

4.12 WBC Site Specific Risk Assessment Form (RAF) and Emergency Procedures (Risk Register and Hazard ID)

WBC Site Specific Risk Assessment Form (RAF) and Emergency Procedures (Risk Register and Hazard ID)	
Activity Leader:	
Time and Date:	
Site name:	
Site location and name of road:	
Closest ambulance access point:	
Site description (include local conditions e.g. tide times, rain fall, water body type):	
Description of facilities (toilets etc):	
Location of nearest landline:	
Strength of cellphone reception:	
Nearest A&E or hospital:	
Nearest defibrillator:	
Phone no. for nearest police station:	
Phone no. for nearest Department of Conservation office:	
Additional equipment or services for the site:	
Evacuation meeting point:	
Previous incidents at this site:	
Coastguard (if by boat only e.g. inanga spawning sites):	
Refer to WBC SOP for policies, emergency procedures and field intention form	

Risk Index: L = Low, M = Moderate, H = High, E = Extreme

Hazard A situation or thing with the potential to cause illness, injury or death	Potential Harm	Risk Rating How serious is this?	Controls How can it be prevented? First try to eliminate, then minimise the risk	Residual risk after controls	Responsibility of WBC	Responsibility of school/group
<i>People</i>						
Inappropriate behaviour	Incident or injury	L	m) Clear discipline guidelines given to students and adults before activity and identification or potential hazards. m) Parents and teachers to comply with instructor's directions while in/beside water. m) Number check before and after activity. m) Boundaries and entry and exit points made clear.	L	Provide clear discipline guideline to student and adults.	Comply with instructor's directions while in/beside water. Provide adequate supervision. Disclose any behavioural issues to WBC.
Inadequate supervision	Missing person	M	m) Students recommended above age of five m) Adult:student ratio aim of 1:4 (adapt ratio to age and skills of students)	L	Ensure supervision ratio adhered to	Provide suitable supervisors
Inexperience (of supervisors,	Incident, injury, death	M	m) Experience, skills and training of activity leader	L	WBC uses experienced and skilled coordinators.	Must advise WBC of any physical incapability.

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teachers and students)			<p>m) General physical ability of students checked via pre-site assessment and briefings</p> <p>m) Adult and supervisor's medical conditions checked via supervisor forms</p> <p>m) Adjustments made to ratio depending on ability of students</p> <p>m) Students briefed on hazards on site</p> <p>m) Kaupapa briefing i.e. no harming aquatic life, put all specimens back after study</p> <p>m) Teacher in charge to read and sign site assessment sheet and confirm all parents supervisors are fit for the role.</p>		Supervisor forms.	Appropriate supervisors provided by school.
Existing medical conditions	Incident, injury, death	H	<p>m) School collects medical conditions and informs WBC activity leader</p> <p>m) Collect supervisor medical conditions via supervisor form</p> <p>m) Precautions taken for pre-existing medical conditions such as increased supervision, boundary restrictions and specialised equipment such as personal flotation device</p>	M	Pre-site assessment and supervisor forms	Collect medical conditions and disclose to WBC

Unexpected medical emergency	Incident, injury, death	H	<p>m) School collects medical conditions and informs WBC activity leader</p> <p>m) Collect supervisor medical conditions via supervisor form</p> <p>m) Precautions taken for pre-existing medical conditions such as increased supervision, boundary restrictions and specialised equipment such as personal flotation device</p> <p>m) Identify location of nearest defibrillator, A&E or hospital</p> <p>m) Keep First Aid certificate up to date</p>	M	<p>Pre-site assessment and supervisor forms.</p> <p>Identify nearest emergency services.</p> <p>Keep First Aid Certificate up to date.</p>	Collect medical conditions and disclose to WBC
Fall on rocks	Incident, injury, death	E	<p>m) No running on rocks or unstable banks</p> <p>m) Supervision when observing from shore/streamside</p>	H	<p>Pre-site assessment</p> <p>First-aid kit on hand</p>	Provide adequate supervision
Exhaustion	Emotional trauma, incident, injury, death	M	<p>m) Adapt activity to physical capabilities of group</p> <p>m)Pre-site assessment</p> <p>m)Take regular breaks</p>	L	<p>Pre-site assessment</p> <p>Physical ability assessment</p> <p>First-aid kit</p> <p>Adequate briefing</p>	<p>Ensure adequate food and water supply.</p> <p>Collect any medical</p>

