

**MOUNTAINS TO SEA CONSERVATION TRUST HEALTH AND SAFETY
PLAN/SAFETY MANAGEMENT PLAN**

Last updated	Current at which date	Updated by
August 09	For 12 months from August 09	S Campbell (trustee)
November 2010	For 12 months from Nov 2010	S Campbell (trustee)
January 2011	For 12 months from Jan 2011	S Nicholas (trustee/programme director)

This plan has been compiled using the trust’s former health and policy statement and hazard management documents.

This plan was approved by an Accredited Outdoor Safety Auditor in February 2011.

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Purpose

This plan covers the over-arching and policy aspects of the Mountains to Sea Conservation Trust's health and safety responsibilities.

Specific operational aspects of the trust's programmes and projects are contained in separate programme manuals.

It is the trust's intention that all consultants/employees (see definition, section 3.1) are familiar with this plan and undertake their work and role/s accordingly.

Much of the trust's credibility is based on outstanding safety standards. Its aim is to maintain this exceptionally high safety record and to continually improve safety management and procedures.

1. Trust outline and relevant background information

The Mountains to Sea Conservation Trust (MTSCT) was incorporated as a charitable trust in 2002.

Its objectives are:

- Environmental educational strategies, programs, resources and community engagement activities will be created, fostered and offered to the community;
- Advocate directly within communities and with Government for the establishment of a system of conservation measures and biodiversity protection areas;
- Support and create opportunities for young environmental professionals to work and engage with schools and communities in environmental education and ecological restoration and conservation management;
- Foster and support the pursuit of scientific research, understanding and traditional knowledge of aquatic ecosystems and biodiversity. Ensure that the results of the research are disseminated in the community;
- Provide technical, scientific assistance to the community, schools and environmental advocacy groups for the purpose of furthering the aims of the Trust.

The Northland-based trust was established as a charitable umbrella and support organisation for the Experiencing Marine Reserves (EMR) marine education and Whitebait Connection (WBC) freshwater education programmes. These are leading models in education for sustainability in New Zealand and now available nationally.

The trust sees education as a vital part of society and central to all environmental restoration. Its work involves providing dynamic experiential education programmes that engage schools and communities in conservation and the pursuit of sustainability.

In addition to EMR and WBC we have developed a range of supporting projects, resources and services such as community guided snorkel days, community events for Seaweed & Conservation week, DVDs, the MarineNZ website, and the Drains to Harbour and Mangrove Discovery programmes.

The continued development of the Mountains to Sea Conservation Trust brings together an extensive array of professional skills and diverse capabilities. Within our group of six trustees there is a balance of youth and experience, scientific, social scientific and educational accomplishment.

We embrace a philosophy of experiential learning and fostering community engagement in education for sustainability and action. Our work is unique in its simple yet powerful principles and robust scientific foundation. Through this we deliver solutions to some of New Zealand's most pressing environmental challenges.

2. Operational structure and management

The trust is governed by a group of appointed trustees, which for day-to-day purposes also act as the trust's executive committee. The committee meets every two months and trustees with responsibilities for specific activities provide reports on these at each meeting.

All the trustees volunteer their time to help with various events and activities as/when practical. This is particularly important during events with wide public involvement, such as community snorkel days, when their specific expertise in boat handling, snorkelling and event management come to the fore.

Dr Roger Grace: A non-consulting trustee and currently the *chairperson*. Roger has responsibility for taking a lead role as/when required, advising on any issues and supporting consulting trustees. Roger also supports trust programmes with photographs and expert biological advice, peer review and decision making with regard to grants and programme direction.

Vince Kerr: Currently a non-consulting trustee and supports trust programmes advising on any issues, supporting consulting trustees, peer review and decision making with regard to grants and programme direction when required.

Sioux Campbell: Has a key role in decision making within the trust and in strategic development, document review and advice.

Samara Nicholas: Is a consulting trustee and has responsibility for the overall management and direction of all programmes (*programme director*). She is also the national EMR co-ordinator. Specifically the *programme director* has responsibility for appointing further members of the delivery team and for:

- Reporting to Trustees
- Milestone reporting
- Financial control and reporting consisting of a regular disbursement schedule report and all tax and accounting functions leading to an end of year financial report
- Professional development programme for the delivery team
- Overall management and development of quality assurance measures
- Supervision and support for delivery
- Relationship building with stakeholders and fundraising
- National training and management
- Hands-on programme delivery wherever practical and/or beneficial.

The programme director has overall responsibility for health and safety management within the trust. She/he is required to have qualifications and experience relevant to the oversight (and where it occurs, delivery) of aspects of the trust's work for which he/she is responsible. The programme director is responsible for leading an annual review of the health and safety plan with the executive committee prior to the AGM and for leading an at least annual committee review of the hazard identification plan.

The current programme director is a trained environmental educator and founding trustee, with extensive experience in health and safety management around the trust's programmes.

Kim Jones: Is a consulting trustee and the Whangarei district coordinator for the EMR programme as well as co-founder of the Drains to Harbour campaign and Mangrove Discovery Programme. Kim is also the *national co-ordinator* for the Whitebait Connection Programme.

National Programme Co-ordinators have responsibility for planning and delivery to schools and communities. They are responsible for ensuring all pre-lesson and pre-trip planning measures are in place and equipment and resources are organized. They also ensure all school personnel, volunteers and students are fully briefed in the safety protocols associated with the relevant programme/s. Programme co-ordinators support the preparation of milestone, end of year reports and start of year work plans. Co-ordinators carry the crucial responsibility of presenting the programme and the its vision to school staff, community members and students. High professional standards are established and maintained by national programme co-ordinators.

Nicki Wakefield: Is currently a Northland and Auckland EMR **regional co-ordinator** and is also highly involved with delivering the Whitebait Connection Programme. Nicki is a consulting trustee.

Regional Co-ordinators may also be trustees and are contracted by the trust or their own regional body, we have a organisation agreement with any other regional body running our programmes. Regional co-ordinators are consultants to deliver specific programmes at a district or regional level. Their work and responsibilities are described in the EMR and WBC programme manuals.

Expertise on specific matters may be sought as needs arise, eg hiring consultants to assist with legal concerns, aspects of safety and visitor management, marketing or sponsorship.

New trust members or other volunteers wanting to actively participate in the trust's work are asked to complete a form available on the trust's website and an interview is conducted. Their suitability for particular tasks is assessed and the appropriate briefings provided on and off site (see section 4).

For more details on our Trust activities – [follow this link](#)

3. Health and Safety

3.1 Policy

- ✓ To increase safety awareness and responsibility in the workplace between ourselves and others;
- ✓ To emphasise MTSCT's commitment to taking positive and practicable steps to improve safety in the workplace;
- ✓ To take all practicable steps to ensure the safety of those we associate with (Health and Safety in Employment Act 1992, sections 1.1, 1.2.1, and 1.2.2.);
- ✓ To encourage discussion on safety issues and ensure that solutions are sought, achieved, and maintained;
- ✓ Involve staff in annual review of H & S policy and commitment from all those involved in programme delivery to improve H&S performance standards.
- ✓ Operational procedures, particularly those relating to health and safety and good practice, are discussed. Notes/minutes are circulated and/or displayed on relevant sections of programme websites
- ✓ Action plans are implemented
- ✓ To sustain the trust's extremely high reputation for safety.
- ✓ "MTSCT will aim to have no serious harm injuries during their operation".
- ✓ MTSCT will monitor and document its progress towards achieving this target.

The Mountains to Sea Conservation Trust is committed to maintaining a safe and healthy working environment for the safety and health of its employees and other persons in the workplace. (Employees are defined as any MTSCT member, or any person associated with that member, volunteers and any other person(s) engaged in work for the MTSCT.)

Health and safety is everyone's business and everyone – volunteers, employees and contractors - is expected to share in the trust's commitment to avoid all accidents and incidents which may cause personal injury, property damage or loss of any kind.

Every employee is expected to act safely at all times to ensure their own welfare and that of their fellow employees and others in the workplace.

The trust will ensure the safety of employees by:

- ✓ Providing and maintaining a safe working environment;
- ✓ Providing facilities for health and safety;
- ✓ Ensuring all plant and equipment is safe;
- ✓ Ensuring all employees are not exposed to unmanaged or uncontrolled hazards;
- ✓ Developing and implementing emergency and evacuation procedures.

To achieve this the trust will:

Systematically identify and control all hazards in the workplace. Where there are significant hazards the trust will take all practicable steps to eliminate, isolate and/or minimise these hazards to prevent any injury or damage.

- Inform all employees/consultants of these hazards and the hazard controls.
 - Ensure all employees/consultants are properly trained and supervised.
 - Inform all employees/consultants of emergency and evacuation procedures.
 - Record all incidents and accidents in the workplace, and take all practicable steps to prevent these events from happening.
 - Carry out planned self-inspections to monitor health and safety issues.
 - Review and update the health and safety plan at least annually.
 - Provide ready availability of the health and safety plan to all interested parties (eg on the trust website and at programme locations).
-
- ✓ Care properly for all equipment and protective clothing and ensure replacement when equipment becomes unserviceable.
 - ✓ Report all injuries regardless of severity, to the activity leader, supervisor, or manager, and seek prompt attention for any injury sustained.
 - ✓ Report promptly to the activity leader, supervisor or manager, any condition due to illness or disability which would render any employee unable to perform duties safely.

3.2 Hazard management

All participants have a responsibility to guard against the creation of hazardous conditions and to ensure that safe work practices are implemented.

In particular employees must:

- ✓ Adopt a responsible attitude to the safety of themselves and others.
- ✓ Before starting an unfamiliar task, seek immediate instruction from team leader, supervisor or manager.
- ✓ Remove hazards where appropriate, and report unsafe work conditions and practices to team leader, supervisor or manager.
- ✓ Wear appropriate protective clothing where necessary and wear it correctly.
- ✓ Use appropriate protective equipment or devices correctly.
- ✓ Use correct appliances and equipment for a task and report defective items for repair or replacement at the same time ensuring seriously defective equipment cannot be used.
- ✓ Undertake only approved and appropriate activity management practices.

It is the trust's intention to systematically identify and control all hazards in its workplaces. Where there are significant hazards it will take all practicable steps to eliminate, isolate or minimize these.

