



# Safety Management System (SMS)

**Incorporating the risk assessment of our activities, the plan to manage risks through approved strategies, and our operational procedures for preventing and responding to emergencies.**

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**NB. Under the Marine Safety (Certificates of operation) Exemption 2018 (commences on 1 July 2018 and ceases to have effect at the end of 30 June 2020) our "Domestic Commercial Vessels" namely sea kayaks and sailing vessels are exempt from a Certificate of Operation under the following clauses:**

**2.2 A vessel, other than a Class 1 vessel, that: (a) is <7.5 m long; and (b) is engaged only in inshore operations; and (c) is used by a sailing school or training organisation to train members of the public for recreational boating qualifications**

**2.3 A human powered vessel, other than a Class 1 vessel or a dragon boat**

**2.4 A sailing vessel, other than a Class 1 vessel, that: (a) is <7.5 m long; and (b) has no auxiliary engine, or an auxiliary engine of  $\leq 3.5$  kW propulsion power**

# 1 Vision and Purpose

The Sea School Manifesto outlines details of our key objectives and strategies to grow:

A strong, resilient community that is able to respond positively and effectively to future changes or threats to our social and natural environment.

- Develop and deliver expeditionary learning outcomes using maritime adventures, expeditionary learning and adventurous group work
- Develop and deliver training, mentoring and support for skippers to conduct effective learning processes and marine adventure expeditions

## 2 Context of our programs and training

In the tradition of Kurt Hahn and other great educators, we aim to achieve personal development outcomes through a focus on sailing adventures and expeditionary learning in the marine environment. Adventure based group work is a highly effective medium for learning and growth since the perception of risk can be high – helping to engage learners and allow for consequential learning. We focus on the group process and individual skill development through the use of adventure-based learning frameworks and therapeutic approaches - and partner with several schools and other organisations that share our values. More details on our philosophy can be found on our website.

We aim to maintain the highest standard of experiential sail training, with a focus on physical and emotional safety in the context of our group work. In the absence of recognised skill sets and a National Adventure Activity Standard for small boat sailing, our approaches are unique, especially the training pathways which provide deliberate and sequenced skill development for both sailing guide and instructor levels, limited to environmental conditions - not the type of boat (e.g. similar to the skill sets and competency levels currently described for Sea Kayaking).

As a training organisation, Blue Peter has developed and delivers non-accredited Level 1 - 4 Sea School Certificates which can lead to gaining nationally recognised qualifications such as those issued by RTO's under the Outdoor Recreation Training Package, as well as facilitating pathways into Australian Canoeing, Australian Sailing and AMSA qualifications (refer to our Training Pathways document).

## 3 Rationale

### 3.1 History of Sail Training

In many traditional cultures around the world, young people are guided through rites of passage, which typically take them away from their families and community, into a foreign environment. This adventure is to facilitate maturation and mark a transition into adulthood. This is more than symbolic as it involves a significant process of changing perspective, of self-discovery and new responsibilities.

Historically, in 1861, at the age of 14 the "rather troublesome" Warrington Baden Powell was sent aboard the HMS Conway – a ship established for training and accommodation of "youth at risk". As a result of Baden Powell's transformative experience, his younger brother was inspired to establish the Scouting movement, which was originally a maritime program:

*"Sea Scouting is not necessarily a scheme for turning out a boy as a ready-made sailor with a view to his going to sea. But rather to teach him, by means which attracts him, to be handy, quick and disciplined man, able to look after himself and to help others in danger.*

Baden Powell referenced at <http://www.scouting.milestones.btinternet.co.uk/seascouts.htm> accessed 18 April 2011

Decades later Kurt Hahn, an educator exiled from Nazi Germany, noted the "modern declines" (largely attributed to the transition from sail to steam ships) so he established sail training programs to help young people gain resilience and life experience.

He adopted the marine signal flag P - "PAPA" or the "Blue Peter", which is flown by ships in harbour to announce they are preparing to sail, summoning "all hands report to the ship" – we need you! This directly related to Hahn's principle of not telling the young people what they need to do, but to "impel them into action" by asking for their help.



From these origins then came Outward Bound, Duke of Edinburgh Award Scheme, Expeditionary Learning and other international movements significant for their success in implementing youth development activities associated with risk taking, group work and a growth in awareness and competence through adventurous learning.

### **3.2 Digital age and education**

The digital age has provided us with great opportunities - we appear to be safer, richer and fatter than ever before - but changing times are also playing havoc with the emotional and social skills of young people. It is apparent to us that young people who have not had opportunities to learn and grow through "real" life experiences, being exposed to outdoor communal living skills and being mentored and supported by their elders, can be significantly disadvantaged and go on to make fundamental errors in decision making.

A study (November 2012) of 11,000 primary and secondary children carried out by the University of Melbourne's Professor Michael Bernard, notes steadily increasing symptoms of poor social and emotional skills include low self-esteem, stress, anxiety, feelings of loneliness, anger, anti-social behaviour and under-achievement at school.

### **3.3 Risk**

We know that risk is a double-edged sword, in that it can both cut and heal. We risk losing something in order to gain something. Risk can be redefined then, as the potential to lose or to gain something. We can also distinguish between real and perceived risk as a key to effective and safe adventure programs. The need to explore personal risk is a factor in why so many of our young people are badly affected by car accidents, drug and alcohol related incidents etc. Considering the social issues in our society (such as depression, bullying, screen addiction and gaming, violence, underage sexuality, obesity and low/inflated self-esteem); the context of providing a full and deeper education - that may include "risky" rites of passage and frontier adventures – enables us to accept the increased risks associated with these activities because of the multitude of positive outcomes. We use activities that have a high perception of risk, and work hard to mitigate the real risks to acceptable levels, e.g. by wearing PFD's to reduce the likelihood of accidental drowning.

Zero harm policies and risk aversion expectations in our society and education system may, in fact, be creating a false sense of security – we can see our young people lose the competence and awareness required to stay safe. This poses even more serious risks for our future.

Encountering risk involves the interplay of a hazard and our competence. Our competence can grow with sequenced exposure and learning experiences, while avoiding risk can act to diminish our competencies. Theories of adventure-based learning state that "frontier" adventure experiences result in deeper and longer lasting learning because of the physical and emotional effects (engagement) of significant risk-taking experiences.

Adventure programs require well managed and carefully facilitated programs run by skilled, experienced and passionate staff that are well supported in their work. This quality is what we focus on as a key risk management strategy, and it is backed up with a range of supports including these policies and procedures.

