

**Blue Lagoon Christian Camp and Conference Centre**



**Beach Discovery**  
**Standard Operating Procedure**  
**and**  
**Risk Management Plans**



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## **OVERVIEW**

An activity where a group walks down to the front beaches (Blue Lagoon Beach and Red Ochre Beach) where campers can explore the wonders the beach holds, discover the rockpools that brim with life at low tide and to learn a little about the history of the area and the aboriginals who originally lived there.

## **OUTCOMES**

To encourage participants to see the wonder and uniqueness of God's creation, to learn about the heritage of the area and to foster a respect for the other creatures we share our environment with.

## **PRE-REQUISITES FOR INSTRUCTORS**

The leader of this activity should be a competent adult who is effectively able to control a group. There should be a minimum ratio of 1 adult to 10 minors and the instructor should be qualified in first aid and it would be of additional benefit though not necessary if they held a lifesaving qualification.

## **LOCATION**

Blue lagoon beach and Red Ochre Beach

## **PRIOR TO COMMENCING**

Group must be briefed on appropriate behaviour and risks of walking on and crossing roads on the way to the beach. Instructors will need to ensure that they are appropriately equipped with a first aid kit, any necessary medications that are needed (asthma/anaphylaxis) and a reliable way of contacting the campsite in case of an emergency (phone or radio).

## **INITIAL INTRODUCTION AND PARTICIPANT BRIEFING**

Participants must be gathered and a head count taken so that everyone can be accounted for. The group will be briefed on how they are expected to conduct themselves on the walk to the beach and while crossing the road. This is not a swimming activity and campers are not permitted to go into the water over their ankles. Appropriate footwear must be worn, especially if the group will be climbing on the rocks.

## **SPECIFIC ACTIVITY SAFETY AND INSTRUCTIONS**

### **Clothing /footwear requirements**

Participants are advised to wear closed toe shoes (not thongs or sandals) and to bring a jacket. On hot days participants will need to bring a hat, wear sunscreen and preferably wear clothing that will cover their skin(long sleeves).

### **Walking to the beach**

The two routes to the beach are as follows:

Exit at the back gate and turn right onto Rotuli Street. Follow Rotuli Street to the end and turn Left onto Carlton Beach Road. Follow Carlton Beach road for 30m then cross with care. Follow the gravel track and access the beach via the stairs. Head Left to explore Red Ochre Beach or Right to head along Blue Lagoon Beach.

Exit from the front gate and turn left down Bally Park Road. Follow the road all the way down the hill. Continue straight onto Junction street and follow all the way to the end. At the T intersection turn right onto Carlton Beach Road then Turn left into tiger head road following the signs to the boat ramp. On Tiger Head road there is a play area and toilets on the left. Just past the playground turn left into Kannah Street and at the end of the street you will find the entrance to Blue Lagoon Beach.

Please ensure all the participants walk together in a group and cross all roads as a group on the instructor's signal. Use footpaths wherever possible and stick to the side of the road or the shoulder where footpaths are not available.

### **The Beaches**

Red Ochre Beach is known for its Red Ochre rock that was commonly used by the aboriginal people to grind up and use as a hair dressing and body paint. This beach has some beautiful sandstone and you will also find that it has rich sea grass beds and smooth black pebbles.

Blue Lagoon Beach is a mostly open and sandy beach that is frequented by families. At the northern end there is a rocky outcropping that is full of low tide rock pools that are filled with crabs, seastars, anemones and other sea life.

### **Instructions for Campers**

This is not a water activity so it is important that participants understand that entering the water is not permitted. It is up to the group leader's discretion as to whether they deem it safe to climb on and explore the rock pools but prior to making that decision the weather and tides should be checked and the conditions carefully monitored during the activity.

There is a beach identification booklet that can be used to help identify the different creatures and items found along the shore and in the rock pools.

### **DEBRIEF**

#### **Themes: Environmental awareness, Caring**

Every living thing deserves respect

It is important to slow down and notice/recognise the world around us for what it is

Our actions and choices have an impact

*The godly care for their animals, but the wicked are always cruel – Proverbs 12:10*

But ask the beasts, and they will teach you; the birds of the heavens, and they will tell you; or the bushes of the earth, and they will teach you; and the fish of the sea will declare to you. Who among all these does not know that the hand of the *LORD* has done this? In his hand is the life of every living thing and the breath of all mankind - Job 12:7-10

### **PACK UP**

Before leaving the beach ensure that all the campers have their belongings with them and perform a head count to ensure you have all of your participants. Debrief the campers on what they have seen and discovered and let them share with the others in the group.

Walk back to camp as a group using either of the two routes mentioned above.

### **INSTRUCTOR RESPONSIBILITIES**

To maintain safety of campers at all times

To supervise behaviour of campers during the activity

To monitor the tidal and weather conditions during the activity

To administer first aid when required

To supervise safe crossings and movement of campers when in transit to the beach.