Where hazards may only be minimised, the trust will ensure:

- ✓ Protective clothing and equipment is provided and used by all employees, at all times necessary;
- ✓ Good work practices are used and maintained;
- ✓ Employees are properly trained and/or supervised;
- ✓ Where appropriate, and with employee's consent, health monitoring in relation to exposure to significant hazards is undertaken;
- ✓ Any new hazards identified are incorporated into the Hazard Register and all employees informed;
- ✓ Any new machinery/equipment/plant/tasks/chemicals/poisons are assessed before use, and safety controls/practices are established;
- ✓ All hazards and the hazard controls will be regularly assessed (eg through annual review of the health and safety plan).
- ✓ All employees are aware of the health and safety plan and emergency and evacuation procedures.

A hazard register and plan for eliminating, isolating or mitigating hazards generally and for specific programmes is attached as appendix A.

Exposure to hazards is documented and monitored during each activity/working session in the session report by the relevant supervising officer.

EMPLOYEE DECLARATION (consultants, volunteers, trustees, co-ordinators)

(Please return to MTSCT)

In signing this declaration.....
agrees to having read and understood the Mountains to Sea Conservation Trust Health & Safety policy (2011) and understands his/her obligations to local Health & Safety as his/her responsibility.

Signature: _____

Date: _____

(This form is to be retained on personnel file)

DEFINITION OF SERIOUS HARM

Any of the following conditions that amounts to or results in permanent loss of bodily function, or temporary severe loss of bodily function:

- respiratory disease
- noise-induced hearing loss
- neurological disease
- cancer
- dermatological disease
- communicable disease
- musculoskeletal disease
- illness caused by exposure to infected material
- Amputation of body part.
- Burns requiring referral to a specialist registered medical practitioner or specialist outpatient clinic.
- Any harm that causes the person harmed to be hospitalised for a period of 48 hours or more commencing within 7 days of the harm's occurrence.
- poisoning
- vision impairment
- chemical or hot metal burn of eye
- penetrating wound of eye
- bone fracture
- laceration
- crushing
- decompression sickness
- Near drowning
- Loss of consciousness from lack of oxygen
- Loss of consciousness, or acute illness requiring treatment by a registered medical practitioner, from absorption, inhalation, or ingestion, of any substance

Definition of Near Misses

“Near misses or “close calls” with high potential for serious harm should be investigated as thoroughly as incidents that result in serious injury. Near miss incidents have been shown to have similar causes to serious incidents, yet usually under reported. The main difference from serious harm is that no damage or injury results.

3.3 Accident/incident reporting

- ✓ All accidents and incidents must be notified to the relevant national co-ordinator as soon as possible.. The national co-ordinator will report on to the programme director. If any accident or incident is not notified on the day it happens, it may not be accepted as a work related injury. All Accident and Incident reviews will be conducted within 7 days.
- ✓ All medical emergencies, evacuations, fires, and other incidents of a serious nature occurring on public conservation land or falling within Department of Conservation management must be reported immediately to the relevant Department of Conservation area or field office (see www.doc.govt.nz for details). Any such emergency or incident occurring on land/property under other tenure must be reported immediately to the relevant land owner or manager.
- ✓ All accidents and incidents must be recorded on the Accident / Incident Register included in this plan (see Appendix B).
- ✓ All serious harm accidents to any employee(s) are to be notified to OSH Auckland as soon as possible
- ✓ A “Notice or Record of Accident/Serious Harm” form, available from the programme director, is to be forwarded to the nearest OSH office within 7 days of the event (programme director to check and approve release).
- ✓ Programme director to review all accidents/incidents, including near misses, with the committee and agree on any hazard management changes required as soon as possible or within one month.
- ✓ Incident and accident data is regularly analysed and the findings measured against existing health and safety targets and standards.
- ✓ There will be an external reviews of the safety management system after an serious incident.
- ✓ Inform all employees of the outcome of the accident/incident investigation, ie new hazard identified and the hazard controls for it.

3.4 Duties to others in the workplace

All employees have a duty to ensure the following persons are not harmed:

- People in the vicinity of the workplace;
- People lawfully at work;
- People in the area with express or implied consent and who have paid to be there or are buying or inspecting goods.

Employees have a duty to ensure the following persons are advised of any significant hazards that the trust would not reasonably expect to find in its places of work:

- Persons authorized to be there
- Persons on site under the authority of an act, eg power company, council, OSH, ACC.

Employees do not have a duty to:

- Trespassers
- Persons on site solely for recreation or leisure (provided they were not authorized to be there).

3.5 Procedures for review of the safety plan

As part of employee training and induction, employees will work through this plan so they are familiar with its contents. Procedures for recording and reporting incidents, hazard identification and control and emergency procedures will be discussed thoroughly. As this plan is for a growing business with diverse work programmes and locations, management predicts that changes may need to be made during its work. Therefore the safety plan will be discussed at each trust committee meeting. This will help increase safety awareness and encourage identification of new hazards. If a new significant hazard should arise during operations, management will establish the procedures required to control the hazard. Staff will also be asked to raise any concerns or questions about operational policies, procedures, manuals etc.

Additionally, volunteers and consultants will regularly be asked for feedback on health and safety/risk management procedures. Specific parts of the safety management system are reviewed in the event of any significant incident.

Revisions and updates are communicated to all relevant staff before the activity resumes.

MTSCT monitors and documents progress towards achieving its health and safety targets

MTSCT management will review the complete safety plan annually, taking into consideration any new legislation or industry standards that may have an impact on any policy or procedure in the plan.

External reviews of the safety management system are conducted on a regular basis or as directed by a regulatory body. This is 3 yearly through Outdoorsmark currently.

Independent auditing of the safety plan by an auditor certified by the Quality Society of Australasia or equivalent will occur at the request of agencies which actively support the trust.

Document control

When H & S documents are updated, this is noted at the beginning of the document, H & S policies are filed under the current year as a folder name and updated on trust websites (old policies to be deleted from websites). Any out of date policies to be deleted or stored in 'out of date' folder (for reference to procedure developments over time). New H & S policies to be communicated to all.

Volunteers

4.1 Volunteer qualifications and skills

Any volunteers interested in undertaking work for the trust are required to complete a registration of interest form. This outlines their particular area of interest and requests information about their background experience and/or relevant qualifications. In terms of the trust's programmes the main areas of experience and expertise needed relate to experiential education on land, in fresh water bodies and the ocean – see 4.4. An MOU between the Trust and all volunteers is required to be signed (see Appendix C). Volunteers with the EMR programme (this does not include parents or adults provided by the school) are required to have the following minimum skills:

- Strong swimmers (can swim at least 200m continuously)
- Fit and healthy
- Have snorkeling experience.

Full details are outlined in the trust's programme manuals.

4.2 Induction

Staff inductions will be conducted by a senior staff member

Every employee/consultant shall take all practicable steps to ensure:

Their own safety while at work and that no action or inaction of the employee while at work, causes harm to any other person(s).

No untrained employees will be permitted to perform any task, operate any equipment, or deal with any substance or material without prior experience (unless closely supervised by someone with such experience).

All employees are to be aware of:

- The hazards they will be exposed to in the workplace, and the hazard controls or procedures to be taken to prevent any harm or damage to themselves, other person(s) and property;
- What to do in an emergency;
- Where all necessary safety gear or safety equipment and materials (eg first aid kits) are kept.

To ensure that the trust complies with and maintains this system, it will:

1. Ensure new, and existing employees/volunteers read and understand this plan.
2. Ensure the plan is available and accessible to all new and existing employees.
3. Review this plan annually, or sooner if changes are required.
4. Maintain records to ensure all staff/volunteers have read and understood this plan. These requirements are the responsibility of the programme director.

Mountains To Sea Conservation Trust Volunteer Registration Form

Family Name: _____ First Name _____ M/F (please circle)

Address: _____

Phone: _____ (work/hm) _____ (mobile)

Email: _____

Date of Birth: _____ Passport/DL No _____

Availability: Weekends Weekdays Anytime Specific Dates

My relevant work experience is in: _____

Interests (*The type of volunteer work desired eg., on-land supervision, snorkel guiding, in-stream observation, promotion*).

Anything Special Interest: _____

Specific Project (specify): _____

Fitness: Low Medium High

Skills / Experience (*Please check those you can apply to volunteer opportunity*)

Administrative

- Organisation management
- Computing
- Data recording
- Report writing
- Other: _____

Promotional/Education

- Advertising
- Press writing
- Brochure production
- Photography
- Website management

Field Experience

- Snorkel/dive guiding
- Teaching in the field
 - marine
 - freshwater
- Other:
 - Developing education resources

Other : _____

I have volunteered with MTSCCT before

Y/N (please circle)

if yes in what capacity _____

Licenses / Certificates:

- | | | |
|--|---|---|
| <input type="checkbox"/> Car | <input type="checkbox"/> Boat Masters | <input type="checkbox"/> Teaching |
| <input type="checkbox"/> Dive/snorkel qualifications | <input type="checkbox"/> Day skippers | <input type="checkbox"/> Marine/freshwater biology degree |
| <input type="checkbox"/> First Aid | <input type="checkbox"/> Other Relevant _____ | |

Medical Condition: Do you have any medical condition you think we should know about, or that might affect the type of project you could do? (eg. asthma, allergies, disabilities, etc).
This information is confidential.

Emergency contact

Name: _____ **Phone number(s):** _____

Address: _____

Signed: _____ **Date:** _____

4.3 Training policy

The trust aims to help develop skills and competencies over time which will continue to support its work. This relates to all the skills the trust requires, including those practical skills involved in experiential education and environmental protection.

Suitably qualified and experienced people are therefore selected for work on the basis of their technical expertise as well as their ability to teach and mentor others.

Before they are engaged, potential staff/coordinators

- a. are interviewed
- b. have their competence and qualifications checked
- c. have their references checked

Potential staff are asked to disclose any significant criminal convictions and medical or psychological issues that may prevent them from being able to perform their role.

Police checks are conducted. Our MOU with schools state “EMR guarantees that the instructors/volunteers it provides for the programme will not have criminal records for violent or sexual offences, and that EMR will disclose any criminal record that may be relevant to the care of students and/or a specific activity. EMR agrees to police vetting if requested”.

Induction, competence and training records are maintained through the forms included as Appendix D. All training will be documented and stored on file. Relevant qualifications are sent to the national coordinators annually and CV’s are kept on file. Details of renewal and revalidation requirements for each staff member are recorded, such as first aid renewal. Validity and renewal of first aid qualifications is monitored by national coordinators and reminders are communicated as part of annual review of H & S.

Driving licences are sighted and recorded. A senior staff member (with the requisite experience and competence) inducts staff in operational systems, policies and procedures.

Competence checks and training needs are evaluated annually by the programme director and national co-ordinators. National coordinators monitor regional coordinators and MTSCT staff/consultants as part of the annual evaluation requirements of the programmes. Systematic, practical appraisal exists for all staff. Feedback is given that highlights strengths and areas requiring development.