			m) Participants advised to have own drinking water.			conditions and disclose to WBC. Minimise sun exposure.
Hypothermia	Incident, injury, death	M	e) Avoid undertaking activities in extremely adverse weather conditions or extreme temperatures m) Pre-site assessment m) Specialised equipment such as wetsuit or waders m) Brief children on the danger of hypothermia and make sure they know to get out if they become too cold and have a change of warm clothes to change into if they are wet m) Nobody to enter water above their knees	L	Pre-site assessment Ensure first aid certificate is up to date Brief group on dangers of hypothermia	Provide suitable clothing according to weather and activity Collect medical conditions and disclose to WBC
Drowning	Incident, injury, death	E	m) Personal flotation device at all times m) At least one adult observer on bank or streamside m) Refer Deep Water Emergency Procedure (DWEPE) in SOP	H	Provide personal flotation device Advise group of DWEPE Ensure First Aid Certificate is up to date	Provide adequate supervision

			m) Ratio of 1 adult to 4 children when working near deep water			
Abduction	Emotional trauma, incident, injury, death	M	<p>m) Police vetting for all coordinators and supervisors who will be providing transport</p> <p>m) Pre-site assessment and communication plan</p> <p>m) Buddy system</p> <p>m) Adequate supervision</p> <p>m) Use of cones to define boundaries</p>	L	<p>Pre-site assessment</p> <p>Police vetting</p>	Provide adequate supervision
Communication	Missing person, Incident, injury, death	H	<p>m) Clear communication plan</p> <p>m) Refer Site Recce Policy and Field Intentions Form (FIF)</p> <p>m) Use cones to mark boundaries</p> <p>m) Any potential language communication barriers, behavioural disorders or disabilities to be identified and a management strategy discussed early in classroom sessions/planning and discussed as part of the site assessment on the day – management steps to be put in place in necessary e.g. translator</p>	M	<p>Adherence to Site Recce Policy</p> <p>Complete FIF</p>	<p>Ensure adequate communication with activity leader.</p> <p>Advise of non-English speaking participants.</p>

Vehicles/driving	Incident, injury, death	E	<ul style="list-style-type: none"> m) Fully licenced drivers m) Police vetting m) Avoid extremely adverse weather conditions 	M	<ul style="list-style-type: none"> Police Vetting Ensure drivers are fully-licenced 	<ul style="list-style-type: none"> Provide adequate transport Ensure drivers are fully licenced
Fitness/Disabilities	Incident, injury	M	<ul style="list-style-type: none"> m) Ability of students checked prior to the day and on the day. m) 1:1 ratio with appropriate adult or limiting involvement in any activities deemed outside participant capacity. 	L	<ul style="list-style-type: none"> Clear instructions given Identification of fitness ability and disabilities 	<ul style="list-style-type: none"> Provide adequate supervision Comply with WBC instructions
Participant anxiety around water	Emotional trauma, injury	M	<ul style="list-style-type: none"> m) Anxiety issues when asking for any medical conditions during initial planning meeting and pre-site assessment form completion with teacher/ group leader. m) Anxiety added to list of examples on pre-site assessment sheet 	L	<ul style="list-style-type: none"> Pre-site assessment form Identification of participants with anxiety 	<ul style="list-style-type: none"> Disclose anxiety issues to WBC
Coordinators not having updated versions of SOP and forms.	Inadequate knowledge of best practice	L	<ul style="list-style-type: none"> m) Keep master Word version of SOP on WBC National Coordinators computer as well as G-Drive. Whenever updates are made the PDF version on the Google Drive is to be updated with updated version including new version number and circulate by email 	L	<ul style="list-style-type: none"> Familiarise self with most recent SOP 	<ul style="list-style-type: none"> Comply with any instructions from WBC

			highlighting what changes have been made.			
Whitebait Run Collisions	Incident, injury	M	<ul style="list-style-type: none"> m) Play game according to WBC game instructions m) Pre-identify any behavioural issues or impairments which may cause disruption to game m) Clear brief given to participants m) Use of cones, and adult supervisors where appropriate, to mark boundaries m) Avoid playing game on asphalt or concrete i.e. use school field, classroom, or school hall where appropriate m) Ensure adequate adult supervision 	L	<p>Familiarise self with Whitebait Run instructions and guidelines</p> <p>Identify age group/learning abilities and adapt game accordingly</p> <p>Ensure first-aid certification is up to date</p>	<p>Comply with any instructions from WBC</p> <p>Disclose any behavioural or learning impairments at beginning of programme</p>

