

Curriculum activity risk assessment

Fencing Construction

clever • skilled • creative

Activity scope

This document relates to student participation in Fencing Construction as a curriculum activity.

Fencing construction refers to all activities in which a structure is built to contain animals or exclude animals from an area.

Fencing may be constructed from one or more of the following:

- plain wire
- barbed wire
- electrified wire
- wooden posts
- steel posts
- plastic posts



Risk level

The actual risk level will vary according to the specific circumstances of the activity and these **must** be considered when assessing the inherent risk level and planning the activity. As a starting point, ask the following questions:

- Which students will be involved?
- What will the students be doing?
- What will the students be using?
- Where will the students be?
- Who will be leading the activity?

Inherent risk level		Action required / approval
<input type="checkbox"/>	High Likely chance of a serious incident and injury requiring medical treatment	<ul style="list-style-type: none"> ☑ A Curriculum Activity Risk Assessment must be completed. ☑ Principal or delegated Deputy Principal or Head of Program (i.e. HOD, HOSES, HOC) to review and approve risk assessment. ☑ Obtaining parental permission is recommended. ☑ Once approved, activity details are to be entered into the <i>School Curriculum Activity Register</i>.

Teachers/leaders:

Activity description:

Start date:

Finish date:

No of students (approx.):

Class groups:

Supervision ratio (approx.):

Listed below are the minimum recommendations for this type of activity. For any items ticked 'No', provide further information regarding the additional or alternate controls to be implemented for the safe conduct of the activity.

Minimum supervision

Adequate adult supervision is to be provided. In determining what is adequate, consider the number of students, their individual needs, and the nature of the activity. If an adult other than a registered teacher is engaged for instruction, a teacher should be present to take overall responsibility. [Blue Card](#) requirements **must** be adhered to.

- If an agricultural assistant is the instructor, the course of instruction and safety procedures should be established by a registered teacher with appropriate competence (demonstrated ability), and the agricultural assistant should operate under the direction of the teacher.
- An adult with minimum qualifications as outlined below, in the presence of a registered teacher

Further information:

Minimum qualifications

The qualifications listed in this section are minimums for each type of situation. Leaders are encouraged to seek training to raise their qualification level above the minimum listed.

- Current first aid qualifications including Cardio Pulmonary Resuscitation (CPR) or ready access to first aid facilities, including qualified personnel.
- [Blue Card](#) requirements met

The leader should be a registered teacher with qualifications in Agricultural Science:

- with experience (previous involvement) in the area of fence building
- OR**
- an agricultural assistant employed by the Department of Education and Training with experience (previous involvement) in the area of fence building
- OR**
- an adult with qualifications in fence construction, if a suitably experienced teacher or agricultural assistant is not available.

Further information:

Minimum equipment/facilities <i>If 'No' is ticked, provide further information.</i>	Yes	No
First aid kit suitable for activity	<input type="checkbox"/>	<input type="checkbox"/>
Communication system: <input type="checkbox"/> phone-line at location <input type="checkbox"/> mobile phone <input type="checkbox"/> walkie talkies/UHF radio <input type="checkbox"/> student/adult messenger Other:		
Sun safety equipment (hat, sunscreen, long sleeved shirt etc)	<input type="checkbox"/>	<input type="checkbox"/>
Loose clothing should not be worn if powered machinery is involved	<input type="checkbox"/>	<input type="checkbox"/>
Drinking water (students should not share drinking containers)	<input type="checkbox"/>	<input type="checkbox"/>
Further information:		

Governing bodies/associations <i>If 'No' is ticked, provide further information.</i>	Yes	No
See Local Regional Council	<input type="checkbox"/>	<input type="checkbox"/>
Further information:		