A senior staff member will assign staff to activities using a schedule to ensure the staff deployed are suitably qualified and/or experienced.

Emergency procedures are practiced at least annually.

Assignment of staff

The scope of work and tasks etc is included in contracts.

There is a level of minimum skills requirement related to health and safety management for the Programme Director and National and Regional Programme Co-ordinators as follows:

Programme Director

Clear understanding of the geographical areas the trust operates within
Sound understanding of health and safety legislation and its implications for the trust
First aid certification
Fit and healthy – dive medical clearance
Demonstrated teaching experience
Demonstrated field experience with students and adults
Sound marine and freshwater biodiversity/conservation knowledge
NZQA level 2 4383 Snorkel dive with safety or equivalent
NZQA level 5 8296 Instruct clients in snorkel diving or equivalent

National Programme Co-ordinators

Sound knowledge of the geographical areas the programme operates within
Sound understanding of health and safety legislation and its implications for the programme
First aid certification
Fit and healthy – dive medical clearance
Demonstrated teaching experience
Demonstrated field experience with students and adults
Sound marine and freshwater biodiversity/conservation knowledge
NZQA level 2 4383 Snorkel dive with safety or equivalent
NZQA level 5 8296 Instruct clients in snorkel diving or equivalent

It is highly recommended that the EMR national co-ordinator also has the following qualifications:

Snorkel or SCUBA certificate from a recognized dive trainer agency
Relevant instructor qualifications - this could include NAUI Skin Diving Instructor or equivalent
Swimming and rescue skills – this could include Surf Life Saving Certificate (Bronze medallion), NAUI Skin Diving Instructor (swimming and rescue component), SCUBA training to Rescue Diver level or equivalent
NZU Mini-dippers training

Regional Co-ordinators

Suitable first aid training
EMR or WBC training (refer to EMR and WBC training checklists)
Dive medical to demonstrate fitness for recreational diving/snorkeling (EMR co-ordinators)
Ideally, swimming and rescue skills – this could include Surf Life Saving Certificate (Bronze medallion), NAUI Skin Diving Instructor (swimming and rescue component).
Sound knowledge of the geographical areas the programme operates within

4.4 Position descriptions/types of work undertaken

Full descriptions of the tasks and responsibilities involved in each of the trust's programmes are described in the specific programme manuals. Scope of tasks and responsibilities to be covered in consultancy agreements.

4.5 Volunteer/employee briefing and supervision

Any new volunteers/trust members undertaking work for the trust report to the relevant national or regional co-ordinator or event manager for the day (depending on the site, work or situation) in the first instance and are briefed about the work to be undertaken and potential hazards. Site familiarisation is undertaken and relevant issues explained wherever these arise.

On site briefings are provided at the commencement of every activity. Briefings and Risk assessment planning documents based on the MTSCCT templates are to be developed by regional coordinators and consultants of the MTSCCT programmes.

Should a staff member wish to change a planned area or activity these changes will be communicated to the programme activity co-ordinator who will record these changes. Any changes must have a hazard assessment undertaken prior to commencement.

New and/or unfamiliar activity areas are checked in advance. Assessments are conducted and recorded and incorporated into relevant RAMS. RAMS and emergency plans are to be developed for new activities and sent to the relevant national coordinator for approval and RAMS for all activities are submitted with the annual delivery reports to the national coordinator.

New volunteers/staff are paired with more experienced volunteers/staff. Those new to any activity are required to demonstrate their competence to an experienced person. A template for an EMR briefing is included on the following page. Briefings for WBC and other programme activities are included in the relevant programme manuals and follow a similar format. For all activities and programmes developed by the MTSCCT, we reserve the right to halt activities if H & S is compromised.

Feedback at the end of each working session/activity about HSE management and hazard identification and management is sought from employees/volunteers and documented for discussion at the next executive committee meeting.

Full Briefing checklist – EMR leader/coordinator ADAPT TO YOUR AREA

Location.....

Date.....

(Before entering the water for snorkeling at local area or marine reserve)

Previous day:

- Look at weather and beach conditions
- Advise school/group if conditions are unsuitable for snorkelling

Morning of snorkel:

- Check beach conditions again and look at best entry and exit points

Welcome and introduction

- Welcome group to area
- Introduce EMR programme, yourself and others
- Ascertain students' and adults' experience in snorkelling
- Check that medical conditions known prior to snorkel (consent/liability forms)
- Check any medical conditions of students and adults (medical conditions such as epilepsy, diabetes and asthma should be cleared by a doctor before snorkelling – mild cases of asthma should be buddied up accordingly)
- Marine Reserves (the rules: strictly no take, all marine life completely protected)
- No fish feeding (kina are protected too)
- Use ID charts to explain what they will see*
- What the area used to look like (for example, kina used to dominate the rock flats, now the presence of predators (snapper and crayfish) has allowed the rock flats to return to kelp forest)
- Marine life: snapper, parore, kina, kelp forest, leatherjacket, goat fish, butterfly, stingrays etc

Equipment fitting

- Advise the group to clean their masks (clean off de-fog) before putting them on
- Fins, when to put on and remove, how to put on
- Wetsuit - flotation, warmth, protection from sun, stings etc

Safety aspects

- Entry and exit points
- Use of dive flag
- Snorkel route
- Advise on safety issues (hazards)
 - Currents
 - Waves
 - Sharp rocks
 - marine life – jellyfish, kina, oysters, eagle rays etc
 - temperature
 - tide
 - visibility
- Stay away from rocks and sharp shells, urchins etc

- Use of whistle
- If whistle blows, check the leader for further instructions and make sure you are close to the group. One whistle blast for attention, three blasts for emergency
- Buddy system – one arms length
- Flotation devices – one per group
- Must not return to beach alone, but advise an adult and be escorted
- Use of hand signals
 - Ok, ok on surface, up, down, non urgent, urgent attention
- Check skill levels of adult helpers (buddy up appropriately)
- Check names or numbers of students entering water and recheck on their return to the beach
- Explain emergency procedure
 - First aid kit
 - On site cell phone – 111 for emergency, ask for Leigh first response
 - Name of road for ambulance

Questions

Give students and adults time to ask questions

5. Consultants

5.1 Policy

The trust often acts as a “principal”. A principal means “a person who or that engages any person (otherwise than as an employee) to do any work for gain or reward.” As a principal, the trust is required to take all practicable steps for a contractor’s safety (and the safety of any employees of that contractor).

To achieve this, all contractors will be advised of all specific hazards they may be exposed to, and the hazard controls, whilst the contractor is undertaking work at sites the trust works within and trust emergency and evacuation procedures.

- ✓ Contractors shall be informed they are responsible for any hazards that they may create while at our workplaces;
- ✓ contractors must provide documentation to confirm they have complied with their own responsibilities under the Health and Safety in Employment Act 1992;
- ✓ the following is given to all consultants / sub-contractors:
 - Letter to consultant / sub-contractor;
 - Safety requirements for consultants;
 - Conditions of contract.

The trust requires all organizations contracting consultants who will undertake a regional co-ordination role to sign a specific organisation agreement (attached as Appendix E).

(example) Consultant’s Agreement with Mountains to Sea Conservation Trust

Date: _____

This agreement is between (enter name and contact details) and (enter name and contact details)

This agreement enables(the Coordinator) to consult for the ----- with the authority to deliver(enter programme name) education programme and associated programmes, events & resources in the area as per delivery/budget schedule below (enter budget/delivery).

1. (enter name) is the delivery team leader and has the responsibility for planning and delivery to schools and communities, to assure that all pre-lesson and pre-trip planning measures are in place and equipment and resources are organized and assure that all school personnel, volunteers and students are fully briefed in the safety protocols and paperwork associated with the programme.

2. (enter name) is to complete the following tasks, these tasks are within the scope of this consultancy agreement: **Please enter the specific tasks below**

Example:

- Delivery of the EMR programme in the Area as per schedule below
 - Planning & coordination (including promotion to schools)
 - Preparation & maintenance of snorkel & field equipment
 - Develop Risk Assessment Management plans using all EMR templates and assessing any new environments or activities. Theses should be submitted to the National coordinator for approval.
 - Delivery of classroom presentation
 - Delivery in field (local area & marine reserve)
 - Information transfer to community – media releases

- Follow up visit & support for student action projects & presentation of certificates
- Evaluation's (including student/teacher/participant surveys) and report writing
- Follow the EMR manual coordinator guidelines, including reporting requirements such as incidents and evaluations.

3.(enter name) will be paid out from the appropriate Trust account for completion of work undertaken, with regard to the Trust approved budget/project plans. A timesheet will be kept, and will be submitted with an invoice to the Trust during 2011.(enter name) will produce an annual report on delivery of tasks outlined in this agreement. This report must be completed and delivered to the Trust by(enter date), a copy should also be sent to the EMR national coordinator)

4.(enter name) will be responsible for the care, maintenance and storage of equipment, while conducting the programmes.

This agreement is subject to the provisions of the Health and Safety in Employment Act 1992.

In signing this agreement, (enter name)

agrees to having read and understood the Mountains to Sea Conservation Trust Health & Safety policy (2011) and understands his/her obligations to local Health & Safety as his/her responsibility.

Consultant's Name:

Consultant's Signature:

MTSCT Name:

MTSCT Signature:

Date:

A signed copy should be retained by the consultant and the organisation.

6. Clients

6.1 Client/participant policies

The success of the trust's work requires active involvement from students and members of the public in the four programmes the trust currently runs. Participant safety is paramount to maintain trust credibility and develop uptake of our programmes throughout NZ.

6.2 Protection of the public

Employees must ensure the public is not endangered as a result of any activity in which the trust is engaged. The public must be warned of all activities which carry risk, such as snorkeling and in-stream studies. When activities are underway, every effort must be made to protect the public by the correct use of signs, briefings, protective gear etc (see sections 3 and 4).

7. Operating in the field

Full details of programme operations in the field for schools and community groups are provided in the relevant programme manuals. These include information about briefings, supervision and ratios and specific emergency procedures.

Schools are required to complete an MOU with the trust prior to involvement in any programme – the EMR document is attached as Appendix F – the WBC uses a similarly adapted document as its MOU (included in the WBC programme manual).

Examples of the required study brief for a WBC activity and standards for EMR field work are included below.

A briefing template for EMR field operations (for volunteers and participants) is included in section 4.5.