To coordinate helpers and assistants in their roles of supervising and exploring alongside the campers.

## ASSESSING THE LEVEL OF RISK

Once risks are identified, they are evaluated on a 2 dimensional matrix using a qualitative rating of the likelihood of the event occurring and the scale of the possible consequences. When risks have been identified, they are analysed by combining the consequences and likelihood to produce a level of risk. This form of evaluation provides a good graphical representation of how serious the risk is or where it lies within a group of risks. The risk analysis provides information critical to determining what risks need to be treated and what risks are accepted.

The following matrices have been utilised for the assessment process;

**Table 1: Likelihood Matrix**

Level	Descriptor	More Detail
A	Almost certain	Will occur. Expect frequent/regular occurrences.
B	Likely	The event will probably occur more than once
C	Possible	The event might occur at some time
D	Unlikely	The event is not expected to occur
E	Rare	The event may occur only in highly exceptional circumstances

**Table 2: Consequence Matrix** – relate to the *most probable* outcome.

Eg. A fall from a windsurfer is most likely to result in **no or minimal injury and therefore be rated as 1-2 ie. insignificant/minor.**

Level	Descriptor	More Detail	Injuries	Potential Operational Impact
1	Insignificant	Low Impact, no injuries/damage, low profile.	None	Student still able to participate.  Little impact <30min
2	Minor	Minor Injuries/damage sustained.  Low impact, possible public embarrassment.	First Aid Treatment	Student able to participate after treatment. Low impact <30min
3	Moderate	Significant injuries/damage sustained. Public embarrassment possible.	Medical Assistance Required	Student unable to continue with activity. Instructor impact whilst treatment given.
4	Major	Extensive injuries/damage sustained. Loss of instructional capabilities, public embarrassment, 3 <sup>rd</sup> party action, high news impact	Extensive Injuries. Medical Treatment	Loss of instructor/s whilst treatment/medical aid given. Extended rehabilitation of injury/damage repair.
5	Catastrophic	Public embarrassment, 3 <sup>rd</sup> party action, high news and media impact.	Deaths	Loss of instructor/s, closure of centre whilst investigation conducted.

**Table 3: Level of Risk – consideration of both likelihood and consequence.**

		Consequence				
		1	2	3	4	5
		Insignificant	Minor	Moderate	Major	Catastrophic
Likelihood	A Almost Certain	High	High	Extreme	Extreme	Extreme
	B Likely	Medium	High	High	Extreme	Extreme
	C Possible	Low	Medium	High	Extreme	Extreme
	D Unlikely	Low	Low	Medium	High	Extreme
	E Rare	Low	Low	Low	High	High

**Important Note:** Following the identification and implementation of risk management control measures it is assumed that all Risk Descriptions will be reconsidered as having a “low risk” factor. If the re-assessed level of risk remains at “Extreme” or “High” following implementation of control measures serious consideration should be given to not proceeding with this activity. Risk vs Reward for this specific activity should be carefully considered!!

**Table 4. Risk Priority – an indication of how quickly/frequently an identified risk needs to be addressed and/or monitored.**

Rating	Description
Low	Low priority.
Medium	Medium priority.
High	High Priority. Requires immediate action to redress risk. Additionally, risk should be closely monitored to ensure management strategies to reduce risk are effective.

**Important note:** The assessment and identification of Risk Priority should not be solely based upon the likelihood or frequency of an event occurring, but more a consideration of a number of factors, including: *frequency, likelihood, consequences (particularly the possibility of serious personal injury or death) and risk of litigation or legal exposure!* A student competing in a bicycle tour event on a controlled public road is very unlikely to be involved in a collision with a motor vehicle, however the consequences may well be most serious, with the possibility of a serious injury and possible legal exposure. Therefore a Risk Priority rating of **High** should be applied, with appropriate risk management.

## Risk Register/Risk Management

Activity: **BEACH DISCOVERY**



**Activity Description:** A session of general beach exploration and discovery. Can entail an interactive discussion about the history of the area and the different aspects of the area and the flora and fauna found there. Campers are free (within the laid-out boundaries) to explore and share in the marvels of the environment around them.

**General Safety consideration:** Known hazards will be identified to all participants, in particular the dangers of the traffic, tidal and weather changes as well as risks to participants when rules are not followed. Participants will be required to wear closed toe shoes when walking to and from the beach and while climbing on the rocks. Dangerous flora and fauna should be identified and contact avoided. As there is very little shelter on the beach hats and sunscreen should be worn as well as sun smart clothing.

