentation of annual review to ensure all legal and other requirements are met, particularly any new or amended legislation.</p> <p>Things to consider, HSE Act (and expected 2015 amendments), NEGS and NAGS, Code of Practice and Local Operating Procedures.</p> <p>The Support Adventure website may have some useful information regarding this including Adventure Activities - sources of written good practice information.</p>
		Roles, Responsibilities and Authority	
2.9	77 156 163	The EOTC SMS has policies and procedures related to assignment of all areas of responsibility and authority for safety and supervision. This includes describing the skills, qualifications, and experience required to fulfil these roles.	<p>Staff competence is arguably the single most important factor for assuring safety and good practice.</p> <p>You have to be sure that people know what they are doing; if you are not sure, then they should be supervised by someone who does.</p> <p>This section checks that you have policies and procedures that describe:</p> <ul style="list-style-type: none"> The key EOTC roles and responsibilities and the competence
2.10	77	The EOTC SMS has policies and procedures that check whether individuals have the required skills, qualifications, and experience to fulfil	

	177	EOTC roles before allowing them to operate (this may include student leaders, parents, etc., if used).	required for them
2.11	78 80-81	Responsibility for coordinating EOTC in the school has been assigned to a competent staff member(s).	<ul style="list-style-type: none"> How you assess competence of the people you assign to the role (staffing matrices) <p>Records that show how the EOTC staff meet the requirements stated in the EOTC SMS and who made the decision to allocate responsibility to these people and is adequately resourced by management for the job expectations.</p> <p>If staff are working unsupervised, your auditor will:</p> <ul style="list-style-type: none"> Prefer that they hold nationally recognised qualifications where those qualifications exist Alternatively, expect a documented process to align staff competences to nationally recognised qualifications Expect some, or all, of the following where an activity does not have a nationally recognised qualification: <ul style="list-style-type: none"> logged experience (both personal and professional) including an incident history evidence of professional development^[SEP] membership of professional organisations and other relevant organisations endorsements from people with relevant qualifications^[SEP]
2.12	80-4	The EOTC Co-ordinator(s) is responsible for ensuring policies and procedures are implemented and roles are appropriately delegated.	Evidence of Intent: EOTC Co-ordinator’s job description.
2.13	82 85 98 100 176-8	Roles and responsibilities have been clarified, documented, and agreed to with anyone who is placed in a role in which they supervise or interact with students before contact.	<p>People need to know what they can and can’t do. If you employ contractors and sub-contractors, this is important, especially if they are operating away from direct supervision.</p> <p>Evidence of intent:</p> <ul style="list-style-type: none"> Roles and responsibility documents Job descriptions Contracts <p>Evidence of implementation - Signed contracts.</p>

		Induction and Training	
2.14	77	The EOTC SMS has policies and procedures for induction of staff, contractors and volunteers.	<p>Evidence of intent – Policy and procedure.</p> <p>This could include:</p> <ul style="list-style-type: none"> • Induction check lists • Assigned in a job description • Records of completed and signed induction
2.15	77	The EOTC SMS has policies and procedures to ensure all staff, contractors and volunteers have been inducted into relevant sections of the schools EOTC SMS before they take responsibility for students in activities and that this is documented.	<p>Examples of evidence of implementation:</p> <ul style="list-style-type: none"> • Generic induction plan for all EOTC Staff • Specific Induction plan for key roles • Signed induction check sheets • Progressive system for authority to practice at various levels
2.16	77	Key EOTC staff have professional development plans to further develop the competence required to run the activities they are responsible for.	<p>Evidence of intent – Policy and procedure.</p> <p>Examples of evidence of implementation:</p> <ul style="list-style-type: none"> • All staff training in EOTC • Key staff skills gap analysis • Key staff professional development plan • Evidence of relevant training that has been attended, by who and when. Personal training records and logbooks
2.17	82	The EOTC SMS has policies and procedures to ensure that all assistants who support EOTC activities are informed, trained, and supervised appropriately.	Evidence of intent – Policy and procedure as well as JD’s.
2.18	101-2	The EOTC SMS has policies and procedures to ensure that students are briefed on their responsibilities within the EOTC SMS .	<p>Evidence of intent – Policy and procedure.</p> <p>EOTC safety code of conduct</p>
		Communication	
2.19	302-11	<p>The EOTC SMS has communication policies and procedures that includes:</p> <ul style="list-style-type: none"> • Carrying communication equipment that allows immediate communication whenever possible • Any communication blackspots are known and communicated 	<p>Evidence of intent – Policy and procedure.</p> <p>Situations can spiral out of control because of poor contact and communication procedures. Once something starts to go wrong, ‘who can be contacted’, ‘when’, and ‘how’ are open very significant questions.</p>