### **3.4 Why use sailing expeditions as a medium for learning and growth?**

- The holistic nature of sailing can be fun, challenging and fully engaging – it requires both intuitive and scientific approaches using left and right brain functions.
- An emphasis on communication with others and teamwork in the group, through inclusive yet demanding activities that have immediate consequences help to develop self-awareness and life management skills which are readily transferable to other aspects of living, whether or not we choose to continue with sailing as an activity.
- Sequenced adventure programs manage increasing levels of risk by developing skills and awareness - employing the action learning cycle to facilitate learning and growth transferable to other situations. Opportunities for taking responsibility and dealing with natural consequences are maximised because they are often unavoidable in a sailing expedition context.
- Sail Training research (Edinburgh University 2003) highlights the types of vessel used make little difference to the outcomes of sail training; indeed, small vessels are self-contained and each person in the boat has an important role – making small group work more effective. In fact, the value of face to face seating and working side by side "all in the same boat" allows a greater focus on strengthening communication and deepening relationships when compared with other expedition mediums.
- Expedition programs offer unique opportunities for closed group experiences away from distractions and negative influences, and provide for a group development process over extended times. Youth Camp research 2006 (see attachment 1) highlights wilderness interventions including sailing expeditions as being the most effective form of youth camp programs.
- Testimonials to the effectiveness of past programs; anecdotally sail training interventions have similar outcomes to equine therapy because of the "response-ability" to forces or another being that is more powerful than any individual in the group.
- Sailing provides metaphors for discussing our lives – being aware of the ship, caring for her crew, adjusting the sails, taking the helm, weathering the storm, trimming the sails and taking different roles to respond to the situation as required.

## 4 Risk assessments of Sea School activities

The following process was used to assess the risks of Sea School activities, which include sailing, sea kayaking, bushwalking, swimming, snorkelling, canoeing, camping, bush craft, beach games and other related training activities.

1. Identify and list potential risky events and hazards. Sources of information include those listed in sections 7, 8 and 9.
2. Consider the negative impacts that could result from these events.
3. Examine the probability of this occurring.
4. Determine the risk level (before treatment).
5. Determine appropriate strategies to eliminate, reduce or transfer the risks.
6. Recalculate the risk level (with mitigation strategies in place).

Risk Level

	Probability		
Impact	High	Moderate	Low
Critical Impact	Critical	High	Moderate
High Impact	High	Moderate	Low
Moderate Impact	Moderate	Moderate	Low
Low Impact	Low	Low	Low

## THE SEA SCHOOL – ADVENTURE ACTIVITY RISK ASSESSMENT

SCOPE OF ADVENTURE ACTIVITIES CONDUCTED:			
<ul style="list-style-type: none"> <li>• SAILING/MOTORING IN OPEN VESSELS LESS THAN 6 METRES LOD</li> <li>• SAILING/MOTORING IN CHARTER VESSELS AND OTHER APPROVED VESSELS</li> <li>• PADDLING,ROWING, SEA KAYAKING AND CANOEING</li> <li>• SNORKELLING, JUMPING INTO WATER AND SWIMMING</li> <li>• BUSHWALKING, TREE CLIMBING AND CAMPING</li> <li>• GAMES AND PROBLEM-SOLVING ACTIVITIES</li> </ul>			
HAZARD OR RISK	RISK LEVEL (before treatment)	TREATMENT (Policy and Procedures)	RISK LEVEL (residual exposure)
<p>Adverse weather or environmental events including:</p> <ul style="list-style-type: none"> <li>• wind</li> <li>• precipitation including rain and hail</li> <li>• extremes of temperature</li> <li>• sun exposure</li> <li>• lightning/storm</li> <li>• bushfire</li> </ul>	<b>Critical</b>	<p>Supervision by qualified and experienced staff – expedition leader in communication with skippers and guides in every other vessel who are aware of contingency plans and suitable alternative venues including ferry and VMR details. Check weather forecast and relevant warnings before activity.</p> <p>Skippers and guides meet for a briefing and discussion before each passage, in particular to discuss wind speed and direction, tides, waves and currents along with other factors critical to safe operations.</p> <p>Monitoring of weather conditions during the activity and adaption, alter plans or postponement of activity if required due to windy, wet, hot or cold weather.</p> <p>No sailing, rowing or paddling will commence if an official small boat advisory “strong wind warning” has been issued for that time/location.</p> <p>Seek shelter off the water from electrical storms, not under trees or other hazards regarding lightning or wind.</p> <p>Tents are established away from trees where possible. Vehicles are considered safe refuge from lightning and debris.</p> <p>Sun-smart practices for all participants &amp; staff – including hats, sunscreen, and long-sleeved clothing is always strongly recommended.</p> <p>Drinking water should always be made available and participants monitored for adequate hydration.</p> <p>Ensure raincoats are available and used as required.</p> <p>Ensure thermal clothing or similar insulation is available in cold weather. Communications devices and EPIRB are available.</p> <p>Log on and off with VMR Victoria Point (member organisation) who provide 24hr emergency support on the water</p>	<b>Moderate</b>
<p>Fuel or engine fire on board the vessel</p>	<b>Critical</b>	<p>Skippers are responsible for safe management and re-fuelling. Briefing and supervision of correct usage. Fire extinguisher and a fire bucket is carried on each boat. First aid and burns management. Communications and EPIRB is available, abandon ship with PFD’s worn is last resort – NB this may be a reportable incident</p>	<b>Moderate</b>
<p>Intentional, over-enthusiastic or risky actions by participants contributing to an accident</p>	<b>Critical</b>	<p>A working agreement is in place.</p> <p>An activity briefing is given by the instructional staff.</p> <p>Supervision by qualified and experienced staff – qualified skipper in each boat or a sea guide with up to 5 kayaks.</p> <p>Monitoring and adaption of activities as required – experienced Skippers and guides will step in to refer to the working agreement and negotiate what actions are acceptable – look for alternative risk-taking options and be clear on boundaries and consequences. Communications and EPIRB is available.</p> <p>Log on and off with VMR Victoria Point (marine rescue organisation) who provide 24hr emergency support on the water – NB this may be a reportable incident</p>	<b>Moderate</b>

<p>Lost person, injury or drowning in the water</p>	<p><b>Critical</b></p>	<p>Activity briefing given by the instructional staff specifically addresses dangers of drowning and mitigation strategies.</p> <ul style="list-style-type: none"> <li>• Capsize procedures</li> <li>• Person overboard procedures</li> <li>• Swimming and snorkelling procedures</li> <li>• A rope ladder can be tied to assist people re-enter the boat</li> <li>• PFD's to be worn at all times – refer to OHS section</li> </ul> <p>Supervision by diligent, qualified and experienced staff. Monitoring, adaption of activities as required for prevention, leadership of rescue situations, initiate search patterns, communicate with other vessels who will stand by for assistance if required.</p> <p>Skippers and guides are current with their first aid qualifications and each boat contains a comprehensive first aid kit. Communications and EPIRB is available. Log on and off with VMR Victoria Point (member organisation) who provide 24hr emergency support on the water - timely communication with Water Police or VMR if required – NB this is likely to be a reportable incident</p>	<p><b>Moderate</b></p>
<p>Other users-members of the public creating dangers</p>	<p><b>High</b></p>	<p>Activity briefing and supervision by qualified and experienced staff.</p> <p>The working agreement is used to remind and guide participants on right actions in difficult situations. Expectations and practices of a closed group are overt in the group formation. The most experienced skipper will lead negotiations with third parties where required. Monitoring and adaption of activities and venues as required.</p> <p>Adherence to avoidance of collision regulations including lights as required at night.</p> <p>Timely communication with VMR or water police as required</p> <p>If in doubt, get out. Skippers and guides are current with their first aid qualifications and each boat contains a comprehensive first aid kit. Duty of care – we will render first aid to third parties if there is no imminent danger to our party and supervision is in place. Communications are available, talk to water police or VMR as required – NB this may be a reportable incident</p>	<p><b>Moderate</b></p>
<p>Toxic effects of food poisoning, allergies and contaminated drinking water</p>	<p><b>High</b></p>	<p>Self-catering or provided by a commercial operator, where a staff member must have knowledge and responsibility of food safety for supervision purposes. Briefing and supervision of hygiene procedures are followed including hand washing, storage, cleaning of utensils and equipment, use of sunlight etc. Water from unsafe sources requires sterilizing using iodine or chlorine tablets/liquid - supplies kept in the first aid kit. All food, water and storage facilities to be monitored - eskies used for short term storage only. High risk foods to be avoided after the first day. Non-perishable foods to be planned on menus for extended expeditions. Refer to medical forms for dietary needs and allergies, check in with individuals and communicate this to all participants if required.</p> <p>Skippers and guides are current with their first aid qualifications and each boat contains a comprehensive first aid kit. Communicate with VMR or water police as required.</p>	<p><b>Moderate</b></p>
<p>Capsize or rogue waves/ boat wake leading to injury or drowning</p>	<p><b>High</b></p>	<p>Supervision by qualified and experienced staff – adult skipper in each boat or a sea guide with up to 5 kayaks. Assessment of conditions and selection of venues to minimize risk of capsize or swamping given the existing level of skills/experience/forecast/objectives.</p> <p>The activity briefing given by the instructional staff specifically addresses avoidance of capsize, and procedures in case of capsize. At the earliest convenient time, sailing expedition crews will experience a capsize drill which will be carefully controlled for location, timing and available</p>	<p><b>Moderate</b></p>

