

# Curriculum activity risk assessment

## Horse riding

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### Activity scope

This document relates to student participation in horse riding undertaken at a recognised riding school or where equipment/horses are hired from a horse-hire service as a curriculum activity. However, this document can be applied generally to situations in which students provide their own mounts.

The activity of Horse Trail Riding involves organised recreational horse back riding that can be long (multi-day) as well as short (an hour or two) rides, in diverse environments including metropolitan, coastal, outback and remote regions, where the participants are led as a group outside of enclosed areas in the natural environment for pleasure, challenge, experience and/or educational outcomes.

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



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"> <li><input checked="" type="checkbox"/> A <i>Curriculum Activity Risk Assessment</i> must be completed.</li> <li><input checked="" type="checkbox"/> Principal or delegated Deputy Principal or Head of Program (i.e. HOD, HOSES, HOC) to review and approve risk assessment.</li> <li><input checked="" type="checkbox"/> Obtaining parental permission is recommended.</li> <li><input checked="" type="checkbox"/> Once approved, activity details are to be entered into the <i>School Curriculum Activity Register</i>.</li> </ul>

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.

Registered teacher with minimum qualifications as outlined below

**OR**

An adult with minimum qualifications as outlined below, in the presence of a registered teacher

When planning any outdoor activity, the ratio of qualified, experienced leaders to dependent participants needs to be considered. In certain situations, judgement may dictate smaller or larger numbers of participants per leader.

Several variables can affect this decision, including but not limited to:

- nature of the activity conducted
- outcomes of the risk management process
- the leaders' experience
- participants' expected capabilities (i.e. experience, competence, fitness)
- conditions (environment, weather)
- planned duration of the activity
- number of participants and optimum group size
- remoteness of the activity
- suitability of horses to riding group
- suitability and availability of equipment.

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.  
**OR**
- If operating more than one hour away from emergency services, current Remote Area first aid
- [Blue Card](#) requirements met

## High — Likely chance of a serious incident and injury requiring medical treatment

- Demonstrated skills and currency that meet the leadership, group management, technical capacities and safety requirements (including familiarity with the environment, emergency procedures by all adult participants) of the specific circumstances being addressed

### For a registered teacher:

- A statement of attainment from a registered training organisation covering the following units of competence:
  - SROEQU003A Supervise horse handling
  - SROEQU004A Apply first aid to horses
  - SROEQU005A Demonstrate horse riding skills in tracked areas
  - SROEQU006A Guide day rides in tracked areas**OR**
- Certificate III in Sport and Recreation or Outdoor Recreation or a Diploma of Outdoor Recreation, with specialisations in horse riding/ trekking  
**OR**
- A registered leader under the National Outdoor Leader Registration Scheme (NOLRS), at the following level:
  - Horse Trail Riding Guide (tracked areas)

Note: Depending on the scope you set, the person may need Horse Trail Riding Guide (broad range of situations). It might be useful to note that if the trip is an overnight, the minimum is Horse Trail Riding Guide (tracked areas – overnight).

### For a leader other than a registered teacher:

- A statement of attainment for a nationally recognised course, at Restricted Trail Guide (day rides) level, from a Registered Training Organisation  
**OR**
- Certificate III in Sport and Recreation or Outdoor Recreation or a Diploma of Outdoor Recreation, with specialisations in appropriate activities.  
**OR**
- A registered leader under the National Outdoor Leader Registration Scheme (NOLRS), at the following level:
  - Horse Trail Riding Guide (tracked areas)