			<p>m) First aid kit and first aid certified personnel on-hand</p> <p>m) Ensure all coordinators are familiar with Whitebait Run instructions and guidelines</p>			
Equipment						
<p>No safety gear, Inappropriate footwear. Inappropriate use of gear. Being hit by obstacle or equipment e.g. net handle or fencing wire. No warm change of clothes.</p>	<p>Incident, injury, death</p>	H	<p>m) Brief on how to use equipment.</p> <p>m) Equipment checked and tried on land.</p> <p>m) First Aid Kit on-hand and First aid certified personnel on-hand.</p> <p>m) Use of cones to mark boundaries.</p> <p>m) Rope or PFD available to throw out to assist in water.</p> <p>m) Wear gloves if cleaning out stream and get adults to remove hazardous waste.</p> <p>m) Participants instructed to wear closed toe shoes, long pants and long sleeves especially if working in long grass and they get skin irritations from long grass.</p>	M	<p>Provide adequate PPE where appropriate e.g. waders.</p> <p>Brief group on safe use of equipment.</p>	<p>Bring suitable PPE where appropriate.</p> <p>Adhere to safety guideline provided by activity leader.</p>
<p>Inexperience in waders</p>	<p>Incident, injury, death</p>	H	<p>m) Skills and experience of leader and group</p>	M	<p>Brief group on Wader Policy.</p>	<p>Adhere to Wader Policy</p>

			<p>m) Refer to Wader Policy in SOP</p> <p>m) Waders checked and tried on land.</p> <p>m) Brief on how to use waders.</p>		Provide suitable waders where appropriate.	
Unsecured gazebo	Incident, injury, death	H	<p>m) Ensure gazebo is safely secured</p> <p>m) Avoid erecting gazebo in windy conditions</p>	L	<p>Pre-site assessment including weather checks.</p> <p>Safe practice of erecting and disassembling gazebo.</p>	Adhere to safety guidelines provided by activity leader.
Inappropriate use of spades	Incident, injury	M	<p>m) Brief on how to use equipment and method for planting – adults to use spades and high vis vests. Every student gets to plant a plant.</p> <p>Equipment checked prior to planting.</p>	L	<p>Brief on safe practice.</p> <p>Clear instructions given.</p> <p>First aid kit.</p>	<p>Comply with instructions given by WBC.</p> <p>First aid kit.</p>
No torches or torches failing (night activities e.g. spotlighting)	Poor visibility, injury, fall, death	M	<p>m) All participants asked to bring torches – handheld or head-lamps.</p> <p>m) Some spare torches and head-lamps provided.</p> <p>m) Each area leader must have a strong spotlight.</p> <p>m) Walking tracks and river access points to be pre-marked with lawnmower.</p>	L	<p>Clear instructions given.</p> <p>Some spare torches/head lamps provided.</p> <p>Pre-site assessment/preparation.</p> <p>Glow sticks.</p>	<p>Comply with WBC instructions.</p> <p>Bring own torch and batteries.</p>

			m) All participants to wear glow sticks and leaders to be identified by green or red glow sticks.			
No first aid kit or cellphone. No first aid certified personnel onsite.	Incident, worsened injury.	H	m) Pre-site assessment m) Always carry cellphone m) Equipment checklist m) Communication plan/field intentions form m) Event leader to have and use whistle to gain group attention (one blast) if necessary or to organise evacuation to assembly point (carparking area) in the case of an emergency (three whistle blasts).	M	First Aid certificate Always carry first aid kit or communication device when in the field Complete FIF procedure when on the field alone	Comply with WBC instructions
Magnifying glass	Incident, fire risk	M	m) Do not leave in the sun unattended	L	Clear instructions given.	Comply with WBC instructions.