	<ul style="list-style-type: none"> • Communication for all EOTC group safety management • Communication in case of emergencies • Protocols for checking in and for a monitoring person to follow up if no check-in <p>(This must cover communication between leaders on the trips and between the trip leaders and the school).</p>	<p>These questions are best tackled in the planning phase of an activity.</p> <p>Examples of evidence of implementation:</p> <ul style="list-style-type: none"> • Communication tree • Communications and media guidelines • Radio procedures
2.20	<p>The EOTC SMS should have policies and procedures around student use of personal mobile communication devices during EOTC trips.</p>	<p>(Should)</p> <p>Evidence of intent – Policy and procedure.</p> <p>Note: In emergency situation students communicating with family and friends can seriously undermine a school’s communication plan. It can result in vital resource being diverted to manage misinformation.</p> <p>May have policies / letters to Parents or agreements that explain communication for specific situations – for example overseas trips, ski trips, outdoor education camps.</p>

Section 3 - Hazard Management

	EOTC Ref	Requirement	Examples of the type of evidence
3.1		All EOTC activities the school is involved in, and where they take place, are clearly documented in the EOTC SMS.	Examples of evidence of implementation: <ul style="list-style-type: none"> • List of events with locations • Programme plan / list of events • System for changes, additions and deletions
3.2	78	The EOTC SMS has policies and procedures that ensure all risks to health and safety are identified and to eliminate these risks so far as reasonably practicable through the application of appropriate safety procedures.	Evidence of intent – Policy and procedure. Examples of evidence of implementation:
3.3	78	The EOTC SMS has procedures to assess risks and hazards for significance and taking reasonably practicable steps to eliminate or minimise the likelihood that risks/hazards will cause harm.	Your auditor will expect to see a: <ul style="list-style-type: none"> • Process for identifying risks/hazards • List of identified hazards, which may be general hazards, for example, a hazard register or risk management plans • Statement that all staff are responsible for identifying risks/hazards
3.4	83 90 96	The EOTC SMS has policies and procedures to constantly review activities and sites for any new risks/hazards and manage these.	<ul style="list-style-type: none"> • Process for assessing risks/hazards for significance (the process doesn't require numerical rating but does require some categorisation, for example, Yes / No) • Control measure for each risk/hazard • Process of communicating to relevant staff these risks/hazards and their controls, including the hazard of drugs and alcohol impairment • Process for identifying, reviewing and communicating new hazards and their controls to relevant staff in a timely manner • History of this occurring in the past There may be a generic low risk system and a site /event specific high risk system.