		<p>support. Sea kayaking will include a wet exit drill as part of preliminary training. Monitoring and adaption of activities as required.</p> <p>Buoyancy is built in to each vessel to ensure positive flotation with all persons on board. Other vessels will stand by for assistance as required. Communication with VMR as required.</p> <p>Procedures in case of capsized:</p> <ul style="list-style-type: none"> <li>• If witnessed call out "Capsize. Capsize. Capsize"</li> <li>• Victims get clear of any ropes or rigging in the water/forward roll out of the cockpit.</li> <li>• Check your crew/buddy – all OK? Maintain airways</li> <li>• Stay with the boat – hold on!</li> <li>• Skipper/guide will take charge and delegate/give instructions</li> <li>• Signal for assistance if required</li> <li>• Kayakers will undergo a deep-water rescue sequence</li> <li>• Sailors will release sheets (and halyards if required)</li> <li>• Secure floating items if possible</li> <li>• One crew member positioned at the bow, swim and hold/swim the bow head up to wind</li> <li>• Other crew members right the vessel using counterweight methods by climbing up onto the keel, teamwork is required allowing a smooth transition upright with head to wind</li> <li>• One crew member to begin bailing using the bucket</li> <li>• Others to enter the vessel and assist using buckets and bilge pumps when sufficient freeboard is regained</li> </ul> <p>Skippers and guides and guides are current with their first aid qualifications and each boat contains a comprehensive first aid kit and communications devices. Communicate with VMR or water police as required – NB this may be a reportable incident</p>	
<p>Inexperience, lethargy or seasickness of participants contributing to an accident</p>	<p>High</p>	<p>Activities begin with an assessment of all participant's current knowledge, skills and experience before training is provided.</p> <p>A working agreement is in place that highlights both challenge by choice and choosing to be challenged. The activity briefing includes roles and responsibilities, and supervision is in place to ensure the safety of the vessel will not be compromised.</p> <p>Participants will be removed from the program if required. Skippers and guides are able to single hand the vessels if required.</p> <p>Monitoring and adaption of activities and plans as required. Communicate with other vessels or VMR as required.</p>	<p>Moderate</p>
<p>Conflict in the group leading to unsafe situations</p>	<p>High</p>	<p>Due to the nature of group work, some conflict is inevitable - and is often a result of the intent of our programming design. Staff have the training and skills to supervise/guide the process of using the working agreement to discuss and address conflict constructively. Staff will monitor, communicate with each other and actively lead in conflict situations as appropriate to the situation e.g. by adapting/stopping activities and initiating debriefing or other space to match the stage/ progress of the conflict. Physical intervention and restraint are used as a temporary last resort for physical safety reasons only. Assistance may be requested from the water police or other authorities in extreme cases.</p>	<p>Moderate</p>

Ineffective supervision during the activity	High	<p>Staff are supported to rest when possible and encouraged to work as a close team to communicate and take initiative where needed to mitigate emergent risks. Sequenced skill development and the use of a working agreement are fundamental to the type of supervision required for high risk activities, and skippers have the final say on whether an activity can proceed. Ideally, two competent adults will be present for any activity, one with responsibility for activity instruction and the other able to monitor the group - capable of facilitating/supervision/assistance in case of misadventure. An authorised skipper is allocated to each sailing vessel and a sea leader to every fleet of sea kayaks. Their role/responsibility/authority is made clear to all crew (contractual leadership). They must maintain a high level of vigilance to ensure factors affecting the safety of the group are well managed. The supervision required to carry out our duty of care means that we have low ratios – a maximum of 6 sailors, six swimmers/snorkelers or 8 paddlers for each leader. They must be able to take charge of any situation, make conservative decisions and act to ensure the safety of all participants. In case of misadventure, the 2IC of any fleet or vessel must be able to take on this responsibility and this must be discussed in preparation for the expedition. All crew must know how to respond to assist – with basic first aid skills and the ability to raft up (kayakers) or head to wind, drop sails, set the anchor and communicate with other vessels (sailors). Communication with VMR or water police as required – NB this may be a reportable incident</p>	Moderate
Lifting/Slips/Trips contributing to an accident	High	<p>Activity briefing and supervision provided by the instructional staff, working agreement in place – challenge by choice.</p> <p>Weights exceeding 15kg require a plan to lift and training provided on correct lifting technique:</p> <ul style="list-style-type: none"> <li>○ Minimise any movement and double handling</li> <li>○ Use bent knees, straight back</li> <li>○ Clear communication and teamwork</li> <li>○ One hand for the boat when under way</li> </ul> <p>Water containers with more than 12 litres in them should be lifted by two people.</p> <p>Non-slip paint is used on the decks</p> <p>Boats can be beached as an aid to safe loading and unloading.</p>	Moderate
Head injury from a boom, block or falling mast or gaff	High	<p>Maintenance schedule – inspection of mast step and replacement of halyards and other working lines.</p> <p>Activity brief/training/supervision in how to tighten halyards and cleat off properly.</p> <p>Pre-activity inspections and regular maintenance and inspection of equipment.</p> <p>Most of our vessels are fitted with a loose footed main sail which has the traveler located aft of the helmsman. Other vessels have a boom – regardless we conduct a thorough briefing/training/supervision in the need for caution when tacking and gybing.</p> <p>Skippers and guides are current with their first aid qualifications and each boat contains a comprehensive first aid kit.</p> <p>Other vessels will stand by for assistance.</p> <p>Communicate with VMR or water police as required – NB this may be a reportable incident</p>	Moderate
Cultural safety being compromised within the group or while on country	High	<p>Staff are selected for cultural appropriate skills on any particular program, and are provided in-service training and feedback on their cultural awareness. We take care to acknowledge traditional owners, and involve our elders and tell stories from country to aid learning wherever possible – respecting the traditions by listening and caring for country</p>	Moderate