Peanut butter (used for traps)	Allergic reaction, anaphylaxis	M	<p>m) Participants with anaphylaxis identified via pre-site assessment</p> <p>m) Participants with any other allergies identified prior to activity</p> <p>m) Carry antihistamines as part of WBC kit</p>	L	<p>Identified participants with allergies and anaphylaxis.</p> <p>First Aid Certificate.</p>	<p>School discloses allergies to WBC.</p> <p>School ensures has medication and medical action plans.</p>
Gee Minnow Trap (GMT) rope	Tripping hazard, incident, injury	M	<p>m) Use fluorescent rope or string for GMTs</p> <p>m) Place GMTs and rope out of walkway</p> <p>m) Use boundary cones or flagging tape to mark location of GMT/rope where deemed necessary</p>	L	<p>Site recce</p> <p>Clear instructions given</p>	Comply with WBC instructions.
WBC Vehicles (e.g. WBC van and trailer)	Damage to vehicle, injury	M	<p>m) Refer to van/trailer policies on website</p> <p>m) Ensure driver is fully-licenced</p> <p>m) Ensure driver is familiar with trailer and van policies</p> <p>m) Driver to undertake training session prior to using the van and/or trailer</p>	L	<p>Ensure drivers are fully-licenced</p> <p>Assess driver's ability prior to use of van/trailer</p> <p>Keep trailer and van policies up to date and provide training sessions</p> <p>Familiarise self with, and adhere to, trailer and van policies</p>	Comply with WBC instructions

					Report any incidents to National Coordinator, Kim Jones	
<i>Environment</i>						
Unexpected or unsuitable weather conditions	Sunburn, exposure, hypothermia	H	<p>m) Up to date weather forecast, pre-site visit and on-site assessment.</p> <p>m) Sensible assessment of environmental conditions. Safe location of entry and exit points, depending on conditions.</p> <p>m) PPE worn e.g. waders, wetsuit.</p> <p>m) Sunscreen available.</p> <p>m) Halt activity if safety compromised.</p>	M	<p>Check weather forecast.</p> <p>Sensible weather assessment.</p> <p>Care of self.</p> <p>First Aid kit.</p>	<p>Communication with WBC.</p> <p>School to provide sunscreen to participants.</p>
Unforeseen hazards	Incident, injury, death	M	<p>m) During the activity the WBC leader may continually identify and manage hazards, be alert for 1 blast of whistle for your attention, in the event of unforeseen dangers (e.g. flooding</p>	L		
Current/tidal/water movement	Participants swept downstream	H	<p>m) Participants do not enter water above their knees</p> <p>m) Pre-site assessment for swift current</p> <p>m) At least one adult observer</p>	M	<p>Pre-site assessment</p> <p>Check tides and weather conditions are suitable</p> <p>Brief group on hazard</p>	<p>Comply with WBC instructions</p> <p>Provide adequate supervision</p>

			<p>m) 1:4 ratio</p> <p>m) Refer to Deep Water Emergency Procedure</p>			
Insect bites and bee/wasp sting	Allergic reaction, infection, anaphylaxis	E	<p>m) Participants with anaphylaxis identified via pre-site assessment</p> <p>m) Participants with any other allergies identified prior to activity</p> <p>m) Carry repellent as part of WBC kit</p>	H	<p>Identified participants with allergies and anaphylaxis.</p> <p>First Aid Certificate.</p>	<p>School discloses allergies to WBC.</p> <p>School ensures has medication and medical action plans.</p>
Power tools causing injury	Injury	H	e) only trained adults to use power-tools when erecting signage or installing LittaTraps	L	Provide training and PPE to adults who need to use power tools for installing signage and/or Litta Traps.	<p>Comply with WBC instructions</p> <p>Provide adequate supervision</p>
Hazardous material that might get inhaled, in eye, or on skin e.g. spray-paint, concrete dust, potting soil, chemical powder	Breathing difficulties, legionnaires disease	H	<p>e) Participants to wear dust masks and safety glasses when working with potting soil, spraypaint or near installation of LittaTraps when concrete is being drilled into creating concrete dust.</p> <p>m) Wear gloves when handling chemical powder</p>	L	Provide PPE and instructions	<p>Comply with WBC instructions</p> <p>Provide adequate supervision</p>