3.5	83	The EOTC SMS has policies and procedures to ensure risks that cannot be easily eliminated, or minimised are reported in writing to the Board of Trustees for them to act upon appropriately.	<p>Evidence of intent – Policy and procedure.</p> <ul style="list-style-type: none"> • Clear delegation of authority to manage this. (Most likely to be the person on the ground that will be making these decisions) • Policy to change the programme to make it safer <p>Examples of evidence of implementation:</p> <ul style="list-style-type: none"> • Written evidence of hazards being reported
3.6		Identified and documented risks/hazards include health as well as safety risks/hazards.	
3.7	83 90 96	The EOTC SMS has procedures that describe staff and/or student involvement in the risk/hazard identification and management process.	<p>Examples of evidence of implementation:</p> <ul style="list-style-type: none"> • Templates and guidelines
3.8		The risk posed by drugs and alcohol has been assessed and documented in the EOTC SMS, and a drugs and alcohol policy and procedures is in place if appropriate.	<p>Evidence of intent – Policy and procedure</p> <ul style="list-style-type: none"> • School drug and alcohol policy • EOTC policy • Drug and Alcohol risk assessment
3.9	96	The EOTC SMS has policies and procedures to ensure that activity leaders check the hazards of their EOTC activity (including people, environment and equipment) and that they are adequately managed before the activity commences.	<p>Examples of evidence of implementation:</p> <ul style="list-style-type: none"> • Generic or event specific RAM's • Generic or event specific SOP's • Policy delegating leader authority to change activity if required
3.10	96	The EOTC SMS has policies and procedures that ensure an activity, where the hazards can't be managed effectively on the day, does not commence and is changed to an alternative activity where the hazards are manageable.	
3.11		The EOTC SMS should describe how the school will check hazard controls are effective. This may include EOTC trips being periodically observed and appraised by another experienced staff member or an external	<p>(Should)</p> <p>Examples of evidence of implementation:</p>

		technical expert.	<ul style="list-style-type: none">• Site and Staff reviews• EOTC programme review by co-ordinator• External audit review• Programme improvements based on findings
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Section 4 - Standard Operating Procedures (SOP's)

	EOTC Ref	Requirement	Examples of the type of evidence
		Activity SOP's	
4.1		<p>There are standard operating procedures for all EOTC activities. These include:</p> <ul style="list-style-type: none"> • Staff competence • Hazards and control measures (including participant safety briefings) • Clothing and equipment for participants (including students, parents and volunteers) • Participant supervision ratios • Codes of practice and industry standards 	<p>If procedures are to be easily read, digested and remembered they should be concise and well communicated. Things that help are:</p> <ul style="list-style-type: none"> • Signs on walls • Equipment logs • Leader handbooks • Check sheets that a staff member must go through prior to leaving. It might include reminders to check the weather, river flows, and expected changes <p>There may be generic procedures for low risk activities or common activities that apply across the whole school e.g. transport</p>
4.2	148-9	The EOTC SMS has policies and procedures relating to transport for EOTC programmes.	<p>Evidence of intent – Policy and procedure.</p> <ul style="list-style-type: none"> • Transport policy and procedures • Hire procedures • Documented staff information system
		Staff Competence	
4.3	77 156	The EOTC SMS has policies and procedures to ensure that all staff must have appropriate skills, knowledge, and/or experience for their assigned role and their competence has been assessed against accepted best practice.	<p>Determining who the right people are for each of the activities you run is the first step for this criterion. You will need to show your decision making process around staffing it is likely to include the following steps</p> <p>To work out who can lead an activity you may like to consider:</p> <ul style="list-style-type: none"> • Objectives and scope of the activity^[1] hazards • Identification and control (particularly site-specific and activity-

			<p>specific ones)</p> <ul style="list-style-type: none"> • Management strategies under both normal and abnormal conditions^[11]_[SEP] • Crisis management and emergency response • Internal ratio guidelines <p>After considering these things, and also thinking about the types of people who will be participating in the activity, the equipment to be used, and the support available, you will have a good understanding of how competent someone needs to be to lead the activity. This can be recorded in; personnel files, induction checklists, operating procedures, training records and job advertisements</p> <p>Added to this you will be required to provide evidence of how your staff meet the competencies described. For example, this may include having up-to-date records for each staff member. These records could be in the form of an electronic database or a manual filing system. For example:</p> <ul style="list-style-type: none"> • CV's on file • Copies of qualifications • Training records • Logbook records
4.4	77	The EOTC SMS has policies and procedures to ensure that all staff, contractors, parents, and volunteers have been screened for their suitability to work with students.	<p>Examples of evidence of implementation:</p> <ul style="list-style-type: none"> • Police checks • Fit and proper person screening • Self-declaration forms • Attestation
4.5	78	The EOTC SMS should have policies and procedures that provides staff with the time and the resources to visit EOTC sites during the planning stages of an event if required and appropriate	<p>(Should)</p> <p>Timetabled release time to allow for staff in charge of EOTC to undertake planning and pre activity site visits.</p> <p>Record of visit and notes.</p>