Drains to Harbour Stream Study Brief checklist

- Set out fish traps, cones and stream sampling gear – ensure rope is put out if group is in fast flowing stream.
- Get water sample for clarity/pH test. Put thermometer in water.
- Welcome and introductions
- Intro to area/history/catchment.
- Day's objectives.
- Use of equipment – run through. What is used for what? Proper use of net. Looking after gear. Washing well after use.
- What we might find – show ID cards etc.
- No harming animals – all life put back at end of the day – explain Whitebait Connection programme kaupapa.
- Priorities – safety, info, learning, fun!
- Location of first aid/ certified first aider/cell phone.
- Nominate time to come back together for sharing. Time needed to get back to school.
- Designate student/adult groups – hand out clipboards.
- Talk about recording sheet and scoring animals.
- Do clarity test, pH test, temperature and flow test.
- Further questions
- Designate areas and space groups along bank side.

EMR Standards

Briefing checklist covered and safety considerations explained.

Sensible assessment of environmental conditions, clear instruction and adequate supervision are the keys to the EMR snorkel risk management policy. If participating in the programme with an EMR snorkel leader, all risk management policies will be worked through with the teacher well before any field trips/camps commence. The snorkel leader undertakes pre-site inspection and obtains up-to-date weather reports before field trips commence. Snorkel leaders/coordinators will make recommendations to the teacher in charge, and decisions will be made cautiously. The school provides a first aid kit, and EMR also carries a specialised kit. All students must have permission from their parent/guardian to attend field trips/camps. Medical conditions should be disclosed, especially since students with, for example, epilepsy, diabetes or asthma are not supposed to dive - in relation to snorkel diving common sense prevails dependant on severity of condition and environmental considerations. EMR provides safety briefings and associated in-water leadership.

Communication

A communication device must be carried that enables immediate communication where practicable for ALL activities

Communication 'blind' areas, or 'black spots', are noted in area specific RAMS and location of nearest land line is noted and recorded. It is understood that all staff/consultants will carry a cell phone to enable communication at any time and cell phone contact details are part of RAMS

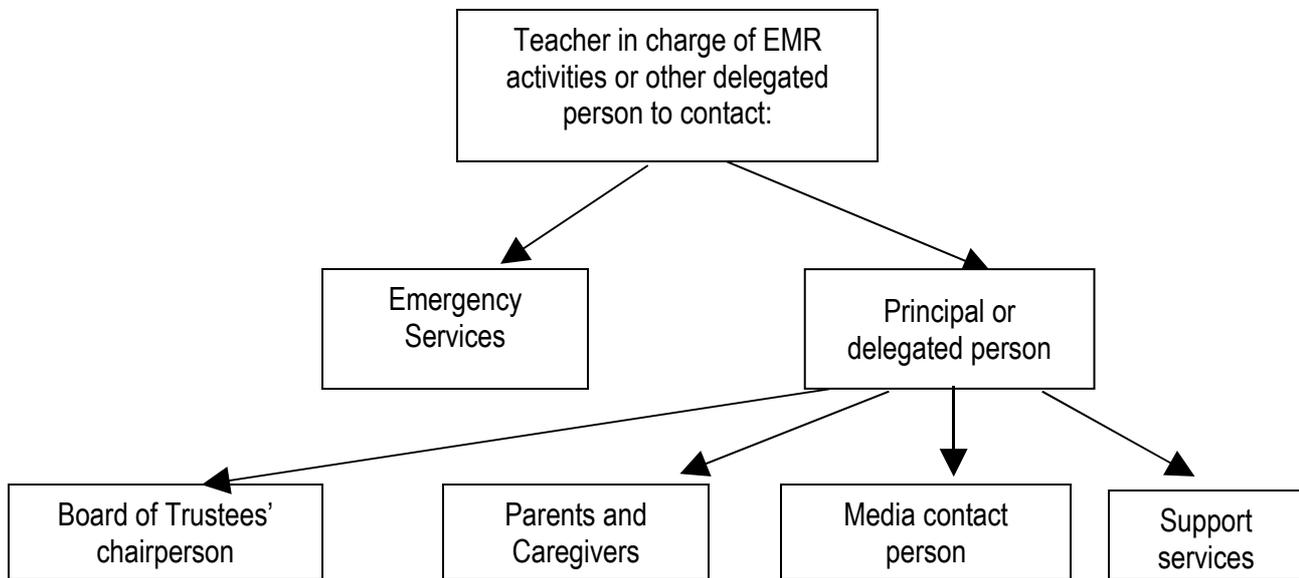
8. Emergency procedures

In the event of an emergency the following generally will happen:

1. Prevention of harm to all persons on site.
2. Raise the alarm (notify all other persons on site).
3. Contact emergency services on 111.
4. Do not put yourself or anyone else at any unnecessary risk.
5. Evacuate from building or area.
6. Assemble all personnel immediately at a designated meeting point.
7. Check all persons are accounted for.
8. Contact the Department of Conservation, other relevant land manager or owner.

All emergencies including evacuation requirements will be noted in the incident register. Note that specific emergency procedures for each programme are included with the RAMs/field trip briefing forms.

DELEGATION FOR EMERGENCY PROCEDURE



APPROVAL FROM SCHOOL

Accept

Reject

Comments

8.1 Injury

All employees shall hold current workplace first aid and if possible emergency first response certificate. In the event of minor injury (eg minor cuts, sprains, burns, stings) the appropriate first aid treatment will be given.

In the case of serious injury/incident, the relevant emergency service will be contacted and appropriate first aid administered until help arrives. The Department of Conservation or relevant landowner or manager will be advised as soon as practicable.

All injuries and near misses will be noted in the incident register. 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.

8.2 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. When a group is overdue and no communication has been established, the Department of Conservation or relevant landowner or manager will be advised as soon as practicable, if contact not established, emergency services will be notified. Specific emergency procedures for programme activities are described with each RAMS/field briefing form (appendix A). Generally in the event that parties become separated from the activity leader/co-ordinator and do not return by the agreed time, the three whistle blast procedure is repeated and if there is no response, emergency services are called.

Head counts of the group are conducted on a regular basis, if someone is missing, ensure rest of the group secure with adult supervision. Establish where missing child/ren or adult/s last seen. Check if missing people/s have a medical condition. Use maps 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. Notify school. School to notify parents and liaise with media as per school's emergency response plan .

8.3 Boating/maritime emergency

If a boating/maritime emergency arises and no other obvious or immediate help is available, call Coastguard on *500 or use VHF radio channel 16 or channel 80.

8.4 Fire

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.

8.5 Weather emergency

Storm

In the event employees, 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 (eg 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 employees, 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 employees, 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.

8.6 Emergency procedure training

Activity specific emergency procedures are practised at least annually under the supervision of the relevant *programme co-ordinator* and recorded in the training log.

9. Equipment

9.1 Policy

Every time a piece of gear or equipment is used, it is inspected. Repair occurs either immediately on site or through a suitable repair facility. Faults and repairs are documented in the equipment register.

If any piece of gear or equipment is no longer able to be used, it is disposed of. Any hire equipment is also checked for faults.

Staff may only use clothing and equipment that are fit for purpose. Whenever possible programme t-shirts are worn and co-ordinators are responsible for having all the equipment they need to perform the operations of their contracts, such as wetsuits, mask, snorkel & fins etc.

Participants

Participants are aware of the clothing and equipment required and are suitably clothed and/or equipped for the activity. This is apparent on permissions letters etc page 83 section 4 of EMR manual. See example below

Your child will need the following items:

- A big packed lunch
- Plenty to drink.
- Sun hat
- Sunscreen
- Togs and towel** (wetsuits and snorkelling gear are supplied, but need to wear their own togs underneath)
- Aqua boots (optional)
- A good pair of shoes for walking on rocks
- Warm jersey for on beach and after their swim
- Pen, pencil, ruler and rubber (for on shore activities)

Coordinators check for appropriate equipment before programme commencement, such as wetsuits, as it is requirement that all students wear wetsuits for snorkel activities in open water. Staff have the authority to refuse to accept the participant on the activity if he/she is inadequately clothed and/or equipped

9.2 Activity equipment lists

Activity equipment lists for each programme are included in each programme manual. An example of the EMR programme equipment list is as follows:

EQUIPMENT CHECKLIST

- Wetsuits
- Masks, snorkels and fins
- Spare mask and snorkel
- Watch
- Whistles
- Dive flag
- De-fog
- Body boards
- First aid kit
- Emergency Procedure
- On site cell phone (fully charged)

9.3 First Aid kits

Requirements for use and supply of first aid kits are detailed in the relevant MOUs and programme manuals. Activity leaders and programme co-ordinators carry first aid kits for each field activity as a standard requirement.

Appendix A

RISK ASSESSMENT

Staff running any activity have the authority to cease an activity for any safety reason.

<p>1. Identify the risks (losses or damage) that could result from the activity.</p> <ul style="list-style-type: none">• Physical injury• Social/psychological damage• Material (gear or equipment)• Programme interruption
<p>2. List the factors that could lead to each risk/loss.</p> <ul style="list-style-type: none">• People• Equipment• Environment
<p>3. Think of strategies that could reduce the chances of each factor leading to the risk/loss.</p> <ul style="list-style-type: none">• Eliminate if possible• Isolate if can't eliminate• Minimise if can't isolate• Cancel if can't minimise
<p>4. Make an emergency plan to manage each identified risk/loss.</p> <ul style="list-style-type: none">• Step by step management• Equipment/resources required
<p>5. Continual monitoring of safety during the activity.</p> <ul style="list-style-type: none">• Assess new risks• Manage risks• Adapt plans

RISK ASSESSMENT CHECKLIST

Factors to consider

– *for physical and emotional safety*

(when completing SAP, RAMS or other risk assessment process)

People	Resources & Equipment	Environment
<ul style="list-style-type: none"> • Who? • Age? • How many? Students Staff Adults • Volunteer helpers • Outside providers/ instructors • Experience • Ratios • <i>Cultural safety:</i> Swimming for Māori/ Pasifika/Somali girls Observing site significance for cultural groups • Physical size/shape • Fitness • Anxieties/feelings • Motivation • <i>Student needs:</i> Educational Medical Language abilities Cultural Behaviour Physical disability • <i>Social and psychological factors:</i> Get-home-itis Risk shift Dropping your guard Unsafe act/s by participants • Error/s of judgment by teacher/instructor 	<ul style="list-style-type: none"> • Information to Parents or Whanau • Plans and systems • Clothing • Footwear • Food and drink • Transport • Toilets • Safe drinking water • First-aid kit and knowledge • <i>Special equipment</i> Body boards Kayaks Whistle Camera Masks/snorkels Fins Wetsuits • Equipment maintenance, quantity, quality • Safety equipment body boards /wetsuits 	<ul style="list-style-type: none"> • <i>Weather</i> Forecast Sun Rain Wind Snow Temperature Season • <i>Terrain</i> – where? What? Familiar Unfamiliar Bush Mountain Sea River Beach • <i>Accessibility to help</i> Telephone Doctor Ranger • Emergency services • Security • Animals/insects • Road use • Traffic density • Fences • Human created environments • Is the site tapu? • Consent and information from landowner/local iwi