Hazardous aquatic life (e.g. leeches)	Minor cuts, bites	M	<p>m) Identify and brief on most likely hazard for location e.g. leeches</p> <p>m) Specialised/first aid for treatment of injuries caused by hazardous aquatic life</p> <p>m) Do not touch</p> <p>m) Locations chosen for suitability</p>	L	<p>Site checked and monitored.</p> <p>WBC team are all first aiders.</p>	School first aid kit and first aiders.
Microbes in water	Illness	L	<p>e) No activity in places where there is an official notice of contamination or health warning not to swim</p> <p>m) Follow sanitisation policy</p> <p>m) Advise students not to drink water and to bring own bottled water.</p>	L	Water quality check as per policy	Comply with WBC instructions
COVID-19 (and any other new viruses)	Illness	H	<p>m) no public delivery or events in Level 3 or 4.</p> <p>m) Field work with small groups of coordinators and volunteers allowed in Level 3.</p> <p>m) Follow MTSCCT COVID-19 directive e.g. good hygiene, social distancing, not working if sick or had contact with confirmed case.</p>	L	Follow MTSCCT COVID-19 directive.	Comply with WBC instructions.

Rubbish e.g. glass, metal, shellfish etc.	Injury, cuts, scrapes	L	e) No activity in places that are heavily polluted with rubbish m) Appropriate footwear and gloves m) Pre-site assessment and monitoring	L	Pre-site assessment. Appropriate PPE worn.	Comply with WBC instructions.
Damage to environment	Damage to environment	L	m) Care of environment instructions given. m) 'No take' policy	L	Clear guidelines on care for environment	Comply with WBC instructions
Low branches and spiky sedges/rushes – eye poking and tripping hazards	Injury, blindness	M	m) Eye wash on hand m) Avoid heavily dense vegetation m) Pre-site assessment m) Specialised first aid treatment	L	Pre-site assessment Brief on hazards	Comply with WBC instructions Take extra care
Flower seeds from Pohutakawa landing in eye	Injury, blindness	M	m) In windy conditions, try to avoid areas where there are lots of light airborne materials e.g. seeds, pohutakawa seeds and always have eye wash on hand. m) Specialised first aid treatment	L	Sensible weather assessment Brief on hazards First aid on hand	First aid on hand Comply with WBC instructions
Hazardous Plants (e.g. Woolley nightshade, castor oil plant, gorse, blackberry)	Cuts, injury, allergic reaction	H	m) Take care around any dead gorse and/or blackberry. m) Pre-site assessment - Hazardous plants identified	M	Pre-site assessment. Hazardous plants identified.	Disclose any allergies to WBC.

			<p>m) Participants instructed to wear closed toe shoes, long pants and long sleeves especially if working in long grass and they get skin irritations from long grass.</p> <p>m) Anyone with existing allergies to bring their own medication e.g. hayfever medication or epipen.</p> <p>m) Any prickly plants (e.g. gorse/blackberry) or eye poking hazards to be pointed out to group before they enter the planting site.</p> <p>m) Any dangerous weeds to be identified at pre-site assessment and contained.</p>		<p>Clear briefing on hazards.</p> <p>First aid kit.</p>	<p>Bring own medication e.g. antihistamines.</p> <p>Comply with WBC instructions.</p>
Obstruction or submerged object in river	Boat incident, injury, death	H	<p>m) Use of depth sounder and boat to go at slow speed and only on high tides (up to 2.5 hours either side of high tide).</p> <p>m) Pre-site assessment if practical</p>	M	<p>Pre-site assessment</p> <p>Use of depth sounder if on boat</p>	Comply with WBC instructions