		Parental consent	
4.6	134-153	The EOTC SMS has policies and procedures relating to parental consent.	Evidence of intent – Policy and procedure.
4.7	134	The EOTC SMS has policies and procedures that ensure parents are informed in writing of all activities their children participate in.	Examples of evidence of implementation: <ul style="list-style-type: none"> • Letter home template • Paper and electronic files of communication • Consent on enrolment for low risk activities • Consent per event for high risk activities
4.8	135-6 140	The EOTC SMS has policies and procedures for residential camps and visits, multiday adventure activities, high risk environments or travel overseas, where parents are provided with information that is sufficiently detailed to ensure that they can make an informed choice about the hazards, management of these and they are given the ability to withdraw their child from participation. Permission is given in writing.	Examples of evidence of implementation: <ul style="list-style-type: none"> • Letter home template • Paper and electronic files of communication • Parent briefing meeting
4.9	140	Parental consent for the specific activity/ programme is recommended when the activity extends outside of school hours and or the activity involves more than minimal risk (i.e. non routine events, adventure activities, hazardous environments, overseas trips, other residential events, remote supervision).	(Should) Examples of evidence of implementation: <ul style="list-style-type: none"> • Letter home template • Paper and electronic files of communication • Parent briefing meeting • There may be different levels of consent depending on different levels of risk
4.10	143 152	Consent forms should include: <ul style="list-style-type: none"> • Programme outline • Risk disclosure • Opportunities to gather medical and health information • Consent for the school to provide emergency medical treatment including transfusions • Transport consent • Early return procedure • Emergency contact information from the parents 	(Should) Examples of evidence of implementation: <ul style="list-style-type: none"> • Letter home template • Consent form template

		<ul style="list-style-type: none"> • Providing emergency contact information to the parents 	
		Equipment and resources	
4.11	273-6	The EOTC SMS has a policy for staff that states when protective clothing and equipment is required.	<p>Evidence of intent – Policy and procedure.</p> <p>Examples of evidence of implementation:</p> <ul style="list-style-type: none"> • General and activity specific gear lists • Equipment check sheets
4.12		The EOTC SMS has policies and procedures to ensure protective clothing and equipment is provided for EOTC staff requiring protection against any hazard. This includes a procedure to ensure that when a teacher or other staff member chooses to provide his or her own suitable protective clothing for reasons of comfort or convenience it is suitable and serviceable.	<p>Evidence of intent – Policy and procedure.</p> <p>This could include:</p> <ul style="list-style-type: none"> • A list of the protective equipment required for each activity • A clear indication that it will be supplied by the school if required. This needs to align with accepted best practice.
4.13		The EOTC SMS policies and procedures ensure that all protective clothing and equipment supplied for EOTC is sufficient to give adequate protection from an identified hazard and it complies with any relevant New Zealand standard or code of practice.	<p>Evidence of intent – Policy and procedure.</p> <p>Examples of evidence of implementation:</p> <ul style="list-style-type: none"> • Codes of practice • Technical expert advice
4.14		All EOTC staff are required to use the protective equipment and/or clothing when exposed to the hazard.	Evidence of intent – Policy and procedure.
4.15		EOTC SMS has policies and procedures to ensure adequate instruction is given in the use and maintenance of supplied protective clothing and equipment.	<p>Examples of evidence of implementation:</p> <ul style="list-style-type: none"> • Equipment instruction sheets • Student briefings
4.16		EOTC SMS has policies and procedures to ensure EOTC protective equipment and clothing is stored securely and its use is controlled, distribution is supervised, and regular inventories are made.	<p>Evidence of intent –Policy and procedure.</p> <p>Examples of evidence of implementation:</p> <ul style="list-style-type: none"> • Equipment logs • Replacement process
4.17		EOTC SMS has policies and procedures to ensure EOTC protective equipment and clothing is fit for purpose, maintained, retired, replaced	<p>Evidence of intent – Procedure.</p> <p>Inspection, maintenance and disposal should be recorded. The records</p>