		and community wherever we go. We recognise there are known and unknown sacred sites, and any participants feelings on the subject are treated with respect and support. Staff will communicate openly and take initiative where needed to mitigate emergent cultural risks. Venue information, cultural awareness and sequenced personal and group development with the use of a working agreement are fundamental to mitigating this risk.	
Rope burn or entanglement injury	High	Briefing and supervision of rope handling practices. sheets, halyards and lines such as the anchor rode shall be coiled or neatly stowed in a safe and readily accessible manner. Other vessels to stand by for assistance. Skippers and guides are current with their first aid qualifications and each boat contains a comprehensive first aid kit. Skipper PFD's Communicate with VMR as required.	Moderate
Jumping or falling from a height causing injury or death	High	Supervision provided by the instructional staff will include an assessment of the capability of participants and careful consideration of environmental conditions, with maximum boundaries being set for tree climbing and other activities that involve heights: <ul style="list-style-type: none"> <li>• Potential for direct unprotected falls to the ground limited to 1.2m in height</li> <li>• Jumping feet first into deep water, limited to 4m in height</li> </ul> Some situations involve team support, tree structures, ropes and other factors which can offer protection from direct falls which will rely on skilled and experienced instructors following accepted industry standards. Skippers are current with their first aid qualifications and each boat contains a comprehensive first aid kit. Communicate with VMR or water police as required – NB this may be a reportable incident	Moderate
Navigation or steering errors contributing to an accident	Moderate	Participants are encouraged to take responsibility for roles such as navigation and helming, but ultimately this responsibility lies with designated Black Watch Leader who will have familiarity with the local area and follow IRPCS. Skippers are engaged in learning these skills and if in doubt must always take the lead of the sailing instructor to avoid accidents. Navigation equipment is provided in each vessel. Errors in navigation often result in grounding however this is easily dealt with: <ul style="list-style-type: none"> <li>• Determine where the deep water is and your best course of action</li> <li>• Ease sheets or drop sails as required to reduce pressure/ sheet on and use heel to reduce draft and reach deeper water</li> <li>• Ensure throw ropes are ready and shoes are on before people exit the vessel to stand and push (only applicable where draft &lt; 1.1m)</li> <li>• Use leverage, reduced ballast, sails, weight shift and boat heel to change position</li> <li>• Signal for help if required - other vessels to stand by for assistance</li> <li>• Wait for rising tide</li> <li>• Communicate with VMR if required – NB this may be a reportable incident</li> </ul>	Low
Fuel carried for outboard motor	Moderate	Fire risk is reduced by safe storage in an approved sealed container in a locker. A fire extinguisher and bucket are readily accessible. Outboards are mounted on the transom and able to be doused with the fire extinguisher or buckets of sea water to quell the flames if required. Fuel must be left on board to reduce the risk of participants misusing it for substance abuse or arson – NB this may be a reportable incident	Low
Propeller strike	Moderate	The activity briefing shall emphasise risks associated with	Low

		<p>the propeller and a working agreement with supervision by qualified and experienced staff in place.</p> <p>Use of sails and paddles as a first preference for propulsion at all times.</p> <p>As a matter of precaution, ensure motors are not in gear or not running while swimmers are in the water in proximity to the vessel.</p> <p>Monitoring and adaption of activities as required.</p> <p>Skippers and guides are current with their first aid qualifications and each boat contains a comprehensive first aid kit.</p> <p>Communicate with VMR and Water police if required – NB this may be a reportable incident</p>	
Communication breakdown or misinterpretation	Moderate	<p>Moreton Bay has good mobile phone coverage.</p> <p>All electronic equipment is stored in dry bags and kept accessible.</p> <p>VHF radio is carried for communication between vessels and with emergency services.</p> <p>Log on and off with VMR Victoria Point for all local expeditions between Bribie and Southport.</p> <p>All boats have lists of emergency phone numbers and VHF stations.</p> <p>A working channel is designated between boats in the fleet.</p> <p>An EPIRB is carried in each boat along with a whistle for emergency signaling:</p> <p>1=stop and look 2=come closer 3= emergency – assist</p> <p>NB this varies from IRPCS for international sound signals but is consistent with sea kayaking and other outdoor activity instruction and is more applicable in our environment. This difference will be made overt in the course of learning about IRPCS.</p>	Low
Trailer hazards	Moderate	<p>Loading and unloading of vessels and trailers are supervised by the skipper in charge of that vessel unless otherwise agreed on eg. with the driver of the vehicle</p> <p>Clear communication and assistance where required is that person's responsibility.</p> <ul style="list-style-type: none"> <li>○ Check lights are working on the trailer, safety chain is on, towball is locked in and jockey wheel is up before any road trips.</li> <li>○ Ensure there are no water weeds present when travelling to or from freshwater lakes</li> <li>○ Assess the situation before launching – seek sheltered or offshore conditions, look for currents</li> <li>○ Manage the group in safe areas away from traffic</li> <li>○ Set up and preparation shall be carried out in a safe rigging area with clearance for masts and room to organize gear etc.</li> <li>○ Remove trailer lights if applicable, bungs in, motor/sails ready and a bow line set up.</li> <li>○ Wherever possible a lookout shall be posted visible to the driver while reversing the trailer.</li> <li>○ Beware of other users and children must be kept clear</li> <li>○ Whenever working on boats, the vehicle shall be stopped with ignition off, the hand brake on in forward gear/park e.g. while launching/loading on a boat ramp.</li> <li>○ Cease operations or change plans if required for any reason.</li> <li>○ Secure all items and watch/feel/listen for any issues in transport and periodically check the wheel hubs for heat from bearings e.g. each time you stop or every 100km while in transit.</li> </ul>	Low
Sting/bite from dangerous animal	Moderate	<p>Venue specific – this is for Moreton Bay. Sharks are present but statistics show us that attacks on humans are extremely</p>	Low