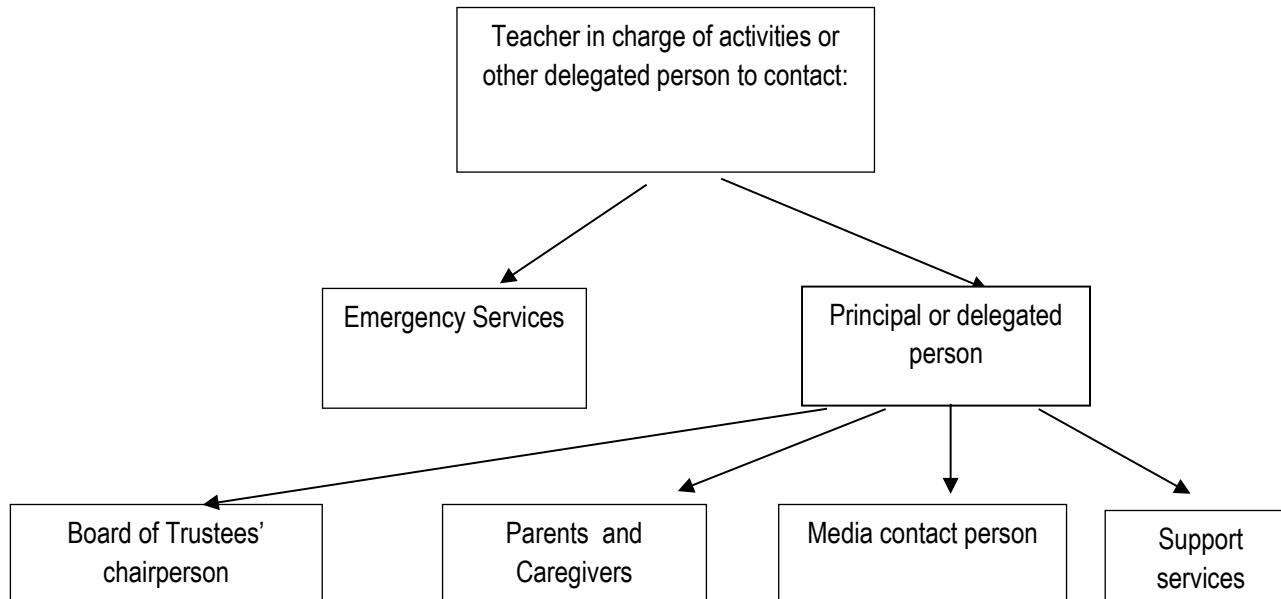
Introduction of invasive species	Spread of invasive species, threat to native biota	H	<ul style="list-style-type: none"> m) Provide CCD solution for any unclean footwear m) Kaupapa briefing 	M	<ul style="list-style-type: none"> Kaupapa briefing Provide CCD equipment 	Comply with WBC instructions
Traffic density	Injury or death caused by vehicle	H	<ul style="list-style-type: none"> m) Pre-site assessment m) Avoid undertaking activities in areas with heavy vehicular traffic or high speed area m) Use of cones to mark boundaries, entry and exit points m) Clear instructions given by WBC m) Adequate supervision m) Use of hi-vis vests when working near roads 	M	<ul style="list-style-type: none"> Pre-site assessment. Cones to mark boundaries. Clear instructions given. Sensible site suitability. 	<ul style="list-style-type: none"> Comply with WBC instructions. Provide adequate supervision.
Wahi tapu sites	Contravene against iwi and hapu tikanga/ management plans	H	<ul style="list-style-type: none"> m) Liaise with iwi prior to activity, especially if site is known to be culturally sensitive. m) Identification of wahi tapu sites. m) Do not enter wahi tapu sites. 	M	<ul style="list-style-type: none"> Liaise with relevant iwi. Pre-site assessment. Clear kaupapa briefing given to school. 	<ul style="list-style-type: none"> Comply with all WBC instructions. Undertake activity with respect and regard to culturally sensitive sites.

