

# MOUNTIAN BIKING

## Notes:

- Where a [CARA activity guideline](#) exists for the activity and the minimum requirements outlined cannot be met the activity must be modified or alternative controls implemented to ensure an equivalent level of safety for staff, students and others involved.
- Where a CARA activity guideline does not exist, and when considering any other risks relevant to an activity, the [Curriculum activity risk planner](#) is to be used.

Activity Description: Mountain Biking	
Teachers/Leaders:	
Class groups:	Number of students:
Start date:	End date:

Use this risk assessment matrix as a guide to assess the [inherent risk level](#). Refer to the [Curriculum activity risk planner](#) for further details.

Likelihood	Consequence				
	1 - Insignificant	2 - Minor	3 - Moderate	4 - Major	5 - Critical
5 - Almost Certain	Medium	Medium	High	Extreme	Extreme
4 - Likely	Low	Medium	High	High	Extreme
3 - Possible	Low	Medium	High	High	High
2 - Unlikely	Low	Low	Medium	Medium	High
1 - Rare	Low	Low	Low	Low	Medium

Indicate the assessed risk level and undertake the actions required for that level of risk.

Inherent risk level			Action required
<input type="checkbox"/>	Low	Little chance of incident or injury	<ul style="list-style-type: none"> <li>Manage risk through regular planning processes.</li> </ul>
<input type="checkbox"/>	Medium	Some chance of an incident and injury requiring first aid	<ul style="list-style-type: none"> <li>Document risks and controls in regular planning documents.</li> <li>Manage risk through regular planning processes OR complete this <i>Curriculum Activity Risk Assessment</i>.</li> </ul>
<input checked="" type="checkbox"/>	High	Likely chance of a significant incident and injury requiring medical treatment	<ul style="list-style-type: none"> <li>A <i>Curriculum Activity Risk Assessment</i> is required to be completed.</li> <li>Principal or head of program (i.e. DP, HOD, HOSES) approval is required prior to conducting this activity.</li> <li>Parent/carer consent is recommended.</li> <li>Once approved, activity details are to be entered into the <a href="#">School curriculum activity register</a>.</li> </ul>
<input type="checkbox"/>	Extreme	High chance of a serious incident resulting in highly debilitating injury	<ul style="list-style-type: none"> <li>Consider conducting an alternative activity or modifications to the activity that could achieve comparable learning outcomes.</li> <li>A <i>Curriculum Activity Risk Assessment</i> must be completed.</li> <li>Principal approval is required prior to conducting this activity.</li> <li><a href="#">Parent/carer</a> consent must be obtained for student participation.</li> <li>Once approved, activity details are to be entered into the <a href="#">School curriculum activity register</a>.</li> </ul>

**NOTE:** If the activity is to be held off-site, parent/carer consent is required irrespective of the inherent risk level. Refer to the [School Excursions](#) procedure for the Excursion planner template.

## Planning considerations

*Incorporate the following factors when planning risk management strategies for this activity.*

### Which students will be involved?

- The number of participants, size of student groups and students' capabilities is considered e.g. age, experience, competence, fitness, maturity.
- Any individual participant needs e.g. personalised learning, support provisions is considered (including behaviour support plans), health management (including health plans and prescribed medication requirements) that may require additional supervision ratios or identification (including uniforms, hats and/or high visibility wrist bands).

### Where will the students be?

- The location of the activity is considered e.g. remote/easily accessible, public /private, school/classroom/workshop or other.
- The number of participants is appropriate for the available space.
- If outdoors – sunsafe strategies are implemented; weather and environmental conditions are assessed before and during activity (e.g. temperature, storms, water currents, tides); and strategies to reduce the likelihood of viruses, allergies and skin infections caused by insects (e.g. ticks, mosquitoes, spiders) and other animals are applied.
- The site is checked for hazards (e.g. poisonous plants, dangerous animals, uneven terrain, barbed wire) and necessary controls implemented.
- The nature of the activity is considered to ascertain whether safety/exclusion zones or spectator zones are appropriate.
- Activities are appropriately situated in relation to buildings, pedestrians, members of the public, vehicles and other activities e.g. designated areas for activity, spectators and vehicles are established.