		and adequately logged. Any hired equipment or clothing is checked as fit for purpose before use.	<p>should include the date, the person doing the work, the condition of the gear, and any comments or recommendations.</p> <p>This practice will also detail the procedures for retiring, or disposing of, equipment.</p> <p>Examples of evidence of implementation:</p> <ul style="list-style-type: none"> • Equipment logs • Replacement process • Budget
4.18		<p>All EOTC goods, materials, substances, and equipment are stacked, stored, and kept secure, so that:</p> <ul style="list-style-type: none"> • It does not constitute a danger to people in the vicinity • It cannot, whether of its own accord or by virtue of any external force (intentionally or otherwise), flow, move, roll, or collapse so as to constitute a danger to people in the vicinity • It does not obstruct or restrict fire or other exit ways 	<p>Evidence of intent – Procedure.</p> <ul style="list-style-type: none"> • Building certs • Storage facility suitable and safe
4.19		EOTC SMS has policies procedures to ensure that all staff who are responsible for stacking, storing, securing, keeping, or removing any EOTC goods, materials, substances, or equipment are fully instructed to do these tasks in a safe manner and in accordance with any specific regulations, standards, or codes of practice.	<p>Evidence of intent – Procedure.</p> <ul style="list-style-type: none"> • Equipment manual • Equipment workshop training manual

Section 5 - Emergency Preparedness and Response Plans

	EOTC Ref	Requirement	Examples of the type of evidence
5.1		The EOTC SMS has policies and procedures to ensure that every EOTC trip leaves comprehensive intentions details with; timings, communication methods, call-in times, emergency response times, venues, staff and student names. The intentions sheet should provide enough detail to enable the group to be located and contacted if required.	
5.2	295 300	<p>EOTC SMS has policies and procedures to ensure emergency plans are developed to include:</p> <ul style="list-style-type: none"> • Crisis management plans; (this may be a generic for low risk activities but for high risk activities a specific plan is required for each identified EOTC activity and site) • A school-wide traumatic incident response plan (TIRP) that includes a communications plan (internal and external) and a media plan and spokesperson • An emergency information sheet listing all health information and emergency contact details for staff, contractors, volunteers and students. • Training so that all staff, activity leaders, assistants, and students are familiar with emergency plans 	<p>Examples of evidence of implementation:</p> <ul style="list-style-type: none"> • Crisis management plan • Incident response plan • Emergency information sheets • Incident reports and records • Training plans for staff • Staff induction sheets
5.3	330-3	EOTC SMS has policies and procedures to ensure First aid kits, with contents suitable to the activity, are taken on all EOTC trips.	<p>Evidence of intent – Policy and procedure.</p> <p>Examples of evidence of implementation:</p> <ul style="list-style-type: none"> • First aid kit contents list • Records of use process • First aid kit checking process • Drug expiry system in place <p>Specialised kits – e.g. ana-kit, travel kit, overseas supplements.</p>