Hazards/risks	Control measures	Yes	No	Implementation plan / Additional controls
Students <ul style="list-style-type: none"> • Student numbers • Special needs • High risk behaviours • Medical conditions 	<ul style="list-style-type: none"> • Obtain parental permission, including relevant medical information. • When students with medical conditions are involved, ensure that relevant medical/emergency plans and medications are readily available (insulin, Ventolin, EpiPen, etc.) • Where necessary, obtain advice from relevant advisory visiting teachers or specialist teachers. • Refer to Individual education plan/Educational adjustment plan/Behaviour management plan and other student documents. • Ensure there is adequate adult supervision. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Tools, plant or equipment	<ul style="list-style-type: none"> • Do not allow students to operate pile-driving machinery to insert fence posts. • Ensure that, if tractors and machinery are to be used, the location meets the guidelines described in Tractor Driving. • Ensure that equipment used (e.g. star picket drivers) is manufactured to the correct design standard. • Ensure that any equipment used is designed to reduce the risks of manual-handling tasks. • Ensure that wire strainers are used in accordance with the manufacturer's operating instructions to avoid unnecessary wire strain and possible wire failure. • Explain any possible hazards from wire-strain failure, and maintain a safety zone around the area where wire strainers are in use. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

Hazards/risks	Control measures	Yes	No	Implementation plan / Additional controls
	<ul style="list-style-type: none"> Ensure that appropriate personal protective equipment is worn by persons who may be at risk as a result of an activity involving fencing construction. Ensure that adequate footwear is worn at all times during this activity. Note that it is recommended that leather gloves be worn if split posts or other splintering timber and barbed wire are used. 	<input type="checkbox"/>	<input type="checkbox"/>	
Vehicles (e.g. cars, tractors)	<ul style="list-style-type: none"> Ensure that, if tractors and machinery are to be used, the location meets the guidelines described in Tractor Driving. 	<input type="checkbox"/>	<input type="checkbox"/>	

Additional control measures

These would relate to the specific student needs, location and conditions in which you are conducting your activity.

Hazards/Risks	Control Measures

Submitted by:	Date:
List the names of those who were involved in the preparation of this risk assessment.	

Approval	
<input type="checkbox"/>	Approved as submitted:
<input type="checkbox"/>	Approved with the following condition(s):
<input type="checkbox"/>	Not approved for the following reason(s):
By:	Designation:
Signed:	Date:
Once approved, activity details should be entered into the <i>School Curriculum Activity Register</i> by administrative staff.	Reference no.

Monitor and review <i>To be completed during and/or after the activity and/or at the completion of the series of activities.</i>	Yes	No
Are the control measures still effective?	<input type="checkbox"/>	<input type="checkbox"/>
Have there been any changes?	<input type="checkbox"/>	<input type="checkbox"/>
Are further actions required?	<input type="checkbox"/>	<input type="checkbox"/>
Details:		

Important links

- The Division of Workplace Health and Safety Code of Practice – Manual Handling
<http://www.deir.qld.gov.au/workplace/>
- HLS-PR-006: Managing Occupational Risks with Chemicals
<http://education.qld.gov.au/strategic/eppr/health/hlspr006/hs16.pdf>
- HRM-PR-010: Working with Children Check – Blue Cards
<http://education.qld.gov.au/strategic/eppr/hr/hrmpr010/>
- HLS-PR-013: Developing a Sun Safety Strategy
<http://education.qld.gov.au/strategic/eppr/health/hlspr013/>
- HLS-PR-005: Injury, Illness and Dangerous Event Recording and Reporting
<http://education.qld.gov.au/strategic/eppr/health/hlspr005/>
- HLS-PR-003: First Aid for Schools and Non-school Locations
<http://education.qld.gov.au/strategic/eppr/health/hlspr003/>
- Gardening and Hand Tools
<http://education.qld.gov.au/strategic/eppr/health/hlspr012/resources/gardenhandtools.pdf>
- HLS-PR-004: Infection Control and Management of Prescribed Contagious Conditions
<http://education.qld.gov.au/strategic/eppr/health/hlspr004/>
- Infection Control Guideline:
http://education.qld.gov.au/health/pdfs/healthsafety/infection_control_guideline.pdf

Further information

For further information on incorporating risk management strategies into curriculum activity planning refer to [HLS-PR-012 Managing Risks in Curriculum Activities](#) and the associated list of [Curriculum Activity Risk Assessment Guidelines](#). (See: <http://education.qld.gov.au/strategic/eppr/health/hlspr012/index1.html>)

For further support with risk management training and advice, contact trained staff in schools such as Workplace Health and Safety Officers (WHSOs) and Workplace Health and Safety Representatives (WHSRs), and regional staff such as Senior Health and Safety Consultants.