### What will the students be doing?

- The nature and duration of the activity is considered i.e. need for drinking water, food, rest, appropriate clothing, warm-up and warm-down.
- Instruction in rules, pre-requisite skills and safety procedures is provided to participants.
- Student skills are developed in a progressive and sequential manner.
- First aid and emergency medical treatment provisions are appropriate for the type of activity and location e.g. first aid kit, first aid trained personnel, Ventolin®, Epipen®, and students' personal prescribed medications as required in health plans are available.
- Emergency response strategies are in place that include, but not limited to, communication plans (e.g. mobile phone, walkie talkie), safety induction, evacuation plans.
- Hair, clothing, footwear and jewellery are worn in a manner that is appropriate and safe for the activity.
- Personal items, e.g. drink bottles, towels and mouthguards, are not shared between participants.

### What will the students be using?

- Instruction in safety procedures and safe handling of equipment is provided.
- All equipment (including protective equipment) is suitable for the activity, properly maintained, appropriately used and complies with the relevant safety standard.
- Relevant [department procedures and guidelines](#) are adhered to for the use of equipment, compliance of equipment and appropriate work processes.

### Who will be leading the activity?

- A registered teacher will have overall responsibility for the activity.
- Sufficient adult supervision is in place to manage the activity safely (including in emergency situations).
- The activity leader has the expertise (formal qualifications) or competence (knowledge and skills) to plan, induct, instruct and manage the activity safely for participants and others.
- There are sufficient supervisors present with current First Aid qualifications (including CPR) or ready access to qualified first aid personnel.
- A safety induction session (including designation of roles) is conducted with all supervisors prior to the commencement of the activity outlining risk management processes and emergency response strategies for the activity.
- Supervisors are active in their supervision, visible and are readily identifiable to participants.
- Blue Card requirements are adhered to for all supervising leaders/volunteers.

- I have incorporated the above factors when planning my risk management strategies for this activity.
- Additional activity-specific requirements for participants with specialised learning needs are provided in the Other Details box below.

Other Details:

Where a [CARA activity guideline](#) exists, ensure the minimum requirements are met.  
Check if relevant Codes of Practice/Guidelines exist for each activity.  
Consider any other information relevant to the safety of staff and students when conducting this activity and document below.

**Where a CARA activity guideline exists:**

- I have met the minimum requirements specified in the attached CARA activity guideline/s;
- OR
- For each minimum requirement not achieved I have modified the activity or provided alternative controls to ensure an equivalent level of safety as the minimum requirements in the attached CARA activity guideline/s. Information relevant to how this will be achieved is provided below in the respective boxes.

**Where a CARA activity guideline does not exist:**

- I have identified the hazards and risks relevant to this activity and provided information below in the respective boxes about the risk management strategies that will be implemented to ensure the safety of students and others.

**Mandatory/Special Requirements**

Where hazardous chemicals are used or generated by the activity (e.g. dust, gas, fumes), complete the [Chemical Hazards in the Curriculum template](#) and attach it to this risk assessment.

Note: Where the overall risk level conclusion for the use of a hazardous chemical is extreme, the activity must not proceed, as risks are not effectively controlled.

Provide information about any mandatory or special requirements for each activity that is to occur:

## Supervision Requirements

Provide information about supervision for each activity that is to occur:

CYC provides qualified staff as per CARA guideline for Mountain Biking. 1 instructor/teacher to 8 students.

## Qualification Requirements

Provide information about the leader/supervisor's relevant qualifications and/or competence for each activity that is to occur:

Guide off road cycle tours SISOMBK303A (trip leaders)

Provide advanced first aid HLTAID006

Provide CPR HLTAID001

Provide advanced resuscitation HLTAID007

All staff are required to be assessed and deemed competent in mountain bike leading by management prior to becoming a leader.

## Equipment/Facility Requirements

Provide information about equipment/facilities for each activity that is to occur:

All equipment meets Australian standards and is in good working order. CYC provides mountain bikes and helmets for participants.

