

Curriculum activity risk assessment

Gardening and Hand Tools

clever • skilled • creative

Activity scope

This document relates to student participation in Gardening and Hand Tools as a curriculum activity.

This activity covers simple gardening tools and aids used in relatively simple gardening activities.



Teachers/leaders:		
Activity description:		
Start date:	Finish date:	No of students (approx.):
Class groups:		Supervision ratio (approx.):

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"/>	Low	Use of small, simple-operation hand tools, such as hand fork or hand trowel
<input type="checkbox"/>	Medium	Use of larger hand tools which may require hands and/or feet to operate, such as spades or rakes
<input type="checkbox"/>	High	Use of hand tools, both small and large, with sharp cutting edges or points, such as budding knives, secateurs, pruning saws, shears, mattocks and digging forks

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.
<input type="checkbox"/> Registered teacher with minimum qualifications as outlined below OR <input type="checkbox"/> 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

For a registered teacher:

Competence (demonstrated ability/experience to undertake the activity) in gardening and non-workshop hand tools

A teacher could demonstrate their competency through their:

- knowledge of the activity and the associated hazards and risks
- experience (i.e. previous involvement) in undertaking the activity
- demonstrated ability and/or expertise to undertake the activity
- possession of qualifications related to the activity.

OR

For a leader other than a registered teacher:

An agricultural assistant employed by the Department of Education and Training with experience (previous involvement) in the operation and use of gardening and non-workshop hand tools

OR

An adult with qualifications in the use of gardening and non-workshop hand tools, if a teacher or agricultural assistant with experience is not available

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, shirt etc)	<input type="checkbox"/>	<input type="checkbox"/>
Equipment and tools with sharp cutting edges should be kept in a position which lessens the likelihood of the cutting edges creating a potential hazard. A protective cover may be used for storage and transport of equipment with exposed sharp cutting edges.	<input type="checkbox"/>	<input type="checkbox"/>
Drinking water (students should not share drinking containers)	<input type="checkbox"/>	<input type="checkbox"/>
Further information:		

Hazards and suggested control measures

All persons engaging in this activity should:

- identify the hazards, including any additional hazards not mentioned here
- assess their significance
- manage the potential risks.

Listed below are indicative hazards/risks and suggested control measures. They are by no means exhaustive lists. After checking these, add details of any other identified hazards/risks and additional controls you intend to implement.

Hazards/risks	Control measures	Yes	No	Implementation plan / Additional controls
Animal bites/diseases <ul style="list-style-type: none"> • Fire Ants • Stings • Poisoning • Infection 	<ul style="list-style-type: none"> • Check ground and trees for insects and other organisms. • Refer to Primary Industries, Department of Employment, Economic Development and Innovation maps for restricted area information. 	<input type="checkbox"/>	<input type="checkbox"/>	
Environmental conditions <ul style="list-style-type: none"> • Weather • Surfaces • Surrounds 	<ul style="list-style-type: none"> • Ensure that sun safe practices are in use throughout the activity. • Monitor weather conditions during activity. 	<input type="checkbox"/>	<input type="checkbox"/>	
Manual handling <ul style="list-style-type: none"> • Lifting equipment • Manipulating/moving students 	<ul style="list-style-type: none"> • Undertake a risk management process in order to prevent or minimise the risk of injuries caused by manual tasks. • Design manual-handling tasks (such as lifting, pushing, pulling, carrying, holding and restraining) to reduce the potential risk associated with that task. • Provide manual handling training to students. • Ensure that appropriately sized gardening or hand tools are selected for the task. This may help reduce the potential risk from manual handling. 	<input type="checkbox"/>	<input type="checkbox"/>	
Personal safety	<ul style="list-style-type: none"> • Provide personal protective equipment (e.g. gloves, ear muffs, dust masks, safety goggles) as appropriate. • Ensure that appropriate footwear is worn for this activity. 	<input type="checkbox"/>	<input type="checkbox"/>	
Sharp implements or objects <ul style="list-style-type: none"> • Tools 	<ul style="list-style-type: none"> • Provide training and instruction in safe handling of equipment. • Instruct students in good technique for the use of tools. • Follow safety guidelines. 	<input type="checkbox"/>	<input type="checkbox"/>	

Hazards/risks	Control measures	Yes	No	Implementation plan / Additional controls
	<ul style="list-style-type: none"> Ensure equipment is stored safely when not in use. Increase supervision ratio when tools are being used. 	<input type="checkbox"/>	<input type="checkbox"/>	
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.) Refer to Individual education plan/Educational adjustment plan/Behaviour management plan and other student documents. Where necessary, obtain advice from relevant advisory visiting teachers or specialist teachers. Ensure there is adequate adult supervision. 	<input type="checkbox"/>	<input type="checkbox"/>	
Tools, plant or equipment	<ul style="list-style-type: none"> Ensure that students are instructed in the routine procedure of checking the condition of the tools before use (e.g. checking tool heads for splits or cracks and security of handle, and checking handles for splits, cracks and splinters). Ensure that tools are stored neatly and safely so they do not create a hazard, causing falling, tripping or stubbing. 	<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 conditions(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

- SCM-PR-002: School Excursions
<http://education.qld.gov.au/strategic/eppr/schools/scmpr002/>
- HLS-PR-003: First Aid
<http://education.qld.gov.au/strategic/eppr/health/hlspr003/>
- 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
- HLS-PR-005: Health and Safety Incident Reporting and Notification
<http://education.qld.gov.au/strategic/eppr/health/hlspr005/>
- HLS-PR-013: Developing a Sun Safety Strategy
<http://education.qld.gov.au/strategic/eppr/health/hlspr013/>
- HRM-PR-010: Working with Children Check – Blue Cards
<http://education.qld.gov.au/strategic/eppr/hr/hrmpr010/>
- HLS-PR-006: Managing Occupational Risks with Chemicals
<http://education.qld.gov.au/strategic/eppr/health/hlspr006/hs16.pdf>
- Primary Industries, Department of Employment, Economic Development and Innovation.
http://www.dpi.qld.gov.au/4790_7502.htm
- HLS-PR-005: Health and Safety Incident Recording and Notification
<http://education.qld.gov.au/strategic/eppr/health/hlspr005/>
- HLS-PR-013: Developing a Sun Safety Strategy
<http://education.qld.gov.au/strategic/eppr/health/hlspr013/>
- HRM-PR-010: Working with Children Check - Blue Cards
<http://education.qld.gov.au/strategic/eppr/hr/hrmpr010/>
- HLS-PR-006: Managing Occupational Risks with Chemicals
<http://education.qld.gov.au/strategic/eppr/health/hlspr006/hs16.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](#).

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.

Uncontrolled copy. Refer to *HLS-PR-012: Curriculum Activity Risk Management* at <http://education.qld.gov.au/strategic/eppr/health/hlspr012/> for master.