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
<b>Animal bites/diseases</b> <ul style="list-style-type: none"> <li>• Equine flu</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor outbreaks of equine flu.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Biological material</b> <ul style="list-style-type: none"> <li>• Body fluids (e.g. blood, saliva, sweat)</li> <li>• Animals (horses)</li> </ul>	<ul style="list-style-type: none"> <li>• Wash hands after handling animals.</li> <li>• Comply with <a href="#">HLS-PR-004: Infection Control and Management of Prescribed Contagious Conditions</a> and <a href="#">Infection Control Guideline</a>. Students with open cuts and abrasions are to be removed from the activity and treated immediately. If bleeding cannot be controlled completely, the participant should not be allowed to return to the activity. All clothing, equipment and surfaces contaminated by blood should be treated as potentially infectious.</li> <li>• Have sufficient and suitable containment material (bandages etc.) readily available.</li> <li>• Ensure that personal items such as towels and drink bottles are not shared.</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<b>Dust, gas or fumes</b> <ul style="list-style-type: none"> <li>• Dust and dirt on ground</li> </ul>	<ul style="list-style-type: none"> <li>• Wet down dirt.</li> <li>• Make sure dust masks are worn.</li> </ul>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
<b>Environmental conditions</b> <ul style="list-style-type: none"> <li>• Temperature</li> <li>• Weather conditions</li> <li>• Riding area and surrounds</li> </ul>	<ul style="list-style-type: none"> <li>• Assess weather conditions before and during activity (e.g. temperature and storms).</li> <li>• Note that areas used for riding should be bordered by rails or natural barriers and be appropriate for the activity. Students should never ride on roadways or other traffic areas.</li> </ul>	<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"> <li>Ensure that the terrain is suited to the experience of the riders.</li> <li>Assess suitability of the activity area (e.g. level, debris, potholes/divots in ground and line markers) before and during activity.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Equipment</b> <ul style="list-style-type: none"> <li>Saddles</li> <li>Bits</li> <li>Bridles</li> </ul>	<ul style="list-style-type: none"> <li>Note that a surcingle should be used for stock saddles and for saddles with one girth point either side of the saddle.</li> <li>Ensure that stirrup leathers are adjusted to the correct length.</li> <li>Ensure that girth checks are carried out.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Heights/ falling objects</b> <ul style="list-style-type: none"> <li>Thrown/falling off horse</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that helmets are worn at all times.</li> <li>Ensure the suitability of horse to student.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Manual handling</b> <ul style="list-style-type: none"> <li>Leading horses</li> </ul>	<ul style="list-style-type: none"> <li>Undertake a risk management process in order to prevent or minimise the risk of injuries caused by manual tasks.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Physical exertion</b> <ul style="list-style-type: none"> <li>Strains</li> <li>Sprains</li> <li>Exhaustion and fatigue</li> </ul>	<ul style="list-style-type: none"> <li>Have appropriate warm-up and warm-down activities.</li> <li>Continually monitor students for fatigue exhaustion.</li> <li>Have ice packs available.</li> <li>Follow progressive and sequential skills development.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Sharp implements or objects</b> <ul style="list-style-type: none"> <li>Bits, bridles etc.</li> <li>Spurs</li> </ul>	<ul style="list-style-type: none"> <li>Check equipment before use.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Students</b> <ul style="list-style-type: none"> <li>Special needs</li> <li>High risk behaviours</li> <li>Medical conditions</li> <li>Student numbers</li> </ul>	<ul style="list-style-type: none"> <li>Obtain parental permission, including relevant medical information.</li> <li>When students with medical conditions are involved, ensure that relevant medical/emergency plans and medications are readily available (insulin, Ventolin, EpiPen, etc.)</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	

Hazards/risks	Control measures	Yes	No	Implementation plan / Additional controls
	<ul style="list-style-type: none"> <li>Refer to Individual education plan/Educational adjustment plan/Behaviour management plan and other student documents.</li> <li>Where necessary, obtain advice from relevant advisory visiting teachers or specialist teachers.</li> <li>Ensure there is adequate adult supervision.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<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

Approved as submitted:

Approved with the following condition(s):

Not approved for the following reason(s):

By:

Designation:

Signed:

Date:

Once approved, the activity details should be entered into the *School Curriculum Activity Register* by administrative staff.

Reference no.

<b>Monitor and review</b> <i>To be completed during and/or after the activity and/or at the completion of the series of activities.</i>	<b>Yes</b>	<b>No</b>
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

- HLS-PR-003: First Aid  
<http://education.qld.gov.au/strategic/epr/health/hlspr003/>
- HLS-PR-004: Infection Control and Management of Prescribed Contagious Conditions  
<http://education.qld.gov.au/strategic/epr/health/hlspr004/>
- HLS-PR-005: Health and Safety Incident Recording and Notification  
<http://education.qld.gov.au/strategic/epr/health/hlspr005/>
- SCM-PR-002: School Excursions  
<http://education.qld.gov.au/strategic/epr/schools/scmpr002/>
- HLS-PR-013: Developing a Sun Safety Strategy  
<http://education.qld.gov.au/strategic/epr/health/hlspr013/>
- Infection Control Guideline  
[http://education.qld.gov.au/health/pdfs/healthsafety/infection\\_control\\_guideline.pdf](http://education.qld.gov.au/health/pdfs/healthsafety/infection_control_guideline.pdf)
- Equestrian Australia  
<http://www.efanational.com/>
- Horse Safety Australia  
<http://www.horsesafeyaustralia.com.au/>
- HRM-PR-010: Working with Children Check – Blue Cards  
<http://education.qld.gov.au/strategic/epr/hr/hrmpr010/>

## Glossary and other information

Surcingle — a strap made of leather or leather-like synthetic materials such as nylon or neoprene, sometimes with elastic that fastens around a horse's girth area. A surcingle may be used for ground training, some types of in-hand exhibition, and over a saddle or horse pack to stabilise the load. It is also a primary component of a horse harness.

### 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/epr/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.