		<p>rare in bay waters, where hundreds of people swim each day. Jellyfish are common but many are harmless or cause superficial stings. Danger times for jellyfish are mid-late summer after extended northerly winds which can bring in bluebottles, jimble box and a very remote chance of irukandji. Blue ringed octopus can be present. Stingrays are common and can inflict a painful sting which can be treated with hot water to ease the pain. Fishing and snorkelling activities are the most likely to create the opportunity to be bitten or stung. Oyster and other sharp objects can cut unprotected feet – shoes must be worn in high risk areas to minimise this.</p> <p>Check activity site /swimming area/ campsite for dangerous fauna before commencing the activity.</p> <p>Spotters and a buddy system employed for all swimming and snorkelling activities.</p> <p>Vinegar is carried in summer months to treat the remote chance of Jimble Box stings.</p> <p>All staff and participants should be reminded to stay out of deep water at dawn and dusk if possible.</p> <p>Medical form and consent forms in place including notification of allergies to specific insect/animal bites.</p> <p>Medication should be carried by those with allergies.</p> <p>Enclosed footwear in high risk areas.</p> <p>Skippers and guides are current with their first aid qualifications and each boat contains a first aid kit and EPIRB.</p> <p>Communicate with VMR or 000 as required.</p>	
Lost or separated participant	Moderate	<p>Working agreement, activity briefing and supervision by qualified and experienced staff. Emphasis is always on “no-one gets left behind” and looking out for one another.</p> <p>Working agreement discussions and individual counselling can be used to address concerns or issues.</p> <p>In case of a lost participant, the most experienced skipper will lead the response which will take into account the:</p> <ul style="list-style-type: none"> <li>• Context of the situation</li> <li>• Environmental conditions</li> <li>• Group safety</li> <li>• Resources available</li> <li>• Time person has been missing</li> <li>• Likely motivation, plans or contributing factors</li> </ul> <p>If no contact has been made for 30 minutes an early call to emergency services is advised, even on secure locations such as an island.</p> <p>Searches may include other group members and may include:</p> <ul style="list-style-type: none"> <li>• Return to last point of known sighting</li> <li>• Split parties with communications and a plan</li> <li>• Line searches</li> <li>• Grid searches</li> <li>• Spiral searches</li> </ul> <p>Each skipper/guide carries communications and a first aid kit for the search. Communicate with VMR or Police as required.</p>	Low
Swimming and jumping activities off a boat or in a remote location	Moderate	<p>Check swimming area for hazards including shallow water, sharp objects, deep water, currents and dangerous fauna before commencing the activity.</p> <p>Use of spotters and a buddy system is employed for all swimming and snorkelling activities.</p> <p>PFD’s are to be worn at all times for swimming activities off a boat that is under way.</p> <p>PFD’s are to be worn for swimming activities off an anchored boat, beach or jetty unless the supervisor holds a bronze medallion and is satisfied with group capability and environmental factors to allow swimming without a PFD.</p> <p>Supervisors can monitor snorkelling and swimming activities from a kayak or boat where applicable.</p>	Low

		<p>Stay out of deep water at dawn and dusk.          Medical form and consent forms in place including notification of allergies to specific insect/animal bites.          Medication is carried by those with allergies.          Enclosed footwear in high risk areas.          Each boat contains a first aid kit and EPIRB. Communicate with VMR or 000 as required.</p>	
Snorkelling as a group activity	Moderate	<p>Snorkelling activities can be supervised from a boat or the shore and will begin with an assessment of all participant's current knowledge, skills and experience before training is provided (with an effective working agreement in place). The skipper supervising snorkelling shall be experienced and equipped with first aid kit, whistle and communication device. PFD's must be worn unless the supervisor holds a bronze medallion and is satisfied with group capability and environmental factors to allow snorkelling without a PFD</p> <p>The activity briefing covers:</p> <ul style="list-style-type: none"> <li>○ Assessment and description of hazards and conditions including tides, currents, water quality, marine stingers, oyster covered rocks etc.</li> <li>○ Enclosed footwear in high risk areas</li> <li>○ Clearly identified areas for limits of safety.</li> <li>○ Designated buddy system in place from when they leave to when they return to the boat/shore.</li> <li>○ Timing and emergency procedures (venue specific)</li> <li>○ Whistle commands and hand signals are demonstrated and used.</li> <li>○ Training may include how to clear mask and snorkel underwater.</li> </ul> <p>Count group before leaving, during &amp; end of activity.          Monitoring and adaption of activities as required.</p>	Low
Cooking injuries	Moderate	<p>Cooking activities must take into account the participant's current knowledge, skills and experience.          A working agreement is in place and cooking protocols are established.</p> <ul style="list-style-type: none"> <li>○ Fuel is stored safely and accessed by staff only</li> <li>○ Equipment checked in good working order before use</li> <li>○ Safe placement is crucial (firm nonflammable area, away from foot traffic or other potential impacts)</li> <li>○ Cooking circle is used where appropriate</li> <li>○ Designated cooks and assistants for each meal</li> <li>○ Correct lifting implements and techniques</li> <li>○ Cool water is available in case of burns</li> </ul> <p>Supervision by qualified and experienced staff.          Monitoring and adaption of activities as required.          Skippers and guides are current with their first aid qualifications and each boat contains a first aid kit and EPIRB.</p>	Low
Sexual crimes	Moderate	<p>Supervision by qualified and experienced staff who hold blue cards and use the working agreement and debriefs to discuss any concerns.          Tent partner arrangements are flexible and need to be able to respond to individual needs and changing circumstances. Under no circumstances will a skipper share a tent with a participant. A working agreement is in place for all participants and staff, and is used to discuss and guide us on right actions.          Challenge by choice, safety, honesty and confidentially are guiding principles for discussion if someone comes forward. Where concerns are raised, the most experienced skipper separate to any accusation will lead the discussion and make full records of the situation, taking any action as required by law.</p>	Low
Environmental damage	Moderate	<p>Sustainable practices and environmental protection are at the heart of the Sea School curriculum. We operate under a Marine Parks permit and update our activity records on a 3</p>	Low

		<p>monthly basis.</p> <p>Our impact will be minimised by:</p> <ul style="list-style-type: none"> <li>• Following standard minimal impact camping practices including the conservation of water quality</li> <li>• Teaching participants about the local ecology and caring for the environment as a central activity</li> <li>• Taking all rubbish (our own and whatever we find) to the closest bins from our expedition environment</li> <li>• Recycling bottles, cans and cardboard where possible</li> <li>• Removing food waste to be processed as compost</li> <li>• Protecting vegetation and wildlife, staying on paths where possible, using existing campsites, respectful interactions</li> <li>• Taking care with refueling and other sensitive operations on expedition</li> <li>• Ensure no weed is transferred between venues on boats or trailers – visual inspection before launching boats</li> </ul>	
Falling trees and branches	Moderate	<p>Staff will provide campsite briefings and monitor setup including placement of tents away from potentially dangerous trees. Take extra precautions in windy weather. Site all meeting and activity areas away from trees with dead or dangerous branches.</p> <p>Skippers and guides are current with their first aid qualifications and each boat contains a first aid kit and EPIRB. Communicate with VMR or water police as required.</p>	Low

**In addition to the Risk Assessments listed above, assistance with completing the following Curriculum Activity Risk Assessment (CARA) documents for Queensland schools and other educational organisations that may require this can be provided:**

- Sailing small boats
- Sailing large boats
- Snorkeling
- Swimming
- Lightweight camping
- Sea Kayaking

# 5 Operational procedures

## 5.1 Supervision roles and responsibilities

- **The nominated Black Watch leader has the final say in all decisions and will use situational leadership as they deem appropriate - taking responsibility for safety during the expedition.**
- **All staff and supervising adults are required to hold a current blue card (or equivalent), and are expected to take an active and positive role in the development of the group's working agreement.**
- **Staff can act in multiple roles, however the devolution and sharing of responsibilities among supervising adults and trainees is encouraged, to promote an experiential learning culture that will encourage mentoring and empower all participants.**
- **Black Watch Leader**
  - **Attain the Sea School Certificate (level 3) or equivalent**
  - **evaluate and act on situations to manage group/venues/activities**
  - **supervise all vessels and staff, providing leadership in navigation and group management decisions where required**
  - **manage all communications with authorities and clients where necessary**
  - **nominate who is second in charge in case of accident**
  - **provide mentoring and supervision for all staff and trainees**
- **First Mate**
  - **Attain the Sea School Certificate (level 3) or equivalent**
  - **manage notifications with VMR and traditional owners**
  - **record and report on individual assessments and discussions**
  - **mentor the progress and well-being of staff and trainees**
  - **evaluate processes (eg situational leadership, working agreement development, debriefing and feedback) used for group activities**
- **Skipper**
  - **hold a Sea School Certificate (level 3) or equivalent**
  - **communicate and work within the expedition team to mentor the progress and wellbeing of trainees**
  - **train and monitor level 1 and 2 trainees, providing mentoring and supervision to the group**
  - **follow operational procedures, contingency and communication plans**
  - **encourage and empower trainees and other staff through sail training and expeditionary learning opportunities**
- **Boatswain**
  - **conduct an audit of safety gear and other equipment before an expedition to ensure all requirements are met including maintenance needs and currency**
  - **carry tools to assist in dealing with any emergent issues**
  - **use a checklist to sign gear on and off the expedition**
  - **record any maintenance requirements unable to be resolved in the field**