## Hazards and Control Measures

Information on managing common hazards and risks in the school environment can be found at [Hazards and Risks](#).

Provide information about:	
<ul style="list-style-type: none"> <li>● Hazards:</li> <li>● Considering environmental conditions</li> </ul>	<ul style="list-style-type: none"> <li>● Planned control measures:</li> <li>● Environmental conditions (including weather) are checked daily.</li> <li>● Activities cease when conditions become unfavourable/dangerous, or when environmental warnings have been issued.</li> <li>● Minimise the number of extreme inclines and sharp corners where possible, in relation to the experience of the students.</li> <li>● Threats from general public and other cyclists are continuously assessed.</li> <li>● Inspect area for damage or changes in condition. Record new hazards to be considered when planning future activities.</li> <li>● Encourage students to check for ticks and other parasites.</li> <li>● Minimal impact procedures are followed to avoid unnecessary damage to the environment.</li> </ul>

Provide information about:	
<ul style="list-style-type: none"> <li>● Hazards:</li> </ul> <ul style="list-style-type: none"> <li>● Accessing facilities and using equipment</li> </ul>	<ul style="list-style-type: none"> <li>● Planned control measures:</li> </ul> <ul style="list-style-type: none"> <li>● Ensure spare equipment is available in case of emergency.</li> <li>● Emergency vehicle access is available.</li> <li>● Students are required to carry water bottles with them and wear helmets and enclosed footwear at all times.</li> <li>● Whenever possible, students are to remain in shaded areas.</li> <li>● CYC staff carry first aid kits.</li> </ul>
<ul style="list-style-type: none"> <li>● Managing student considerations</li> </ul>	<ul style="list-style-type: none"> <li>● Study route and provide maps to participants prior to the activity if possible. Inexperienced students should walk the track to gain knowledge of hazards that exist prior to cycling it, and it is preferable that all students perform this action first.</li> <li>● Conduct an appropriate warm up program to prevent injury.</li> <li>● Students are required to wear helmets and enclosed footwear at all times.</li> <li>● Personal attributes or accessories (e.g. jewellery, hair, clothing, fingernails) are tied back, or trimmed to prevent interference with the activity.</li> <li>● Monitor students for fear and/or hesitancy, or loss of balance.</li> <li>● Monitor speed on steep down hill grades. Avoid skidding and sliding around turns.</li> <li>● Observe road rules where applicable.</li> <li>● Students are to ride in single file, not in groups.</li> <li>● Students are continuously monitored for signs of distress.</li> <li>● Threats from general public and other cyclists are continuously monitored.</li> <li>● Students are required to keep sufficient distance between themselves and the other cyclists to avoid running into the bike in front of them.</li> <li>● Rest periods are incorporated to avoid participant fatigue and to carry out route briefings at the rest stops. This should include equipment checks on all parts of the bicycles, including brakes, tyres, chains and gears, handlebars and seats.</li> <li>● Ensure drink breaks occur regularly (recommended drink breaks every 30 minutes in conditions of extreme temperature) and drinks are available for individuals between breaks.</li> <li>● Student headcount is undertaken at regular intervals throughout the lesson.</li> <li>● Implement procedures (e.g. corner man) for students on tracks with multiple trail directions.</li> <li>● Conduct an appropriate warm down program to prevent injury.</li> </ul>

Submitted by:	
Name:	Position:
Email:	
Signed:	Date:

Approval <i>(only required for high or extreme risk activities)</i>	
<input type="checkbox"/>	Approved as submitted
<input type="checkbox"/>	Approved with the following conditions:
<input type="checkbox"/>	Not approved for the following reasons:
By:	Designation:
Signed:	Date:
Once approved, activity details should be entered into the <i>School curriculum activity register</i> .	Reference No.

Monitoring and Review <i>(to be completed during and/or after the activity.)</i>	Yes	No
Have additional hazards been identified?	<input type="checkbox"/>	<input type="checkbox"/>
Were the control measures effective?	<input type="checkbox"/>	<input type="checkbox"/>
Are further or different actions required?	<input type="checkbox"/>	<input type="checkbox"/>
Details:		

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