

Plan safe trips and excursions

A suggestion for implementing the strategy
'Create an inclusive learning environment'
from the Guide: [Allergies and learning](#)

Includes:

- Prepare for trips
- Self-review checklist
- Manage risk assessment
- Plan together
- Overnight trips and camps
- Useful resources

Inclusive Education

From

Guide: [Allergies and learning](#)

Strategy: [Create an inclusive learning environment](#)

Suggestion: [Plan safe trips and excursions](#)

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Prepare for trips



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Self-review checklist

Ensure barriers to participation and potential health risks are identified.

- ✓ Communicate trip intentions to students, parents, and whānau ahead of time to provide opportunities for them to report any allergy risks.
- ✓ Identify individuals with allergies.
- ✓ Collect up-to-date allergy information from parents and whānau.
- ✓ Scope the area being visited to identify possible hazards, such as grasses or bees.
- ✓ Identify first-aid helpers.
- ✓ Check and update medical kits.
- ✓ Ensure students have their medication with expiry dates checked.
- ✓ Make the completed RAMS form available to all staff and helpers.
- ✓ Include copies of allergy action plans with the RAMS form. Make them accessible to staff and helpers at all times.
- ✓ Include key cell phone numbers and contacts on the RAMS form.

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Manage risk assessment

The image shows two overlapping forms used for risk assessment. The top form is titled '2. EOTC Risk Assessment Form' and includes a table for assessing risks. The bottom form is titled 'Excursion Risk Assessment' and includes sections for destination, date, and various risk management questions.

2. EOTC Risk Assessment Form

Risk Assessment: Activity (3 Sites)

Harm	Hazard	Risk Rating? How serious is this?	Controls	Check Controls Implemented? By who?
What could go wrong? <i>Per Example</i> Serious injury - fracture, sprain, cut	Fall over cliff	Extreme	a) Do not take the short cut back across the slip face. b) Follow DOC signs and warnings (check at information centre and DOC Website before trip)	
	Running	Medium	a) Discuss appropriate pace of travel	
	Irregularity on rough terrain	Low	a) Discuss appropriate methods of travel, identify hazards such as how roads and discuss how to avoid them	
	Poor footwear	High	a) Do not allow 'street' shoes with no grip b) Check students have appropriate shoes (grip on soles, ankle support) c) Have 'hire' boots available	
			a) m)	

Excursion Risk Assessment

Centre/Service Name: _____
Destination: _____
Date: _____
Approx numbers children/adults: _____
Description and purpose of excursion: _____
Transport/logistics: _____

Hazard (what could happen or what might cause harm?) _____
Action How will we manage that hazard - remove, isolate, minimise? _____

What ratio is needed for this excursion? _____
Are there any children with particular needs that will require assistance or additional supervision? _____
Will there be any staff members who are not part of the ratio? _____
What particular issues need to be covered in our briefing to supervising personnel/parents? _____
Any other hazard management or risk management issues to be considered? _____

Approved by Person Responsible: _____ Name: _____ Signature: _____ Date: _____

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Plan together



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Overnight trips and camps

Considerations for planning a safe and successful camp

- ✓ Review student allergy and anaphylaxis action plans and take copies with you.
- ✓ Check that school camp and excursion medical forms are up-to-date.
- ✓ Check the dosage and administration of any medication taken on the trip. Ensure it is recorded on the RAM sheet.
- ✓ Communicate with the camp and provide it with specific dietary requirements.
- ✓ Talk with students about preventing allergic reactions and emergency treatment.
- ✓ Identify students who self-manage their allergy medication and ensure they have it with them before leaving on the trip.
- ✓ If students are carrying their own medication, know where it is for quick, easy access.
- ✓ Take a spare EpiPen in the first-aid kit.
- ✓ Revisit allergy and anaphylaxis first-aid procedures.
- ✓ Check with families and whānau to establish the level of support students need to manage their allergies. For example, they may need support or reminders to use their medication.
- ✓ [Example form](#) used by a school to gather information from students and parent helpers for EOTC week.

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Useful resources



Examples of risk minimisation strategies for schools, preschools and childcare services

Read time: 12 min

This is a practical list of issues to be considered when developing policies and processes for dealing with allergies.

[Download](#) PDF



Camp allergy management checklist

Read time: 3 min

This help sheet provides information to support camp staff and groups attending camps to prepare for a safe experience for those at risk of anaphylaxis.

Publisher: Allergy & Anaphylaxis Australia

[Visit website](#)

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