- **First Aid officer**
  - hold a current first aid qualification (remote area preferred)
  - carry a comprehensive first aid kit
  - carry a copy of participants medical forms
  - monitor health and safety requirements
  - respond promptly and effectively to emergency situations
  - record and report on any first aid treatment given
  
- **Steward**
  - knowledge and experience of food safety on expedition
  - must represent a catering organisation with food insurance
  - establish and monitor effective hygiene procedures
    - regular hand washing
    - ensure equipment and utensils are kept clean and dry
    - exposure to sunlight
    - storage requirements of food
  - ensure sterile drinking water is available at all times
  - supervise cooking activities
  - manage the menu and mealtimes (where applicable)

## **5.2 Expedition Plan**

**A planning template or checklist is used to ensure all requirements are met.**

**Along with booking campsites, notifying VMR and QYAC and updating the office with details for our marine parks permit, the author of the plan will record and update details for each expedition, especially the Communications and Passage plans.**

## **5.3 Assess and Monitor Weather conditions**

**Check weather forecast and relevant warnings before activity:**

- **No water-based activities will commence if a strong wind warning is current for the location/time.**
- **Select activities and venues for suitability on further consideration of:**
  - **Group needs and objectives**
  - **Vessel and staff capability**
  - **Observed conditions including tides and other local information eg campsite access**
  - **Long range forecast and contingency planning**

**Monitoring of weather conditions during the activity:**

- **Observe weather patterns and watch for changing signs including high and low level clouds, wind speed and direction and local effects eg squall lines etc**
- **Use communication devices to obtain daily updates from reliable sources**
- **Always be prepared to reef sails, adapt activities, alter plans or postpone activities due to observed weather conditions**
- **Communicate with the other skippers - as a precautionary principle, if you are thinking about it, do it!**

## 5.4 Launching and recovery

Loading and unloading of vessels and trailers are supervised by the skipper in charge of that vessel. Clear communication and assistance where required is the skipper's responsibility.

- Assess the situation before launching – seek sheltered or offshore conditions
- Set up shall be carried out in the rigging area including removal of trailer lights if applicable, bungs in and a bow line set up.
- Wherever possible a lookout shall be posted visible to the driver while reversing the trailer.
- Nobody shall ride in a trailer while it is being moved.
- When working on boats, the vehicle shall be stopped with ignition off, the hand brake on in forward/drive gear eg while launching/loading on the boat ramp.
- Cease operations or change plans if required

Lifting weights require a plan to lift, and communication provided on correct lifting technique:

- Minimise any movement and double handling
- Use bent knees, straight back
- Clear communication and teamwork

## 5.5 Safety Brief

### 5.5.1 OHS requirements

- Closed in shoes must be available at all times and are worn wherever there are obvious risks to bare feet - or at the instructor's discretion/direction
- Ensure suitable PPE - hats, rain jackets, thermals, PFD's etc. are available and worn as required
- Provide correct fitting and use/care instructions (including inflatable PFD's if supplied)
- PFD's are required to be worn at all times while sailing/paddling activities are underway, and for swimming or snorkeling activities unless specified by the supervisor
- No smoking is allowed while wearing PFD's or engaged in adventure activities
- Be aware of legislation:
  - Any person under 12 years of age will wear a PFD for boating activities
  - All persons will wear a level 100 PFD while undertaking a bar crossing
  - PFD's level 50 and over are required within smooth and partially smooth water limits in Queensland
  - PFD's level 100+ are required outside partially smooth water limits and otherwise at the instructor's discretion

Teamwork and communication – consider use of a rope circle to highlight connectedness and trust

- Relate the working agreement to how we need to operate in the boat
- Stay together – each ship depends on the others for safety.
- Encourage each other to uphold the working agreement
- Must stay within sight/sound and safe reaction time with other vessels at all times
- Each boat is equipped with a radio and a whistle for emergency signaling:
  - 1= stop and look
  - 2= come closer
  - 3= emergency

**Describe key dangers, prevention and actions to take (see procedures 4.3-4.5)**

- **Drowning**
- **Capsize**
- **Boom/propeller strike (where applicable)**
- **Man overboard**
- **Collision and/or sinking vessel**
- **Grounding and rudder damage**
- **Fire and burns**
- **Slips and falls**
- **Bites and stings**
- **Sunburn**
- **Lacerations – e.g. bare feet**

**At this stage the group can be taken to a vessel to describe more features or even step aboard for test sail in sheltered water to experience the following OHS information in action (all items must be covered)**

**Demonstrate the location and use of key safety equipment and parts of the boat:**

- **Keel/rudder/tiller**
- **Fore and aft, port and starboard**
- **Standing and running rigging, sails and masts**
- **Anchor and rode**
- **Emergency signaling including EPIRB**
- **Bailing bucket/sponges/bilge pumps**
- **Firefighting equipment**
- **Oars/paddles**
- **Rope ladder**
- **Motor and fuel**
- **Communications devices**

**Overview of weather forecast and actions to prevent/avoid/deal with**

- **wind**
- **heat**
- **cold**
- **wind chill**
- **wave action**
- **Sun-smart practices for all participants & staff – including hats, sunscreen, clothing, hydration. Wind and glare off the water multiplies exposure.**
- **Storms - seek shelter off the water.**

**Overview of venue**

- **Familiarise yourself with the chart**
- **Navigation features and hazards**
- **Potential campsites**
- **Tides**
- **Expected activities and timing**

**Deck work**

- **Describe each role and the responsibilities, use wrist bands**
  - **Skipper**
  - **Navigator**
  - **Helm**
  - **Lookout/foredeck hand**

- Jib sheet hand(s)
- Main/Mizzen sheet hand
- Team care
- Describe and demonstrate where possible
  - Use of the tiller and rudder action
  - Effect of oars and paddles
  - Wind awareness
  - Effect of wind on the sails
  - Points of sailing
- Describe and demonstrate communication from the skipper/helm
  - Clarity
  - Need for a response
  - Key calls (Ready to tack/gybe, harden/ease the sheets, mizzen jib and main, prepare the halyards etc)
  - Situational leadership discussion

#### **Hopes and concerns and working agreement discussion**

**Before departing on an expedition, skippers will invite each trainee to share any hopes or concerns for the upcoming program**

- discuss and strategies to maximise the hopes and minimise the concerns
- review plans if necessary, remember information to check in on trainees
- link to a working agreement discussion and future debriefs