5.4	334-5	EOTC SMS has policies and procedures to ensure that a first aid qualified person must be available on all EOTC trips / activities. This person(s) must be identified and made known to everyone involved in the EOTC trip/activity.	<p>Evidence of intent – Policy and procedure.</p> <p>Examples of evidence of implementation:</p> <ul style="list-style-type: none"> • Historical programme files showing assigned first aider • Staff personnel files • List of staff with first aid qualifications with dates gained, refreshed and expiring.
5.5	302-3	Communication devices are carried that enable immediate communication where practicable.	<p>Your auditor will also be interested in what you would do if your communication device didn't work for some reason. Mobile phones are an excellent communication tool but they can experience difficulties in getting a signal, particularly in remote or mountainous areas, and batteries are notorious for going flat at a critical juncture.</p> <p>Expeditions present their own unique communication challenges. Mountain radios, marine VHF radios, and satellite phones might be what you choose as effective means of getting information to and from the base area.</p> <p>Examples of evidence of implementation:</p> <ul style="list-style-type: none"> • Hire process for radios / sat phones / PLB • Maintenance process if the schools owns devices • Backup systems in place – e.g. spare radios batteries • Budget
5.6		All staff understand contact and communication procedures.	<p>Examples of evidence of implementation:</p> <ul style="list-style-type: none"> • Staff induction sheets
5.7	335	The person in charge of the EOTC trip should keep a list of staff and others with current first aid certificates and ensure that these people are deployed appropriately during an EOTC event.	

Section 6 - Incident Management

	EOTC ref	Requirement	Examples of the type of evidence
6.1	312-4 320-3	<p>The EOTC SMS has policies and procedures for incident management that ensures;</p> <ul style="list-style-type: none"> • A register of incidents and serious harm is maintained, and the register records the prescribed particulars relating to: <ul style="list-style-type: none"> ○ Every incident that harmed (or might have harmed) any person involved in a school-related EOTC activity. ○ Every occurrence of serious harm to any person involved in a school-related EOTC activity as a result of a hazard the person was exposed to while involved the EOTC programme. • WorkSafe is notified of any notifiable event within the legislated time frames • Individual incidents are analysed to discover underlying causes and to determine whether the situation was caused by or arose from a significant hazard. • An action plan is put in place, based on the incident analysis, to make changes to the SMS so that the likelihood of an identical incident, due to similar hazards, is reduced. • Incident analysis, action plan and resolution are documented. 	<p>Evidence of intent – Policy and procedure.</p> <p>We have used the word ‘incident’ to describe both an actual event (accident) and a potential, unplanned event (near miss).</p> <p>You need to explain to your staff that you want near miss events recorded and reported. Taking that last bit a little further, everyone needs to be clear on what constitutes a near miss and when a near miss is of sufficient significance to record and report.</p> <p>Recording incidents requires some type of database or register. What you use - a computerised file system, a school exercise book, a ring binder – is up to you, just so long as it conforms to the requirements of current health and safety legislation.</p> <p>Examples of evidence of implementation:</p> <ul style="list-style-type: none"> • Incident analysis reports and if required subsequent changes to the SMS • Log of incident summary • BOT First Aid reports • BOT incident reports • Health and safety meeting notes • Names of the investigating health and safety team – including external experts consulted • Historical list of incidents to be aware of during planning phase

Section 7 - Review and Document Control

	EOTC Ref	Requirement	Examples of the type of evidence
7.1		<p>The EOTC SMS documentation is:</p> <ul style="list-style-type: none"> • Signed off as adequate by a competent person with the correct authority to do so • Readable, identifiable, and traceable to the activity/ programme • Current and available at appropriate locations • Adequately protected from unauthorised modification, deletion and publication • Archived if obsolete, or clearly marked that it is not to be used. 	<p>Evidence of intent: Policy and procedure – archive system</p>
7.2	115-6	<p>The EOTC SMS has policy and procedure for regular review and continuous improvement of the school’s EOTC management systems. All reviews and subsequent outcomes are documented.</p>	<p>Evidence of intent: Policy and procedure.</p> <p>Examples of evidence of implementation:</p> <ul style="list-style-type: none"> • Schools review cycle that includes EOTC
7.3		<p>The EOTC SMS has documented the responsibility for maintaining and approving the SMS and any revisions to someone with the appropriate authority and skills.</p>	