Snorkel RAMS

Field trip 'plan' – to adapt to your area

Activity	Snorkeling		
EMR leader/coordinator		Date	
Group		Location	
School		Teacher	

Risks (potential losses)

1 Physical Injury	4
2 Environmental factors	5
3 Gear/Equipment	6

Causal factors (potential risks)	Risk reduction strategies
<p>People</p> <p>Skills</p> <p>Attitudes</p> <p>Age</p> <p>Fitness</p> <p>Ratios</p> <p>Inexperience</p> <p>Health</p> <p>Inappropriate behaviour</p> <p>Inadequate supervision</p> <p>Inexperienced parent/teacher helpers in water</p> <p>Existing medical conditions</p> <p>Sunburn</p> <p>Fall on rocks</p> <p>Washed into rocks</p> <p>Panic</p> <p>Drowning</p> <p>Cramp</p> <p>Exhaustion</p> <p>Colliding with another diver</p> <p>Hypothermia</p> <p>Shallow water blackout</p> <p>Seasickness (if going on boat)</p> <p>Lost – snorkelers drift away/get caught in current.</p>	<p>Experience and skills of snorkel leader. General swimming/snorkel ability of students checked. Students recommended above age of eight (1:1 ratio for students five to eight). Clear discipline guidelines given to students before snorkel and identification of potential hazards. Boundaries, snorkel route and entry and exit points made clear. Marine reserve rules or EMR Kaupapa briefing. Students to stay in immediate proximity of designated adult buddy (one arm's length away). Adequate supervision ensured by adult staff – adult:student ratio aim of 1:2 (adapt ratio to age and skills of students e.g. 1:4 for year 9 students and above). All adults in the water must disclose swimming ability. Sunscreen available. Brief children on danger of hypothermia and assure that it is OK to get out if shivering or tired (your snorkel buddy and adult buddy must accompany you back to shore).</p> <p>Use of safety/observation boats where possible around snorkel area boundary.</p> <p>Keep list of all parties in the water and check off on exit.</p> <p>Parents and teachers to comply with instructors directions while in water. Adult observers based on shore, ready to attend to any emergencies, first aid, emergency plan, medical records, medication and cell phone (location known of nearest land line). On land: No running on rocks, clear boundaries and</p>

	<p>supervision when observing from shore or walking to changing rooms/toilets (e.g. toilets are positioned up hill from Goat Island snorkel site -2 min walk). Number check before and after snorkel. Seasick pills included as part of first aid kit – stay away from fumes, look to horizon.</p>
<p>Equipment</p> <p>No wetsuit, leaky mask, faulty snorkel, no safety gear, being hit by a boat, other obstacle or equipment. Choking or other problems associated with breathing in water down the snorkel</p>	<p>Use of Dive flag. Equipment checked and fitted in shallow water. Use of body boards</p>
<p>Environment</p> <p>Unsuitable weather conditions, tides, currents, rocks, oysters, fishing line/hooks, waves, rips. Weather changes creating adverse conditions. Damage to environment. Hazardous marine life, jellyfish oysters, barnacles, urchins/ Kina spikes, seals, sharks, stingray. Boats.</p>	<p>Up to date weather forecast and pre-site visit. Sensible assessment of environmental conditions. Safe location of entry and exit points, depending on conditions. Identification of potential hazards (waves, rocks etc). Care of environment instructions given. Knife to cut fishing line (not usually necessary in marine reserve). Look out for loose fish hooks. Specialised first aid for treatment of injuries caused by hazardous marine life.</p> <p>Group to stay close together giving boats easy passage through. Bright body boards will help boats identify snorkelers. Stay clear of glass bottom boat motor (at Leigh marine reserve).</p>

THE SNORKEL AREA

The area for snorkelling should be well defined for students, adults and helpers, with a dive flag displayed to warn any passing boats. The EMR leader/coordinator should explain the safest entry and exit points and proposed route for snorkelling. The EMR leader/coordinator will also explain what the snorkelers are likely to see. Hazards such as sharp rocks, slippery boat ramps and oyster- or kina-covered rocks will be identified and any danger with currents, rips or waves explained, along with an explanation of the need for caution. There must always be someone on the look out from shore. This person must be ready and equipped to handle any emergency (for example, knowing the location of first aid, medical and emergency information).

EMERGENCY PROCEDURE

Adult observers based on shore with floatation devices, first aid and cell phone.

Snorkellers - Raise and wave arms for urgent help.

In the event of unforeseen dangers at sea, for example marine life or sea conditions changing, calmly organise evacuation to the nearest safe landing point.

Three whistle blasts for everyone to come back in with buddies and assemble on shore. Apply first aid where appropriate.

Medical records and medication known and on hand.

Safety person on beach to call **111** if urgent. Ask for first response. Advise emergency service of whereabouts, using name of the road and area and advise the nature of the emergency. Get someone to wait by road and direct emergency services to problem.

On-site cell phone – and contact

In the event of separation of parties in the water, try repeat of three whistle blasts before alerting emergency services. **USE GENERAL DELEGATION FOR EMERGENCY PROCEDURE**

HAZARD IDENTIFICATION & REGISTER for EMR snorkelling activities

Hazard	Significant		Practicable to eliminate		Practicable to isolate		All practicable to minimise		Management Systems
	Yes	No	Yes	No	Yes	No	Yes	No	
Minor injury caused by marine life such as oyster, kina, jellyfish, fish hooks		✓		✓		✓	✓		Hazard covered in briefing. Specialised first aid for treatment of injuries caused by hazardous marine life. Carry knife to cut fishing line
Major Injury caused by marine life	✓			✓		✓	✓		Refer emergency response section.
Medical condition experienced by participant	✓			✓		✓		✓	EMR coordinators trained in first aid First aid kits carried by school and EMR. Adult observers based on shore, ready to attend to any emergencies, first aid, emergency plan, medical records, medication and cell phone (location known of nearest land line).
Fall or washed onto rocks	✓			✓		✓	✓		Safe location of entry and exit points, dBrief on hazard of getting to close to rocks. Parents and teachers to comply with instructors directions while in water On land: No running on rocks, clear boundaries and supervision when observing from shore.
Hypothermia	✓			✓		✓	✓		Brief children on danger of hypothermia and assure that it is OK to get out if shivering or tired (your snorkel buddy and adult buddy must accompany you back to shore). Thermal blankets included in EMR first aid kit
Inexperienced parent/teacher helpers in water		✓		✓		✓	✓		Experience and skills of snorkel leader. General swimming/snorkel ability of students checked. Clear discipline guidelines given to students before snorkel and identification of potential hazards. Boundaries, snorkel route and entry and exit points made clear Adequate supervision ensured by adult staff – adult:student ratio aim of 1:2 (adapt ratio to age and skills of students e.g. 1:4 for year 9 students and above). All adults in the water must be confident swimmers
Unsuitable weather conditions, tides, currents, waves, rips	✓		✓		✓		✓		Up to date weather forecast and pre-site visit. Sensible assessment of environmental conditions. Decision to go ahead or not depending on severity or type of weather. Safe location of entry and exit points, depending on conditions. Identification of potential hazards (waves, rocks, currents etc). Boundaries, snorkel route and entry and exit points made clear. Adequate supervision ensured by adult staff – adult:student ratio aim of 1:2. Inwater leadership Snorkel during suitable tide for location Group to stay close together giving boats easy passage through. Bright body boards will help boats identify snorkelers.
Panic, exhaustion & behaviour		✓		✓		✓	✓		Adequate supervision ensured by adult staff – adult:student ratio aim of 1:2. Experience and skills of snorkel leader. General swimming/snorkel ability of students checked. Clear discipline guidelines given to students before snorkel and identification of potential hazards. Skills in rescue etc of snorkel leader. Students to stay in immediate proximity of designated adult buddy (one arm's length away). All adults in the water must be confident swimmers. Use of boards as a floatation device (easier towing or ID for boat pick up)
Equipment No wetsuit, leaky mask, faulty snorkel, no safety gear, being hit by a boat, other obstacle or equipment. Choking or other problems associated with breathing in water down the snorkel		✓	✓		✓		✓		Briefing on equipment explaining use of equipment Use of Dive flag. Equipment checked and fitted in shallow water. Use of body boards
Drowning	✓			✓		✓	✓		All of the above Refer emergency response section.

HAZARD IDENTIFICATION & REGISTER – He Kakano

Hazard	Significant		Practicable to eliminate		Practicable to isolate		All practicable to minimise		Management Systems
	Yes	No	Yes	No	Yes	No	Yes	No	
Minor injury caused by fall in nursery.		✓		✓		✓	✓		<p>Hazards discussed in induction briefing. Maintain a tidy area.</p> <p>Tutors trained in first aid</p> <p>First aid kits carried by tutors and visitor group leaders.</p> <p>Tutors assist volunteers/students to transport where they can be taken to first aid treatment if required.</p> <p>If incident is a <i>serious injury</i> or medical condition refer to the emergency planning section</p>
Major Injury caused by fall at nursery	✓			✓		✓	✓		Refer emergency response section.
Medical condition experienced by participant	✓			✓		✓		✓	<p>Tutors trained in first aid</p> <p>First aid kits carried by tutors and teachers</p> <p>Tutors assist volunteers/students to transport where they can be taken to first aid treatment if required.</p> <p>If incident is a <i>serious</i> medical condition refer to the emergency planning section</p>
Structure collapse at nursery.	✓			✓		✓	✓		Code of conduct for visitors. Tutors to ensure that warning signs on structures are adhered to. WDC must commission engineers reports on structures.
Abduction	✓			✓	✓		✓		All children must stay within sight of an adult and must not go to the toilets alone. Adult to student ratio is 1:5
Sunburn	✓		✓		✓			✓	Visitors must apply sunscreen before visiting as outlined in the instructions they get before arriving.
Ingestion of potting soil or hazardous chemical	✓		✓			✓	✓		Visitors must wear dust masks when shovelling potting mix and wash hands after handling potting mix. Any chemicals must be in a secure area and accompanied by a MSDS (Material Data Safety Sheet). Use of these chemicals is restricted to trained people and must not be used when visitors are on site.
Allergic reaction to plants	✓			✓	✓		✓		Visitors are asked to notify tutors of any allergies or medical conditions at induction so precautions can be taken if required. First aid is kept onsite. If reaction is a <i>serious</i> medical condition refer to the emergency planning section
Damage to feet from spades	✓		✓		✓		✓		Tutors and visitors must wear shoes and not use spades if wearing open toed footwear.
Bee or wasp sting	✓			✓		✓	✓		<p>Remove any wasp or beehives that appear at the nursery.</p> <p>Visitors are asked to notify tutors of any allergies at induction so precautions can be taken if required. First aid is kept onsite.</p> <p>If reaction is a <i>serious</i> medical condition refer to the emergency planning section.</p>