#### **5.5.2 Capsize Procedures:**

- Take immediate action to prevent/minimise the effect of a potential capsize (ease sheets, weight shift, change heading)
- In case of capsize, all other vessels to signal, converge on the scene and stand by to render assistance
- Check safety of all participants and stay clear of any ropes or rigging in the water – cling to the boat and avoid treading water
- Signal for assistance if required
- Secure floating items if possible
- Release and ease all sheets
- One or two crew members positioned at the bow, swim and hold the bow head up to wind
- Other crew members right the vessel using counterweight methods, allowing a smooth transition maintaining head to wind
- One crew member to begin bailing, others to gradually join the vessel and assist as sufficient freeboard is regained

#### **5.5.3 Man overboard (MOB) procedures**

- MOB procedures will be practiced at the earliest opportunity
- In case of MOB use clear communication so everyone is prepared for action
- The lookout to remain pointing at the person in the water
- In case of reaching or sailing to windward:
  - “Crash Tack! - HOLD the jib sheet” (tack)
  - Apply lee helm to heave to and assess the situation
  - Throw a floating line if required and assist them to reboard the vessel
  - If not possible, tack the jib and sail away to come about and approach them at a beam reach.
  - Furl the jib and sail to leeward controlling momentum by easing on the main sheet

- Luff up to approach the MOB on the leeward side (avoid running them over)
- In case of running:
  - "Come up, harden the sheets" (to a fine reach or close hauled)
  - "Ready to tack – tacking!" – approach the MOB on a reach, and luff up to stop to leeward of the MOB
  - Use a floating line to assist them to re-board the vessel if necessary
- Injured swimmers may require assistance – maneuver the vessel alongside and stopped in the water to windward of the swimmer
  - the crew maneuvers the vessel and weight shifts to dip the lee side
  - use their PFD or arms to lift and drag them back into the vessel
  - apply first aid if required
- Signal for assistance if required
- This may be a reportable incident – Expedition leader will notify water police

#### 5.5.4 Swimming and snorkeling procedures

- Begin with an assessment of all participant's current knowledge, skills and experience. Provide sequenced training as required.
- Swimming or snorkeling in deep water or areas affected by strong currents requires PFD's to be worn.
- An experienced swimming/snorkeling supervisor is assigned to each group of up to 8 people
- A separate supervisor can be monitoring from a boat where applicable.
- The activity setup includes
  - Assessment and description of hazards and conditions including tides, water quality, marine stingers, sharks, oyster rocks.
  - Whistle commands and hand signals are demonstrated and used.
  - Spotters and a designated buddy system put in place.
  - Clearly identified areas for activity and out of bounds areas.
  - Timing and emergency procedures (venue specific)
  - Demonstrate how to clear mask and snorkel when required
  - Less confident swimmers must wear PFD's
  - Count group before, during & end of activity.
  - Stay out of deep water at dawn and dusk.
  - First aid equipment and first aid officer is available on site with communications equipment, aware of any medical issues
  - Vinegar is carried in summer months.
  - Enclosed footwear in high risk areas.
  - Monitoring and adaption of activities as required.

#### 5.5.5 Night sailing procedures

- Assess the conditions with particular regard to the venue, forecast weather conditions, moon, tide, other traffic etc.
- Consider the participants experience and the objectives of the activity
- Activity setup:
  - Briefing and communication plan between vessels (light flashes, whistles)
  - PFD's must be worn and may be fitted with automatic lights or cyalume sticks
  - Ensure each vessel has a torch to shine on the sails
  - Contingency plans discussed with the crew

#### 5.5.6 Use of the propeller (where applicable)

- Emphasise risks associated with the propeller before use.
- Use of oars/paddles as a first preference for propulsion other than sailing.

- **Motors shall not be engaged while swimmers are in the water and in proximity to the vessel.**

#### **5.6 Communication checks and Skippers meeting**

- **Refer to the communications plan**
  - ensure phone numbers and emergency contact information is shared
  - check VMR and QYAC have been notified
  - Skippers meeting to discuss conditions, plans and contingencies
  - Radio checks, phones waterproofed
- **All expeditions have a passage plan submitted or are logged on with local Volunteer Marine Rescue (VMR) at Victoria Point by the first mate or expedition leader.**

#### **5.7 Securing vessels**

**The following procedures are to be used whenever leaving vessels unattended:**

- **Anchoring**
  - Consider access, tidal state and forecast conditions when anchoring
  - Use of a suitable anchor for the particular vessel
  - Allow a 5x the depth in rode,
  - Dig in the anchor using direction of expected conditions
  - Set up the anchor light if left in deep water between dusk and dawn
- **Securing to shore**
  - Consider tidal state and forecast conditions when securing
  - Check substrate for hazards when expected to be aground
  - Use an anchor in the sand or a round turn and 2 half hitches at both ends of the line to tie off to a secure point such as a tree or post
  - Consider use of a stern anchor to maintain the position of the vessel

#### **5.8 Campsite setup**

- **Select a suitable campsite with reference to weather and tide conditions**
- **If it has not been pre-booked as part of the planning process, then ensure this is done online**
- **Provide campsite briefing with reference to safety and minimal impact practices**
- **Supervise camp set up with regard to wind/weather/group/other campers**
  - Tent placement and proximity eg gender and privacy, areas away from trees with dead branches, proximity to toilet and communal areas
  - Site for cooking and communal meeting area
  - Toileting facilities
- **Supervise cooking activities**
  - Take into account the participant's current knowledge, skills and experience.
  - Equipment checked in good working order before use
  - Safe placement is crucial (firm, non-flammable area, away from foot traffic or other potential impacts/fire hazards) use a cooking circle or other protective measures
  - Brief on cooking protocols:
    - Fuel is stored safely and accessed by staff only
    - Designated cooks and assistant roles for each meal
    - Correct lifting and stirring implements and techniques

- **Safe cooking practice – managing the flame**
  - **Water is available in case of burns**
- **Supervise toileting**
  - **Always take into account participant's needs and experience**
  - **In case of a toilet structure provided:**
    - **Check function and cleanliness**
    - **Provide toilet paper**
    - **Establish hand washing facilities**
  - **In case of an expedition toilet being required:**
    - **Ensure placement is suitable for environmental reasons**
    - **Ensure privacy from campsite and other users**
    - **Ensure depth and size is suitable for group use and environmental factors**
    - **Toilet use can be briefed carefully with the whole group where required**
    - **Provide toilet paper and shovel, engaged signal**
    - **Establish hand washing facilities**

## 6 Contingency plans

### In all emergencies:

- **Ensure crew safety as a priority.**
- **Vessel security is a secondary but important consideration.**
- **Provide medical aid where necessary.**
- **Attempt self-rescue where it can be done safely.**
- **All vessels converge to provide assistance and communicate plans.**
- **If necessary drop sails and set anchors.**
- **Make radio or phone contact with the nearest marine rescue group and provide your vessel location; nature of problem; and number of people on board.**
- **For alternative communication methods:**
  - **Discharge orange flares during daylight and/or red hand-held flare when vessels are in sight.**
  - **Display V sheet and use sound light signals as appropriate**
- **In life threatening situations switch on EPIRB and secure lanyard, deploy into the water.**
- **Prepare vessel and crew for extended management of the situation.**

