

# Plan safe trips and excursions

A suggestion for implementing the strategy  
'Create inclusive learning environments '  
from the Guide: [Asthma and learning](#)

---

## **Includes:**

- Prepare for trips
- Self-review checklist
- Risk Assessment Management
- Effective practice
- Overnight trips and camp

Inclusive Education

From

Guide: [Asthma and learning](#)

Strategy: [Create inclusive learning environments](#)

Suggestion: [Plan safe trips and excursions](#)

Date

14 May 2024

Link

[inclusive.tki.org.nz/guides/asthma-and-learning/plan-safe-trips-and-excursions](https://inclusive.tki.org.nz/guides/asthma-and-learning/plan-safe-trips-and-excursions)

---

## Prepare for trips



Source:

Ministry of Education

<https://tewhariki.tahurangi.education.govt.nz/early-childhood-curriculum-home>

[View full image \(1.1 MB\)](#)

Inclusive Education

From

Guide: [Asthma and learning](#)

Strategy: [Create inclusive learning environments](#)

Suggestion: [Plan safe trips and excursions](#)

Date

14 May 2024

Link

[inclusive.tki.org.nz/guides/asthma-and-learning/plan-safe-trips-and-excursions](https://inclusive.tki.org.nz/guides/asthma-and-learning/plan-safe-trips-and-excursions)

---

## Self-review checklist

Effective documentation and actions for planning include:

- ✓ scoping visit to activity or area to identify potential hazards, such as long grass and pollen, which are asthma triggers
- ✓ identifying individuals with asthma
- ✓ up-to-date asthma information from parents and whānau
- ✓ identifying first-aid helpers
- ✓ checking the asthma emergency kit is up-to-date
- ✓ ensuring children and young people have their medication and the expiry dates are checked
- ✓ copies of asthma action plans that are accessible to staff and helpers at all times
- ✓ a copy of the completed RAMS form, which is available to all staff and helpers
- ✓ key cell-phone numbers and contacts
- ✓ communicating trip intentions ahead of time to provide opportunities for specific asthma “risk” input from parents and students.

Inclusive Education  
From  
Guide: [Asthma and learning](#)  
Strategy: [Create inclusive learning environments](#)  
Suggestion: [Plan safe trips and excursions](#)  
Date  
14 May 2024  
Link  
[inclusive.tki.org.nz/guides/asthma-and-learning/plan-safe-trips-and-excursions](https://inclusive.tki.org.nz/guides/asthma-and-learning/plan-safe-trips-and-excursions)

# Risk Assessment Management

The image shows two overlapping forms used for risk assessment management. The top form is titled '2. EOTC Risk Assessment Form' and includes a table for assessing risks. The bottom form is titled 'Excursion Risk Assessment' and includes sections for destination, date, and action.

**2. EOTC Risk Assessment Form**

**Risk Assessment: Activity (3 Sites)**

Harm	Hazard	Risk Rating? How serious is this?	Controls	Check Controls Implemented? By who?
What could go wrong? <i>For Example:</i> Serious injury - fracture, sprain, cut	Fall over cliff	Extreme	a) Do not take the short cut back across the slip face. b) Follow DOC signs and warnings (check at information centre and DOC Website before trip)	
	Running	Medium	a) Discuss appropriate pace of travel	
	Irregularity on rough terrain	Low	a) Discuss appropriate methods of travel, identify hazards such as how route and discuss how to avoid them	
	Poor footwear	High	a) Do not allow 'street' shoes with no grip b) Check students have appropriate shoes (grip on soles, ankle support) c) Have 'bare' boots available	
			a) m)	

**Excursion Risk Assessment**

Centre/Service Name: \_\_\_\_\_  
Destination: \_\_\_\_\_  
Date: \_\_\_\_\_  
Approx numbers children/adults: \_\_\_\_\_  
Description and purpose of excursion: \_\_\_\_\_  
Transport/logistics: \_\_\_\_\_

**Hazard** (what could happen or what might cause harm?) \_\_\_\_\_  
**Action** How will we manage that hazard - remove, isolate, minimise? \_\_\_\_\_

What ratio is needed for this excursion? \_\_\_\_\_  
Are there any children with particular needs that will require assistance or additional supervision? \_\_\_\_\_  
Will there be any staff members who are not part of the ratio? \_\_\_\_\_  
What particular issues need to be covered in our briefing to supervising personnel/teachers? \_\_\_\_\_  
Any other hazard management or risk management issues to be considered? \_\_\_\_\_

Approved by Person Responsible: \_\_\_\_\_ Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Source:  
Ministry of Education

[View full image \(755 KB\)](#)

Inclusive Education

From

Guide: [Asthma and learning](#)

Strategy: [Create inclusive learning environments](#)

Suggestion: [Plan safe trips and excursions](#)

Date

14 May 2024

Link

[inclusive.tki.org.nz/guides/asthma-and-learning/plan-safe-trips-and-excursions](https://inclusive.tki.org.nz/guides/asthma-and-learning/plan-safe-trips-and-excursions)

---

## Effective practice

Health and safety planning was completed and approved by the coordinator and principal before the activity. A health and safety book was prepared for parent volunteers. Cell phones were used to maintain contact with the groups, especially on the walk to a recreation area. Children themselves talked about the risks and what steps they could take to keep safe.

**Source:**

Education Review Office

Inclusive Education

From

Guide: [Asthma and learning](#)

Strategy: [Create inclusive learning environments](#)

Suggestion: [Plan safe trips and excursions](#)

Date

14 May 2024

Link

[inclusive.tki.org.nz/guides/asthma-and-learning/plan-safe-trips-and-excursions](https://inclusive.tki.org.nz/guides/asthma-and-learning/plan-safe-trips-and-excursions)

---

## Overnight trips and camp

Planning a safe and successful camp.

- ✓ Review asthma action plans and take copies with you.
- ✓ Check that school camp and excursion medical forms are up-to-date.
- ✓ Check the dosage and administration of any medication to be taken on the trip. Ensure it is recorded on your RAM sheet.
- ✓ Identify students who self-administer their asthma medication and ensure they have preventers and relievers with them before leaving.
- ✓ Travel with an asthma emergency kit.
- ✓ Revisit asthma first-aid procedures.
- ✓ Check-in with families and whānau to establish the level of support the child or young person needs to manage their asthma, for example, support or a reminder to use their preventer.
- ✓ Record key cell phone numbers and contacts on your RAM sheet.

This information was downloaded/printed from the Ministry of Education's website "Inclusive Education". Except where otherwise noted it is Crown Copyright 2018.

Information on the Inclusive Education website is regularly updated so we recommend you check the website version of this information to ensure it remains current.