

Curriculum activity risk assessment

Handling Live Animals in a School Setting

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Activity scope

This document relates to student participation in Handling Live Animals in a school setting as a curriculum activity.

Live animals may be encountered as part of:

- a field excursion to a natural environment, such as the beach or bush
- a field excursion to a farm, zoo or other location where animals are kept
- a project where they are housed at the educational institution
- a 'show and tell' session, pet-care program or similar activity in which students bring pets or other animals from home
- a visiting expert's presentation that involves animals.

The types of animals may include terrestrial invertebrates, aquarium animals, amphibians, mammals or birds.

Where it is judged that the educational benefit of the activity requires the students to use or handle animals, the smallest possible number of animals should be used to gain the desired educational outcome. Where appropriate alternatives to the use of animals exist, they should be used.

Various commonwealth, state and local authority laws and regulations control the conditions under which various animals may and may not be kept, bred and transported. Additional laws and regulations protect native fauna and access to certain areas set aside for specific environment purposes. Teachers should check with appropriate authorities about laws and regulations that govern the keeping and handling of live animals. In the case of reptiles (snakes, turtles and lizards), a licence is required to keep and handle the animals.



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?
- 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"/>	Low	<p>Collection, investigation and/or maintenance of animals which do not provide any threat by way of inflicting bites (physical or venomous) and which are not a potential source of human disease or injury (e.g. an exercise such as rearing chickens)</p> <p><input checked="" type="checkbox"/> Manage through regular planning processes.</p>
<input type="checkbox"/>	Medium	<p>Collection, investigation and/or maintenance of animals which provide some indications of threat to bite but are not generally toxic and which are not a potential source of human disease or injury (e.g. laboratory animals, aquarium fish and even medium-sized pets)</p> <p><input checked="" type="checkbox"/> Record controls in your planning documents and/or complete this <i>Curriculum Activity Risk Assessment</i>.</p> <p><input checked="" type="checkbox"/> Consider obtaining parental permission.</p>
<input type="checkbox"/>	High	<p>Collection, investigation and/or maintenance of animals which are venomous or provide a vicious bite (e.g. snakes, venomous arachnids, certain marine organisms (cone shells and jellyfish), and large pets); Large domestic and farm animals that might stand on, crush or otherwise cause physical injury to a person, and animals known or suspected to be carriers of parasites or other organisms which are a potential source of human diseases also belong to this high risk level.</p> <p><input checked="" type="checkbox"/> A <i>Curriculum Activity Risk Assessment</i> must be completed.</p> <p><input checked="" type="checkbox"/> Principal or delegated Deputy Principal or Head of Program (i.e. HOD, HOSES, HOC) to review and approve risk assessment.</p> <p><input checked="" type="checkbox"/> Obtaining parental permission is recommended.</p> <p><input checked="" type="checkbox"/> Once approved, activity details are to be entered into the <i>School Curriculum Activity Register</i>.</p>

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.

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

Low — Collection, investigation and/or maintenance of animals which do not provide any threat by way of inflicting bites (physical or venomous) and which are not a potential source of human disease or injury (e.g. an exercise such as rearing chickens)

For a registered teacher:

knowledge of the handling of live animals

For a leader other than a registered teacher:

knowledge of the activity or experience (previous involvement in the activity)

Medium — Collection, investigation and/or maintenance of animals which provide some indications of threat to bite but are not generally toxic and which are not a potential source of human disease or injury (e.g. laboratory animals, aquarium fish and even medium-sized pets)

High — Collection, investigation and/or maintenance of animals which are venomous or provide a vicious bite (e.g. snakes, venomous arachnids, certain marine organisms (cone shells and jellyfish), and large pets); Large domestic and farm animals that might stand on, crush or otherwise cause physical injury to a person, and animals known or suspected to be carriers of parasites or other organisms which are a potential source of human diseases also belong to this high risk level.

For MEDIUM to HIGH Risk activities

For a registered teacher:

experience (previous practical involvement)

For a leader other than a registered teacher:

an agricultural assistant employed by the Department of Education with competence (demonstrated ability) in the activity to be undertaken

OR

knowledge of the activity or experience (previous involvement in the activity)

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.

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.

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, shirt etc)	<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	Yes	No
Guidelines/codes of practice are established for this activity. Have these been considered during the planning and performance of this activity? Various Commonwealth, state and local authority laws and regulations control the conditions under which various animals may and may not be kept, bred and transported. Additional laws and regulations protect native fauna and access to certain areas set aside for specific environment purposes. Teachers should check with appropriate authorities about laws and regulations that govern the keeping and handling of live animals. In the case of reptiles (snakes, turtles, and lizards) a licence is required to keep and handle the animals. (See 'Important links' on last page.)	<input type="checkbox"/>	<input type="checkbox"/>
Further information:		

Hazards/risks	Control measures	Yes	No	Implementation plan / Additional controls
	<ul style="list-style-type: none"> 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. 	<input type="checkbox"/>	<input type="checkbox"/>	
Tools, plant or equipment	<ul style="list-style-type: none"> Ensure that, where appropriate, protective equipment (e.g. gloves, coats or aprons) and suitable footwear is worn by all persons involved in the activity. 	<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

- Safe Operation of Laboratory Equipment
<http://education.qld.gov.au/strategic/epr/health/hlspr012/resources/safelabequip.pdf>
- Biological Activities
<http://education.qld.gov.au/strategic/epr/health/hlspr012/resources/biolactivities.pdf>
- Maintenance and Operation of a Safe Laboratory
<http://education.qld.gov.au/strategic/epr/health/hlspr012/resources/safelab.pdf>
- Maintenance and Operation of a Safe Work Area Outside the Laboratory
<http://education.qld.gov.au/strategic/epr/health/hlspr012/resources/safework.pdf>
- Safe Work Practices Conducting Science Experiment Activities
<http://education.qld.gov.au/strategic/epr/health/hlspr012/resources/scienceexperiment.pdf>
- Aspects of Science Management (Reference Manual for Schools)
<http://education.qld.gov.au/health/pdfs/healthsafety/aspects-science-mgmt.pdf>
- SCM-PR-002: School Excursions
<http://education.qld.gov.au/strategic/epr/schools/scmpr002/>
- HLS-PR-005: Injury, Illness and Dangerous Event Recording and Reporting
<http://education.qld.gov.au/strategic/epr/health/hlspr005/>
- HLS-PR-003: First Aid for Schools and Non-school Locations
<http://education.qld.gov.au/strategic/epr/health/hlspr003/>
- SCM-PR-011: Animal Ethics and Welfare in Schools
<http://education.qld.gov.au/strategic/epr/schools/scmpr011/>
- Animal welfare and ethics
http://www.dpi.qld.gov.au/27_125.htm
- HRM-PR-010: Working with Children Check – Blue Cards
<http://education.qld.gov.au/strategic/epr/hr/hrmpr010/>

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.

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