HAZARD IDENTIFICATION & REGISTER – Drain Stencilling

Hazard	Significant		Practicable to eliminate		Practicable to isolate		All practicable to minimise		Management Systems
	Yes	No	Yes	No	Yes	No	Yes	No	
Minor injury caused by fall		✓		✓		✓	✓		<p>Hazards discussed in induction briefing (e.g. slippery surfaces, traffic, unstable surfaces). Maintain a tidy work area.</p> <p>Leaders trained in first aid. Traffic management and safety equipment (e.g. high vis vests and cones/signage) is provided by a qualified STMS.</p> <p>First aid kits carried by tutors and visitor group leaders.</p> <p>Leaders assist volunteers/students to transport where they can be taken to first aid treatment if required.</p> <p>If incident is a serious injury or medical condition refer to the emergency planning section</p>
Major Injury caused by fall	✓			✓		✓	✓		Refer emergency response section.
Medical condition experienced by participant	✓			✓		✓		✓	<p>Leaders trained in first aid</p> <p>First aid kits carried by leaders and teachers</p> <p>Tutors assist volunteers/students to transport where they can be taken to first aid treatment if required.</p> <p>If incident is a serious medical condition refer to the emergency planning section</p>
Structure collapse	✓			✓	✓		✓		Code of conduct for participants. Leaders to ensure that any warning signs on structures are adhered to.
Abduction	✓			✓	✓		✓		All children must stay within sight of an adult and must not walk to the toilets alone. Adult to student ratio is 1:4
Sunburn	✓		✓		✓			✓	Participants must apply sunscreen before leaving school as outlined in the instructions they get before arriving.
Ingestion of polluted water	✓			✓	✓		✓		Hand sanitiser is on hand for use before eating or drinking.
Allergic reaction to plants or bees/wasps.	✓			✓	✓		✓		<p>Participants are asked to notify leaders of any allergies or medical conditions at induction/briefing so precautions can be taken if required. First aid is kept onsite.</p> <p>If reaction is a serious medical condition refer to the emergency planning section</p>
Spraypaint being inhaled or getting into eyes.	✓			✓	✓		✓		When using spray paint participants must wear gloves and dust masks. Spray paint is water based and eye wash is available.

HAZARD IDENTIFICATION & REGISTER – Freshwater Study –

Hazard	Significant		Practicable to eliminate		Practicable to isolate		All practicable to minimise		Management Systems
	Yes	No	Yes	No	Yes	No	Yes	No	
Minor injury caused by fall		✓		✓		✓	✓		<p>Hazards discussed in induction briefing (e.g. slippery rocks, fast flowing water, unstable banks). Maintain a tidy work area.</p> <p>Tutors trained in first aid</p> <p>First aid kits carried by tutors and visitor group leaders.</p> <p>Leaders assist volunteers/students to transport where they can be taken to first aid treatment if required.</p> <p>If incident is a serious injury or medical condition refer to the emergency planning section</p>
Major Injury caused by fall	✓			✓		✓	✓		Refer emergency response section.
Medical condition experienced by participant	✓			✓		✓		✓	<p>Leaders trained in first aid</p> <p>First aid kits carried by leaders and teachers</p> <p>Tutors assist volunteers/students to transport where they can be taken to first aid treatment if required.</p> <p>If incident is a serious medical condition refer to the emergency planning section</p>
Structure collapse	✓			✓	✓		✓		Code of conduct for participants. Leaders to ensure that any warning signs on structures are adhered to.
Abduction	✓			✓	✓		✓		All children must stay within sight of an adult and must not go to the toilets alone. Adult to student ratio is 1:4
Sunburn	✓		✓		✓			✓	Participants must apply sunscreen before visiting as outlined in the instructions they get before arriving.
Ingestion of polluted water	✓			✓	✓		✓		Visitors are to be briefed to not drink the water from the waterway and hand sanitiser is on hand for use before eating or drinking.
Allergic reaction to plants or bees/wasps.	✓			✓	✓		✓		<p>Participants are asked to notify leaders of any allergies or medical conditions at induction so precautions can be taken if required. First aid is kept onsite.</p> <p>If reaction is a serious medical condition refer to the emergency planning section</p>
Drowning	✓			✓	✓		✓		<p>Freshwater studies must not be conducted in areas where participants are put at significant risk.</p> <p>Participants are not to go into the water above their knees. If water is flowing faster than 5 metres per 10 seconds then a rope must be put up.</p>
Aquatic Life – Leeches or Eels		✓		✓		✓		✓	Advise participants of hazards and have first aid on hand.

Activity **Stream Investigation – DTH and WBC**

Leader		Date/Time	
Group		Location	
School		Teacher	

Risks (potential losses)

1 Physical Injury	4
2 Environmental factors	5
3 Gear/Equipment	6

Causal factors (potential risks)	Risk reduction strategies
<i>People</i> Skills Attitudes Age Fitness Ratios Inexperience Health Inappropriate behaviour Inadequate supervision Inexperienced parent/teacher helpers in water Existing medical conditions Sunburn Fall on rocks Washed into rocks Panic Drowning Exhaustion Hypothermia Abduction Separation from rest of group.	Experience and skills of leader. General in water ability of students checked. Students briefed on the hazards at each study site e.g. Unstable banks, slippery rocks, fast-flowing water, sharp objects on stream bed, contaminated water. Clear discipline guidelines given to students before entering water and identification of potential hazards. Boundaries and entry and exit points made clear. Kaupapa briefing – no harming aquatic life – put all specimens back after study. Students to stay in immediate proximity of designated adult buddy. Adequate supervision ensured by adult staff – adult: student ratio aim of 1:4 (adapt ratio to age and skills of students). All adults must be confident and part of the safety briefing. Sunscreen available. Brief children on danger of hypothermia and make sure they know to get out if they become cold or wet and have a change of warm clothes to get into. Parents and teachers to comply with instructors directions while in/beside water. Adult observers based on streamside, ready to attend to any emergencies, first aid, emergency plan, medical records, medication and cell phone (location known of nearest land line). On land/streamside: No running on rocks, clear boundaries and supervision when observing from shore/streamside or walking to changing rooms/toilets. Place rope across waterway in fast-flowing streams. Number check before and after stream study.

<p>Equipment</p> <p>No safety gear, Inappropriate footwear. Inappropriate use of gear. Being hit by obstacle or equipment. No warm change of clothes.</p>	<p>Brief on how to use equipment. Equipment checked and tried on land.</p> <p>First Aid Kit on-hand and First aid certified personnel on-hand.</p> <p>Use of cones to mark boundaries. Rope available to throw out to assist in water.</p>
<p>Environment</p> <p>Unsuitable weather conditions, e.g. Heavy rainfall and high water levels. Weather changes creating adverse conditions. Damage to environment. Hazardous aquatic life leeches etc.</p> <p>Unstable banks. Slippery bank sides. Sharp objects on stream bed e.g. Broken glass. Slippery Rocks.</p>	<p>Up to date weather forecast and pre-site visit. Sensible assessment of environmental conditions. Safe location of entry and exit points, depending on conditions. Identification of potential hazards (erosion, rocks, slippery surfaces, water etc). Care of environment instructions given. Specialised first aid for treatment of injuries caused by hazardous aquatic life. Advise students not to eat before washing their hands – take hand sanitiser.</p>

EMERGENCY PROCEDURE

Adult observers based on streamside with rescue device (rope), first aid and cell phone.

In the event of unforeseen dangers in the outdoors, for example aquatic life or water conditions changing, calmly organise evacuation to the nearest safe landing point.

Three whistle blasts for everyone to come back in with buddies and assemble on streamside. Apply first aid where appropriate.

Medical records and medication known and on hand.

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.

Get someone to wait by road and direct emergency services to problem.

On-site cell phone number.

In the event of separation from the main group, repeat the three whistle blast procedure and advise emergency services if no response.

USE GENERAL DELEGATION FOR EMERGENCY PROCEDURE

Activity **Drain Stenciling and monitoring**

Leader		Date	
Group		Location	
School		Teacher	

Risks (potential losses)

1 Physical Injury	4
2 Environmental factors	5
3 Gear/Equipment	6

Causal factors (potential risks)	Risk reduction strategies
<p><i>People</i></p> <p>Skills Attitudes Age Fitness Ratios Inexperience Health Inappropriate behaviour Inadequate supervision Existing medical conditions Sunburn Fall on footpath Separation from main group</p>	<p>Experience and skills of leader. Clear discipline guidelines given to students before leaving school and identification of potential hazards. Students use toilet before leaving school. Boundaries, made clear. Students to stay in immediate proximity of the rest of the group at all times. Adequate supervision ensured by adult staff – adult: student ratio aim of 1:4 (adapt ratio to age and skills of students e.g. 1:2 for year 4 students and below). Sunscreen available.</p> <p>Leader first aid certified and equipped with first aid, emergency plan, medical records, medication and cell phone (location known of nearest land line). No running on road, clear boundaries and supervision when observing the marine reserve from the lookout. Number check before and after field trip. Students to listen to traffic safety briefing from Transfield STMS staff and comply with all rules.</p>
<p>Equipment</p> <p>Unsuitable clothing and/or footwear. Whistle Spray-paint</p>	<p>Ensure students have suitable clothing and footwear. Take whistle.</p> <p>Ensure students do not spray paint anywhere but at the stencil to mark the drains.</p>

<p><i>Environment</i></p> <p>Unsuitable weather conditions or weather changes creating adverse conditions.</p> <p>Damage to environment.</p> <p>Traffic.</p>	<p>Up to date weather forecast and pre-site visit. Sensible assessment of environmental conditions. Safe location of boundaries. Identification of potential hazards (traffic, spray-paint). Care of environment instructions given.</p> <p>Group to stay close together giving traffic right of way.</p>
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EMERGENCY PROCEDURE

Group leader equipped with first aid and cell phone.
 In the event of an emergency, calmly organize evacuation to the nearest safe meeting point.
 Whistle blasts for attention – instruct everyone to assemble at meeting point. Apply first aid where appropriate.
 Medical records and medication known and on hand.
 Delegate an adult to call **111** if urgent. Ask for first response. Advise emergency service of whereabouts, using name of the road and area.
 Get someone to wait by road and direct emergency services to problem.
 On-site cell phone and contact.
 Repeat whistle blast procedure in the event of missing parties.