<b>Risk description.</b> What and how can it happen	<b>Likelihood</b> (Refer Table 2)	<b>Consequence</b> (Refer Table 3)	<b>Level of Risk</b> (Refer Table 4)	<b>Management.</b> Including existing Control measures to eliminate or reduce the risk. <b>Note:</b> Once the risk management measures listed below are followed all risks described in column 2 will be reconsidered as having a "Low Level of Risk".	<b>Priority</b>
<b>Injury from objects such as glass, shellfish, sharp rocks whilst walking onshore or in shallow water.</b>	<b>C</b>	<b>2</b>	<b>Medium</b>	<ul style="list-style-type: none"> <li>Participants should wear appropriate footwear when walking to and from the beach and while climbing on the rocks.</li> <li>Any abrasions are treated promptly to reduce the likelihood of infection.</li> </ul>	Medium
<b>Participant suffers sunburn</b>	<b>B</b>	<b>2</b>	<b>High</b>	<ul style="list-style-type: none"> <li>Students briefed at the commencement of the session re. Sunsmart</li> <li>SPF 30+ be made available by both the Campsite and/or the school, with regular breaks provided to reapply.</li> <li>Participants to wear hats (preferably broad brimmed) and shirts (preferably long sleeved) and remain in the shade when not in the water.</li> </ul>	Medium
<b>Storm or squall</b>	<b>C</b>	<b>2</b>	<b>Medium</b>	<ul style="list-style-type: none"> <li>Instructional staff to be aware of daily forecast and the likelihood or probability of such an event and modify/cancel activities if necessary.</li> <li>At the first sign of rapidly deteriorating weather instructors seek immediate access to appropriate shelter for their group. (This may not necessarily be back at the camp). <b>Do not allow students to shelter under large trees.</b></li> </ul>	Medium
<b>Participant suffers from a medical condition, (pre-existing eg. Asthma attack or anaphylactic reaction)</b>	<b>B</b>	<b>2</b>	<b>High</b>	<ul style="list-style-type: none"> <li>All instructional staff must be aware of the location of completed medical forms for their group/school.</li> <li>Medication for pre-existing conditions is carried with/by the participant in a water-proof container.</li> <li>Instructional staff carry (or have ready access to) a suitably equipped first aid kit, including spare asthma inhaler/asthma kit.</li> <li>Students with known medical conditions are more closely monitored by both campsite staff and supervising staff.</li> </ul>	High

				<ul style="list-style-type: none"> <li>• Appropriate first aid is sort as a matter of priority once a medical emergency has been identified.</li> <li>• Where an activity is conducted some distance from the campsite, a 2-way radio/mobile telephone contact be maintained with the Camp.</li> </ul>	
<b>Conflict within the group and/or inappropriate participant behaviour</b>	<b>C</b>	<b>2</b>	<b>Medium</b>	<ul style="list-style-type: none"> <li>• All participants addressed at the commencement of the session as to expected standard of behaviour, including consequences for un-safe or inappropriate behaviour.</li> <li>• Participant behaviour that is un-safe or inappropriate should be referred to the supervising teacher or staff member for appropriate action and follow-up. If serious or repeated, the participant should be removed from the activity and an incident report should be written.</li> <li>• Instructors actively supervise all members of their group, including participants who may be waiting on shore.</li> </ul>	High
<b>Thunderstorm/lightning</b>	<b>D</b>	<b>4</b>	<b>High</b>	<ul style="list-style-type: none"> <li>• Instructors to monitor weather forecasts for thunderstorm/lightning and remain vigilant for rapidly deteriorating weather/approaching storms.</li> <li>• In the event of seeing lightning apply the stay clear of the water and seek safe shelter. This should be a solid structure, building or hard top motor vehicle. <b>Do not allow students to shelter under large single trees</b> or unsubstantial buildings such as tents or shelters.</li> <li>• If caught on an open beach, seek a depression or low ground, crouch down with feet together and cover ears. Remove any metal objects such as jewellery.</li> <li>• Avoid using apparatus such as telephones if possible. In an emergency keep calls very brief.</li> </ul>	High
<b>Participant is struck by car while walking to the beach</b>	<b>D</b>	<b>5</b>	<b>Extreme</b>	<ul style="list-style-type: none"> <li>• All groups are to be supervised by a capable adult</li> <li>• Groups must walk together and cross roads together on the instructor's signal</li> <li>• Footpaths or walkways are to be used wherever possible.</li> <li>• Where walkways are not provided have participants walk on the road shoulder or nature strips NOT on the road.</li> </ul>	High
<b>Participant is swept off rocks by a wave while exploring</b>	<b>C</b>	<b>3</b>	<b>Medium</b>	<ul style="list-style-type: none"> <li>• Instructor to closely monitor conditions</li> <li>• Close supervision when participants are exploring on the rocks</li> <li>• Participants are to stay away from the edge of the rocks to avoid being in the path of waves.</li> </ul>	Medium