### 6.1 Person/vessel missing

- **Immediate search pattern initiated suitable for the location and conditions**
  - **last known position**
  - **history of the situation**
  - **area likely for missing person – toilets, trails, ships wake etc**
  - **search patterns include line, grid, spiral, tacking upwind etc**
- **If no success, within 20minutes alert emergency services**
- **Reportable as incident or near miss - UPLOADS**

### 6.2 Capsize Procedures:

- **Take immediate action to prevent/minimise the effect of a potential capsiz (ease sheets, weight shift, change heading)**
- **In case of capsiz, all other vessels to signal, converge on the scene and stand by to render assistance**

- **Check safety of all participants and stay clear of any ropes or rigging in the water – cling to the boat and avoid treading water**
- **Signal for assistance if required**
- **Secure floating items if possible**
- **Ease sheets**
- **One or two crew members positioned at the bow, swim and hold the bow head up to wind**
- **Other crew members right the vessel using counterweight methods, allowing a smooth transition maintaining head to wind**
- **One crew member to begin bailing, others to gradually join the vessel and assist as sufficient freeboard is regained**
- **Reportable as incident or near miss - UPLOADS**

### **6.3 Collision**

- **Follow emergency, capsize and MOB procedures as needed**
- **Signal for help and/or get to safety, may need to run aground**
- **Communicate with other vessels and emergency authorities as required**
  - **position**
  - **identity of all vessels involved**
  - **injuries or other damage**
- **Reportable as incident or near miss – UPLOADS**
- **Additional paperwork and reporting may be required by MSQ – expedition leader may communicate with water police**

### **6.4 Man overboard (MOB) procedures**

- **MOB procedures will be practiced at the earliest opportunity**
- **In case of MOB use clear communication so everyone is prepared for action**
- **The lookout to remain pointing at the person in the water**
- **In case of reaching or sailing to windward:**
  - **“Crash Tack! - HOLD the jib sheet” (tack)**
  - **Apply lee helm to heave to and assess the situation**
  - **Throw a floating line if required and assist them to reboard the vessel**
  - **If not possible, tack the jib and sail away to come about and approach them at a beam reach.**
  - **Furl the jib and sail to leeward controlling momentum by easing on the main sheet**
  - **Luff up to approach the MOB on the leeward side (avoid running them over)**
- **In case of running:**
  - **“Come up, harden the sheets” (to a fine reach or close hauled)**
  - **“Ready to tack – tacking!” – approach the MOB on a reach, and luff up to stop to leeward of the MOB**
  - **Use a floating line to assist them to re-board the vessel if necessary**
- **Injured swimmers may require assistance – maneuver the vessel alongside and stopped in the water to windward of the swimmer**
  - **the crew maneuvers the vessel and weight shifts to dip the lee side**
  - **use their PFD or arms to lift and drag them back into the vessel**
  - **apply first aid if required**
- **Signal for assistance if required**
- **Reportable as incident or near miss – UPLOADS**

## 7 Monitor and review process

**Version 1** developed by Jonathan Goss operating as a sole trader in July 2012, to consolidate an emerging approach to sail training in small boats.

**Version 2** March 2013, was sent out for review to 5 key industry professionals with valuable feedback from Bryn Dunlop.

**Version 3** December 2013 resulting from program debrief information and evaluations from internal instructor training, was sent out for review to 8 industry professionals with valuable feedback from Andre Vogel.

**Version 4** December 2014 resulting in skipper feedback was sent out for review to Outdoor Recreation peak bodies and training organisations with valuable feedback from Graham Shaw.

**Version 5** February 2016 included improvements based on operational debriefs and new/expanded practices. Feedback requested from 16 sailing industry professionals.

**Version 6** November 2016 was updated from skipper feedback and updates to procedures - consultation and feedback was sought from AMSA/MSQ who clarified our exemption status as a training organisation.

**Version 7** May 2017 updated information based on skipper feedback, SEQ Water requirements and subsequent updates to procedures.

**Version 8** December 2017 review process with minor changes implemented alongside the development of a broader SMS

**Version 9** November 2018 – review and updates with additions based on training package developments and research on the practices of other sail training and ABL groups, updated AMSA exemption information

**Next review** scheduled for January 2020.

Your input is welcome [training@bluepeteraustralia.com](mailto:training@bluepeteraustralia.com)

## 8 Sources of information

8.1 Transport Operations (Marine Safety) Act 1994

8.2 Education Queensland - Curriculum Activities Risk Assessment

- small boat sailing
- large boat sailing
- lightweight camping
- sea kayaking
- snorkelling
- swimming

8.3 Australian Sailing <http://www.yachting.org.au/>

8.4 Australian Canoeing <http://canoe.org.au/>

8.5 AMSA <https://www.amsa.gov.au/>

8.6 Maritime Safety Queensland <http://www.msq.qld.gov.au/>

8.7 Marine Rescue Queensland <http://www.marinerescueqld.org.au/>

8.8 Moreton Bay Trailer Boat Club Radio Room (VKQ447) <http://www.mbtbc.com/mbtbc-radio-room/>

8.9 Australian Maritime College <http://www.amc.edu.au/>

8.10 Adventure Activity Standards [http://www.outdoorcouncil.asn.au/12.html#.WCqMS\\_I96M8](http://www.outdoorcouncil.asn.au/12.html#.WCqMS_I96M8)

8.11 Sea Scouts risk management  
[http://www.seascouts.sa.scouts.com.au/files/File/Activities/Waikerie\\_2010/RMP\\_-\\_Sea\\_Scout\\_Regatta\\_2010\\_-22feb.pdf](http://www.seascouts.sa.scouts.com.au/files/File/Activities/Waikerie_2010/RMP_-_Sea_Scout_Regatta_2010_-22feb.pdf)

8.12 Royal Queensland Yacht Squadron <http://www.rqys.com.au/index.php/risk-assessment-management-plan/>

8.13 [Department of Justice and Attorney General – The Outlook](#), Adventure Activity Risk Management Plans

8.14 Victorian Sailing School risk assessments  
<http://www.sailingschool.vic.edu.au/documents/RiskManagementPlan.pdf>

8.15 Wikipedia – Risk Management Planing <http://www.wikihow.com/Develop-a-Risk-Management-Plan>

8.16 Leave no trace [www.lnt.org.au](http://www.lnt.org.au)

8.17 Project Nature Ed – Risk Management  
<http://www.projectnatureed.com.au/web%20library/Risk%20Mgmt%20and%20OE.pdf>

8.18 Anglican Church Grammar School - risk management of sailing activities

8.19 Noosa Pengari Steiner School – risk management of sailing activities

## 9 Related Sea School documents

### 9.1 Expedition Planning:

- Communications Plan
- Charts and Passage Plans
- Logistics Plan
- Evaluation Plan

### 9.2 Medical form

### 9.3 Consent form

### 9.4 "What to bring" List

### 9.5 Trainee Register

### 9.6 Venue Information

### 9.7 Skippers folder:

- Checklists
- Procedures
- Permits
- Forms

### 9.8 Training Pathways

### 9.9 Training and Assessment Checklists

### 9.10 Curriculum Resources

- Skippers Resource Manual Group facilitation for adventure-based learning
- Sea School Curriculum links and documents

### 9.11 The Sea School Watch system

### 9.12 The Sea School Manifesto