<p>Dangerous animals (uncontrolled dogs, cattle, wild pigs)</p>	<p>Injury or death caused by wild animal</p>	<p>M</p>	<p>m) Pre-site assessment – potential hazardous animals identified</p> <p>m) Always carry cellphone</p> <p>m) If uncontrolled dog is encountered, follow Uncontrolled Dog Policy as contained within the WBC SOP</p> <p>m) If any other dangerous animal is encountered, follow WBC policy as outlined on the website</p>	<p>L</p>	<p>Familiarise self with SOP and other policies listed on WBC website</p> <p>Pre-site assessment</p> <p>Clear instructions given to group/school</p> <p>Sensible site suitability</p>	<p>Comply with WBC instructions</p>
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EMERGENCY PROCEDURE

1. Adult observers based on streamside with first aid and cell phone.
2. In the event of unforeseen dangers in the outdoors, for example environmental conditions changing, calmly organise evacuation to the nearest safe landing point.
3. Three whistle blasts for everyone to come back in with buddies and assemble at designated area. Apply first aid where appropriate.
4. Medical records and medication known and on hand.
5. Safety person on shore to call **111** if urgent. Ask for first response. Advise emergency service of whereabouts, using name of the road and area – *insert name of road here*
6. Get someone to wait by road and direct emergency services to problem.
7. On-site cell phone – *insert number and name of coordinator here*

DELEGATION FOR EMERGENCY PROCEDURE



See also 'Incident Management Section' and Appendix 11 in MTSCT SMP for severity scale and risk matrix.

Emergency Response Flow Chart

Injury (for treatment of common freshwater study injuries see WBC Coordinators Manual)

All WBC leaders shall hold current workplace first aid certificate.

Level 1 - Minor injury (e.g. minor cuts, sprains, splinter and stings) - apply appropriate first aid treatment. Activity continues. Record incident

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Level 2 - In the case of injury/incident requiring medical attention - transport to local medical centre or contact emergency service, appropriate first aid administered until help arrives.

Activity suspended until injury taken care of. Incident report completed. If a new hazard management issue has arisen or changes are required to hazard management procedures, the Programme Director will make the necessary change/s.

Level 3 – Fatal or near fatal injury - emergency services contacted, appropriate first aid administered until help arrives. Activity cancelled. Incident report completed. If a new hazard management issue has arisen or changes are required to hazard management procedures, the Programme Director will make the necessary change/s. Incidents resulting in serious harm will be reported to Serious harm incidents will prompt a review of the SMS

Lost group/group members and group separated from activity leader

When working with schools, the school office will always be aware of the whereabouts of the group and expected return time. When working with other groups, there will always be a designated person who will know the whereabouts and return time of the group. In the event that parties become separated from the activity leader/WBC leader/coordinator and do not return by the agreed time, the three whistle blast procedure is repeated and if there is no response, emergency procedures are activated. Head counts of the group are conducted on a regular basis, if someone is missing; ensure rest of the group are secure with adult supervision. Establish where missing child/ren or adult/s last seen. Check if missing people/s have a medical condition. Use in and out of water checklist and site specific RAMS and local knowledge to establish possible routes taken or possible hazards. Simultaneously alert authorities to assist or have on standby. If not found in reasonable time, call police. If the group is a school, notify school. School to notify parents and liaise with media as per school's emergency response plan. When a group is overdue and no communication/contact has been established, emergency services and if applicable, Coastguard will be notified.

Unresponsive participant who has fallen in water

Notify your leader. Respond by bringing participant back to the surface (if required), achieving positive buoyancy for you and the participant (using buoyancy device and/or throw rope if necessary). In-water resuscitation may improve survival of victims who are in the initial stages of the drowning sequence but delays time to full assessment and CPR. Remove the victim from the water as soon as possible, and only begin in water rescue breathing if immediate removal from the water is delayed or impossible. Rescue breathing in deep water requires an appropriately trained rescuer and floatation aid. In water, chest compressions are ineffective and should not be attempted.

If consciousness not returned, once on shore, remove the participant from the water, commence CPR and call for emergency services.

Falling into Deep or Swift Flowing Water

Purpose

To provide informative important health and safety considerations and an emergency procedure which local/regional/national coordinators MUST follow in the case of one's self, or another group member falling into deep water.

Background

Treading along the margins, and in the shallows, of water bodies is a common practice of Whitebait Connection coordinators. Such water bodies could include, but are not limited to, streams, rivers, lakes, or wetlands. It is also common for a coordinator to take groups or classes on a field trip to such places to undertake habitat assessments, water monitoring or other Whitebait Connection activities. Whilst strict standard operation procedures (SOP's) and health and safety guidelines are followed when undertaking these activities, there is always the risk of a coordinator or group member falling into deep water (especially when conducting Inanga Spawning Surveys as these are often in tidal deeper water) which could result in entrapment, drowning, injury and/or hypothermia. To prevent this from happening there are a series of health and safety points which need to be considered. Furthermore, in the case of a person falling into deep water, the following emergency procedure MUST be followed (within reason).