USE GENERAL DELEGATION FOR EMERGENCY PROCEDURE

Activity **Working at He Kakano Community Nursery**

Leader		Date	
Group		Location	
School		Teacher	

Risks (potential losses)

1 Physical Injury	4
2 Environmental factors	5
3 Gear/Equipment	6

Causal factors (potential risks)	Risk reduction strategies
<p><i>People</i></p> <p>Skills Attitudes Age Fitness Ratios Inexperience Health Inappropriate behaviour Inadequate supervision Existing medical conditions Sunburn Fall on footpath Commercial work environment Climbing and falling hazards at entrance. Falling hazards at walls Tripping hazards The timber box and glass Loss of parties/separation from group</p>	<p>Experience and skills of leader. Clear discipline guidelines given to students before leaving school and identification of potential hazards. Boundaries, made clear. Students to stay in immediate proximity of the rest of the group at all times. Adequate supervision ensured by adult staff – adult: student ratio aim of 1:8 (adapt ratio to age and skills of students e.g. 1:2 for year 4 students and below). Sunscreen available.</p> <p>Leader first aid certified and equipped with first aid, emergency plan, medical records, medication and cell phone (location known of nearest land line). No running on road, clear boundaries and supervision when observing. Number check before and after field trip. Students to listen to safety briefing from group leader/tutor. Access ways should be kept clear. Entrance corridor has brittle roof structures which children could access and then fall through. Site access must be directly supervised and this area should be used for access only and not as a work area. Warn children about the hazards and ask them to keep away from hazards and keep area tidy.</p>
<p>Equipment</p> <p>Unsuitable clothing and/or footwear. Whistle Spray-paint Chemicals</p>	<p>Ensure students have suitable clothing and footwear. Take whistle.</p> <p>Chemicals held on site must be in a secure area and accompanied by an MSDS form (Material Safety Data Sheet). Use of these chemicals will be restricted to trained people.</p> <p>Shade structure is also brittle on the roof. All access onto building structures should be forbidden.</p> <p>Security – The designated area within He Kakano is the only area where the school groups may go.</p>

<p>Environment</p> <p>Unsuitable weather conditions or weather changes creating adverse conditions.</p> <p>Damage to environment.</p> <p>Traffic.</p>	<p>Up to date weather forecast and pre-site visit. Sensible assessment of environmental conditions. Safe location of boundaries. Identification of potential hazards (traffic, spray-paint). Care of environment instructions given.</p> <p>Group to stay close together giving traffic right of way.</p>
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Hazards:

- The site is a **commercial work environment**, shared by other groups and access ways should be kept clear.
- **Climbing and falling hazards at entrance.** Entrance corridor has brittle roof structures which children could access and then fall through. Site access must be directly supervised and this area should be used for access only and not as a work area.
- **Falling hazards at walls** in the nursery area – warn children about the hazards.
- All **chemicals** held on site must be in a secure area and accompanied by an MSDS form (Material Safety Data Sheet). Use of these chemicals will be restricted to trained people.
- **Tripping hazards** from uneven ground surface – warn students and maintain a tidy area.
- **The timber box and glass** in the far corner could be tampered with – keep children away or remove.
- Possible hazardous **chemicals** near the entrance (from the conservatory) between the building and the greenhouse – supervise children in this area.
- Shade structure is also **brittle** on the roof. All access onto building structures should be forbidden.
- **Security** – The designated area within He Kakano is the only area where the school groups may go.

General Health and Safety Procedures:

- Supervise student access into the nursery and brief all visitors to the nursery on hazards listed below, location of exit points and toilets/hand washing facilities.
- Keep an adequate first aid kit and fully charged cell phone on-site when tutoring students.
- Nursery rules for students – no running, no throwing, no climbing onto buildings, no wandering off without telling a teacher or tutor where you are going.
- Keep workspace clear of hazards.
- Clean gear after use e.g. Trowels, gloves, and tables.
- Keep area clear of rubbish and food scraps.
- Only use irrigation system in dry weather.
- Do not spray weeds immediately before or during the students' time at the nursery.
- Advise students of boundaries – do not go into areas where WDC have dumped potential hazards e.g. loose wood, glass or metal.
- Optimum adult student ratio is 1:5. Maximum of 16 students on-site at one time.
- Phone and facilities: The conservatory facilities outside of the designated area will be 'off-limits', the use of phone, toilets, medical kits, smoko rooms etc is not allowed. The groups must use the public toilets at the end of First Ave and must seek WDC approval to enter other areas within the nursery. A WBC first aid kit will be kept in the lockup storage room.
- Watering, weed control and care of plants in the school holidays is the responsibility of WBC.

EMERGENCY PROCEDURE

Group leader equipped with first aid and cell phone.

In the event of an emergency, calmly organize evacuation to the nearest safe meeting point.

Whistle blasts for attention – instruct everyone to assemble at meeting point. Apply first aid where appropriate.

Medical records and medication known and on hand.

Delegate an adult to call **111** if urgent. Ask for first response. Advise emergency service of whereabouts, using name of the road and area.

Get someone to wait by road and direct emergency services to problem.

On-site cell phone and contact

Repeat whistle blast procedure in the event of missing parties/separation from main group.

USE GENERAL DELEGATION FOR EMERGENCY PROCEDURE

Appendix B

Mountains to Sea Conservation Trust
Incident Report Sheet

This incident report sheet is intended to be completed by EMR coordinators/leaders, if any incident occurs

Organisation: Incident number:

Accident or near accident or incident

Injury Death Illness Equipment damage

Location: Date: Time of Day:

Weather

Temperature Clouds Precipitation Visibility Wind

Type of injury/illness

Abrasion Fatigue Cold injury Asthma Urinary
 Burn Puncture Hypothermia Infection Fever/flu
 Concussion Sprain Hyperthermia Allergy Dermatitis
 Bruising Strain Gastrointestinal Cardiac Other:
 Laceration/Cuts Cramp Drowning

Programme Type

Activity being undertaken at the time

Snorkeling Other:
 Walking
 Steam Study
 Rock Pools
 Swimming

Teacher in Charge

Name:

Age: Gender (M/F):

Mountains to Sea Conservation Trust representative

Name:

Age: Gender (M/F):

Person involved in incident

Name:

Address:

Age:

Gender (M/F):

Contact No:

Narrative (describe what you believe happened)

Date / Time	Event

Privacy

Information collected on this form is for the purposes of:

- identifying incident trends
- informing safety management policy, and
- improving safety management procedures

Details will be kept confidential. Schools and individuals will not be identified in any data analysis reports.

Appendix C

Memorandum of Understanding between the Mountains to Sea Conservation Trust and Volunteers

Purpose

This MOU aims to set out a workable framework to ensure the efficiency of the volunteer work to be undertaken for the Mountains to Sea Conservation Trust (MTSCT).

Principle

The principle underlying this MOU is a goal of a collaborative approach towards community education and involvement to benefit the environment through community engagement and hands-on experience with restoration and conservation.

The MTSCT now has an 8 year track-record of success in coordinating and delivering environmental and community engagement programmes throughout Northland and New Zealand, including the Experiencing Marine Reserves Programme (EMR) and the Whitebait Connection Programme (WBC).

MTSCT acknowledges, accepts and values the positive support we receive from the wider community in helping us to achieve our programme vision to instil caring and understanding attitudes and actions towards our freshwater and marine environments.

Roles and Responsibilities

The MTSCT is a non-profit charitable trust which was set up in 2002 to umbrella the Experiencing Marine Reserves Programme (EMR) and the Whitebait Connection Programme (WBC). Since then, it has developed a Drains to Harbour programme (DTH), Mangrove Discovery programme (MDP) and MarineNZ website.

The formation of our Trust brings together an extensive array of professional skills and capabilities. Within our group there is a balance of youth and experience, science, social science and educational accomplishment. Collectively amongst the Trustees of Mountains to Sea Conservation Trust we have decades of educational, science and business experience. We have extensive networks and professional relationships to call upon. We have a vision of how environmental education can develop and play an important role in our communities. We believe our programmes make a unique contribution to environmental education with implications far beyond Northland.

Volunteers are highly valued by our trust and we will do our utmost to ensure they feel supported, well-informed and safe.

Risk Management Framework

MTSCT is a highly mobile trust. We work all over Northland and NZ and ensure we have high safety standards at all of our sites. Each volunteer will be provided with a Risk Analysis and Management Sheet (RAMS) and health and safety briefing from a trustee or consultant to the trust, prior to commencing any work for the trust. The person responsible will be clearly identified to the volunteer by the Chairperson of the trust prior to commencing work. MTSCT monitors the risks and potential hazards within all its work environments and adapts its RAMS and briefings accordingly.

Familiarisation with the current relevant RAMS forms and a Health and Safety Policy and procedures document is essential before volunteering services can begin.

Mountains to Sea Conservation Trust
MOU Agreement for Volunteers
Short-term Agreement between the MTSC and
Insert date of contract term here

This is an agreement between:

**Mountains to Sea
Conservation Trust**
– Trustee – Samara
Nicholas (Sponsor)

Address: Phone: Email:

And:

(Volunteer)

Address: Phone: Email:

This agreement enables _____ to volunteer for the Mountains to Sea Conservation Trust under the supervision of a Trustee (_____) or consultant to the Trust (_____).

_____ will be responsible for his/her own transport to and from the place of work. _____ will be given access to the relevant RAMS form/s for the site and given a full Health and Safety briefing from the supervisor. _____ reserves the right to refuse work if he/she feels harrassed or unfairly treated or unsafe. Complaints procedure is to advise the Trust Chairperson of any complaints or concerns, which will be dealt with by the Trust.

The Trust reserves the right to cancel this agreement if _____ does not fulfill his/her obligations eg Doesn't turn up to work, harrasses the supervisor, refuses to work, demonstrates unsafe practices.

_____ will undertake all post and pre communication with _____ on behalf of the Trust, including co-ordinating worksheets and signing off timesheets. _____ must advise _____ of what work he/she has done and when by phone and by filling in a timesheet and posting to _____ at the end of each week. During work _____ must ensure all Trust protocols are adhered to or he/she is liable to be refused further work for the Trust.

The volunteer will be provided with a reference from the trust outlining duties undertaken during term of work.