Preparation

Careful preparation is necessary to ensure the health and safety of all persons when undertaking any activity near deep water, or potentially deep water. Prior to doing so:

- Check the forecast for any potential adverse weather, and consider previous adverse conditions such as recent flooding in the area.
- Consider the height in relation to water depth, and the swimming ability of group members to determine a suitable operation area accordingly. If the flow is any swifter than 1 metre per second, relocate or postpone the activity.
- Discuss with the teacher/s and allocate at least one adult observer, other than the coordinator/activity leader, who will be based on the water body margin. The observer must carry a cellphone, first aid kit, and a flotation device such as a life jacket or a buoy or bottle at the end of a rope.
- The coordinator and observer must also carry a whistle to demand attention when required, or to alert the group of any dangers or incidents.
- Construct a robust communication plan and itinerary and stick to it, within reason.
- Advise the group of the emergency procedure.

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- Always plan your route of entry and exit.

Emergency Procedure

In the event of any persons falling into deep or swiftly flowing water:

- The adult observer must train their eye on the fall victim and not take their eyes off them - they should also point at them, following alongside if they are moving downstream so as not to lose sight of them. They must blow the whistle three times to alert the WBC leader and initiate the emergency procedure.
- The WBC coordinator must then instruct all participants to step back calmly and safely from the waterway and assemble in the assembly area - this could also be delegated to another adult e.g. teacher.
- If the victim is obviously struggling and in distress, the coordinator or other delegated adult must call 111 IMMEDIATELY. An adult can struggle in water for about 3 minutes but a child can only last around 30 seconds, depending on their swimming ability.
- The WBC coordinator should for a response from the person in the water and advise them to keep calm.
- The WBC coordinator should throw the flotation device and advise the person in the water to put the life-jacket on or grab hold of the rope or your arm (if within arms distance of stream bank) while you pull them to shore.
- If attempts to rescue with the throw rope fail, the adult observer or coordinator should jump in to assist the person in the water **ONLY** if they feel safe and confident to do so and are wearing a lifejacket..
- It is **IMPORTANT** to remember **NOT** to jump into deep water if you are wearing **waders** as this increases your risk of drowning (refer to Wader Policy).
- If the above measures are unsuccessful, notify emergency services **IMMEDIATELY**.
- If the victim is successfully pulled to shore, give first aid to the victim immediately even if they are responsive.
- If unresponsive, call emergency services immediately and begin CPR.

IN THE EVENT OF AN EMERGENCY, FOLLOW EMERGENCY PROCEDURE/RESPONSE AND DIAL 111.

Fire Emergency

In the event of fire in the outdoors:

- Call 111 or the Department of Conservation, depending on location.

In the event of very small fires, using buckets of water may be appropriate, but personal safety and that of any participants is paramount. Do not take risks. Raise the alarm and move out of the area.

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Weather emergency

Storm

In the event coordinators/consultants, volunteers and/or participants are caught in an unexpected and severe storm:

- The activity supervisor takes charge;
- If outdoors, proceed immediately to the closest safe shelter (e.g. house, hut, other stable building, land in lee of wind and rain);
- Secure any potentially hazardous gear or equipment;
- Advise emergency services (111) of your situation and location if you are unable to get safely to shelter or an emergency such as a first aid situation has arisen.

Tsunami

Advance warning of a tsunami in New Zealand is highly likely and timely evacuation from coastal sites is therefore very possible. However if coordinators/consultants, volunteers and/or participants find themselves in the path of a tsunami:

- Go immediately to higher ground and stay there until the water recedes;
- Advise emergency services of your situation and location whenever this is practicable.

Earthquake

If coordinators/consultants, volunteers and/or participants are in the field during an earthquake:

- If outdoors, find a safe, stable place away from trees etc. which may fall readily;
- If very close, get indoors immediately to a stable/strong place;
- Wait until the shaking stops;

Advise emergency services of your situation and location if you need assistance.

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