.....
are within the scope of this agreement:

to complete the following tasks. These tasks

This includes:

<i>Task and anticipated hours</i>	<i>Anticipated hours</i>	<i>Location</i>	<i>Supervisor</i>	<i>Date</i>

Signed:

Date:

Name:

Signed:

(Trustee)

Date:

Name

Appendix D
TRAINING/INDUCTION CHECKLIST

Induction Component	Instructions	Date	Co-ordinator Initials	Inducted initials
Safety Policy	Go through health and safety policy and procedures.			
Field Trip Plans	Discuss the safety plans and the field trip plan template. Ensure coordinator is competent in applying the template.			
Safety Equipment	Make sure coordinator has access to and is familiar with all safety equipment required for the activity.			
Swimming ability (EMR)	Check ability/confidence in the water and snorkeling			
Field ability (WBC)	Check ability/confidence in the field and in-water environment			
Local Conditions Knowledge	Check sound knowledge of the area and sea/river/stream conditions as well as environmental conditions overall.			
First Aid Certificate	Take copy of First aid certificate. Note expiry date for reminder of refresher.			
Dive medical certificate (EMR)	Fit and healthy to perform snorkeling or dive or instream activities (including rescue).			
Drivers Licence	If the coordinator is required to travel to sites, check that they have a current drivers license.			
Teaching ability	Teaching experience with students			
NZQA credits	Instruct clients in snorkel diving (8296 v3) for EMR Or equivalent. Qualifications in freshwater ecology, biology or similar and qualification in leading instream LEOTC for WBC. Sound risk management practices (all programmes)			
Marine biodiversity knowledge	Sound marine biodiversity/conservation/marine reserve knowledge			

Freshwater biodiversity knowledge	Sound freshwater ecology/biodiversity/conservation knowledge			
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I confirm that I have taken this coordinator through the above information and I am confident they understand the material.

Inductor Name:

Signature:

I confirm that I have been taken through the above information and am confident in my understanding of the material.

Coordinator Name:

Signature

Appendix E

'Organisation Agreement' with Mountains to Sea Conservation Trust



The Mountains to Sea Conservation Trust (“the trust”) is the provider of the Experiencing Marine Reserves (“EMR”) programme.

The EMR programme empowers schools and communities by providing hands-on experience in the ocean. The programme involves investigating marine biodiversity within local marine environments before venturing to a fully-protected marine reserve. After this experience, students are able to compare unprotected and protected areas and are encouraged to put their knowledge into action within the community.

The EMR programme concept:

- Introduction to marine biodiversity
- Investigation of local marine area
- Marine reserve experience
- Comparison between local area and fully protected area
- Action for the marine environment

The national development and expansion of the EMR programme is supported by the Department of Conservation and Tindall Foundation.

The components of the concept described above are the essence of the EMR programme. When incorporating this concept into a broader marine initiative (adapted to the needs of your area) you may say that you are basing your initiative on ‘EMR’. The programme and resources remain the intellectual property of the Trust.

This is an agreement between:

Experiencing
Marine
Reserves
(EMR)
Mountains to Sea
Conservation Trust
(the “Trust”)

Address:	Rockell Rd, RD1 Hikurangi, Whangarei
Phone:	09 433 8205
Mobile:	021 036 2019
Email:	samara@emr.org.nz
Website :	www.emr.org.nz

And:

.....
.....
(the “Organisation”)

Address:
Phone:
Email:

Initial Here

Commitment to full EMR programme (delivery of concept)

The Organisation agrees to:

1. Incorporate the EMR concept (information, experience and action) in the programme and curriculum e.g. incorporate an introduction to marine species, investigation of local unprotected area and marine reserves and presentation of experience or research to the local community (Note: local and marine reserve investigations may take place in intertidal (without getting wet) or subtidal area or by research in the classroom).
2. Take reasonable care to tailor the programme to meet local needs, while maintaining key concepts above.
3. Maintain the name 'Experiencing Marine Reserves' and acknowledgement on any documentation of source of concept such as 'The Codfish Bay Experiencing Marine Reserves programme' or 'This marine education programme has been based on the 'Experiencing Marine Reserves' EMR programme concept www.emr.org.nz.'
4. Encourage the schools involved to inform the school and wider community about marine conservation and EMR experiences and encourage action within the community, incorporating any local marine conservation initiatives or by holding a marine conservation event e.g. Marine conservation information evening, with special guest speakers.
5. Take reasonable care to coordinate and deliver the EMR programme with passion and knowledge and ensure that coordinators are properly trained according to Mountains to Sea Conservation Trust-EMR standards.
6. Ensure that regional coordinators submit reports and website stories at the end of each delivery season via email to the EMR national coordinator or a Mountains to Sea Conservation Trust Trustee and agree to meet at least once a year to discuss EMR programme progress including work planning and evaluation of programmes. The parties will also maintain regular communication via telephone calls & e-mail messages.
7. Vest in the Trust all further ideas, innovations or concepts that develop from the EMR programme. Should either Party contribute resources that are not generated through EMR, Parties will acknowledge their separate ownership and their contribution.
8. Ensure and develop an action plan for EMR in our region, including ideas for future funding sources.
9. Be responsible for making funding applications (if applicable).
10. Partnership with local Department of Conservation and any other regional EMR coordinators.
11. Ensure that your regional coordinator or person responsible for delivery inform the schools about the organisations responsibilities and the school's responsibilities (see EMR agreement in manual) with regard to planning and risk management etc.
12. Recognise that use of the EMR programme and resources is restricted to educational and non-profit purposes. The EMR resources are protected by copyright, but can be reproduced in their entirety for educational non-profit use. For example, CD-ROMs can be burnt in their entirety.
13. When appropriate provide a donation towards the resources provided by EMR.

Initial Here

In relation to snorkelling, sensible assessment of environmental conditions, clear instruction and adequate supervision are the keys to managing risks.

The Organisation shall:

1. Adhere to EMR's safety requirements (as per "standards" attached) and adapt appropriate Risk Management and Emergency procedures to suit the area. Risk management and safety will be a priority and will be carefully reviewed and approved by the school involved before any field exercises.
2. Take and demonstrate to the Trust all practicable steps to ensure compliance with the Health and Safety in Employment Act 1992, its amendments and relevant regulations, and Codes of Practices.
3. Comply with the Trust's safety requirements and adapt appropriate Risk Management and Emergency procedures to suit your area. Risk management and safety will be a priority and will be carefully reviewed and approved by the school involved before any field exercises. In addition, our organisation must:
 - Effectively implement risk management planning for our area
 - Report all incidents verbally to the Trust as soon as practical, and formally in writing within five (5) days of incident occurrence.
 - Provide a summary of safety performance on an annual basis.

The Trust reserves the right to:

1. Monitor the organisation's safety and performance; and
2. Terminate the agreement should the organisation breach any term of the agreement. Upon the termination of the agreement all intellectual property in the possession of the organisation shall be immediately surrendered to the Trust

Signed: (Organisation) Date:

Name:

Signed: (EMR) Date:

Name:

Please send a signed copy of the completed agreement to:

Samara Nicholas *for Experiencing Marine Reserves programme - Mountains to Sea Conservation Trust*

Rockell Rd, Whananaki North
RD 1 Hikurangi, Whangarei 0181
(09) 433 8205
Email samara@emr.org.nz

Appendix F

EMR – School Responsibility Agreement



The Experiencing Marine Reserves (EMR) programme empowers schools and communities by providing hands-on experience in the ocean. The programme involves investigating marine biodiversity within local marine environments before venturing to a fully-protected marine reserve. After this experience, students are able to compare unprotected and protected areas and are encouraged to put their knowledge into action within the community.

This is an agreement between:

Experiencing
Marine
Reserves
(EMR)
Mountains To Sea
Conservation Trust

Address:

Phone:

Mobile:

Email:

And:

.....

.....

(School)

Address:

Phone:

Email:

Please tick to acknowledge the following:

EMR responsibilities – provide the school with the following:

EMR will take all practicable steps to ensure the health and safety of the school students and staff while participating in the EMR programme.¹

- Explanation of how the expected learning outcomes of the activity/ies will be met
- Marine education resources
- Marine biodiversity and conservation presentation in classroom
- Work in partnership with teacher in charge to coordinate and organize field trips
- Volunteers with relevant qualifications/experience (if applicable)
- Snorkel equipment and instruction for water activities

¹ Health and Safety in Employment Act 1992, sections 1.1, 1.2.1, and 1.2.2.

- Safety equipment and associated briefings and in field leadership
- Safety management plans and policies, for example RAMS for snorkeling activities
- Emergency procedures for snorkeling activity

School responsibilities – provide EMR with the following:

- Intended learning outcomes that are based on the achievement objectives in the relevant curriculum areas
- Adequate parental/community supervision for field activities
(EMR recommends 1:2 ratio, and can help identify community support for supervision on request)
- Student participation consents, swimming ability, medical conditions and permission for EMR use of student images/footage
- Appropriate support for students with special needs
- Review of snorkeling risk management and approval from Board of Trustees
- Risk management planning for all activities other than snorkeling
- First aid kit
- School covers costs associated with transport, food, accommodation and optional glass bottom boat ride. EMR requires \$1 per student per field trip.

Please also tick the following to recognize your commitment to EMR:

Our staff and students undertake to:

- Recognise that the use of the EMR programme and resources is restricted to educational and non-profit purposes. The EMR resources are protected by copyright, but can be reproduced in their entirety for educational non-profit use.
- Incorporate the EMR concept (information, experience and action) in the school programme and curriculum, for example by incorporating an introduction to marine species, investigation of a local unprotected area and marine reserves- and action-oriented activity.
- Follow-up the in water experiences with an ACTION activity. The students are encouraged to put their knowledge into action within the community, such as investigating where a marine reserve would go, sharing findings with the local community, running a public survey or making an official submission about marine conservation. Over the years students have been involved in a range of action projects, from writing letters to their local authorities to letters to Members of Parliament, and presentations in front of assembly to presentations at public events.
- Refer to the programme as ‘Experiencing Marine Reserves’ or EMR wherever possible.
- Recognise that risk management, other than that associated with snorkeling, remains the official responsibility of the school.
- Indemnify the EMR leader for any claims, costs, damage and expenses that may result from the failure of the school to fulfil its risk management obligations.

EMR guarantees that the instructors/volunteers it provides for the programme will not have criminal records for violent or sexual offences, and that EMR will disclose any criminal record that may be relevant to the care of students and/or a specific activity. EMR agrees to police vetting if requested.

The school and EMR reserve the right to withdraw any or all participants from the programme if safety is compromised.

Signed: (School) Date:

Name:

Signed: (EMR) Date:

Name: