

# Court Programs Risk Management Information and Plan for Schools

## Law Days Out and Court Visits

*This risk management information and plan has been modelled using:*

- *The Risk Assessment and Management template- Excursions available through The Australian Children's Education & Care Authority (See <https://www.acecqa.gov.au/> for further information); and*
- *The NSW DET Risk Management Form Proforma (see <https://app.education.nsw.gov.au/sport/File/1419>).*

*It can be amended by schools as needed to comply with relevant institutional requirements.*

### General Information

#### Organisation Details:

Rule of Law Education Centre  
131 Macquarie Street, Sydney  
[www.ruleoflaw.org.au](http://www.ruleoflaw.org.au)

**WWCC Compliance:** Rule of Law Education Centre facilitators and any volunteers all hold a current WWCC. Should schools require any details of these, please contact us at [courtvisit@ruleoflaw.org.au](mailto:courtvisit@ruleoflaw.org.au)

**Required Staffing Ratio for Schools:** The court mandated staffing ratio for the Law Day Out Program is 1:20 (teachers to students).

**Rule of Law Facilitators are not counted in the required ratio.** Teachers always retain legal responsibility for school students during the Law Day Out program. If a designated teacher is unable to attend on the day, schools must make an alternative arrangement to replace that teacher to maintain the required ratio. Schools cannot attend the program without the required number of accompanying staff.

**PLEASE NOTE:** Liability for the welfare of students and teachers remains the responsibility of the teachers and schools. RoLE staff have no liability for student welfare or safety of students and teachers attending a court program. Teachers must remain in the court complex at all times when students are in attendance. The staff:student ratio must be maintained in the court complex at all times.

## Excursion Risk Management Plan – Court Programs

**School Name:** [teacher to complete]

**Principal Name:** [teacher to complete]

**Excursion Name:** Legal Studies Excursion - Law Day Out

**Year Level and Class:** [teacher to complete]

**Date of Excursion:** [teacher to complete]

**Location of excursion:** [teacher to complete]

**Description of excursion:** The HSC Legal Studies Syllabus strongly recommends court attendance as part of subject programming in either Preliminary or HSC years. The Law Day Out program is designed for students to witness justice procedures and processes in action. This experience will enhance their understanding of key syllabus concepts across the year 11 and 12 syllabuses, particularly Resolving disputes, Law in Practice, Crime, Court Personnel, Criminal Trial Processes, Sentencing and Punishment, Post-Sentencing considerations and Legal and Non-Legal responses.

**External Facilitator(s)name and address:** Rule of Law Education Centre, 131 Macquarie Street, Sydney [education@ruleoflaw.org.au](mailto:education@ruleoflaw.org.au)

**Number of Students attending:** [teacher to complete]

**Teacher in Charge:** [teacher to complete]

**Contact number on excursion day:** [teacher to complete]

**Required Staff:Student ratio:** 1:20. (NB - Rule of Law Education Centre Facilitators cannot be included in the ratio)

**Accompanying Staff attending activity:** [teacher to complete]

Potential Risks and Controls					
Potential Hazard	Potential Risks	Risk Assessment (Use Matrix)	Elimination or Control Measures	Who [teacher to complete]	When [teacher to complete]
Student does not have permission to attend the courts but attends	Students attend without parental knowledge or permission, exposing teacher and school to possible complaint or litigation or student must be sent home or back to school	1C	Ensure that all students have returned permission slips for the experience. Make contact with parents/ guardians of students without responses to seek permission. Make alternative school based supervision plans for students who have not received permission as per school policies and procedures.		
Transportation to Court	[teacher to identify risks associated with travel dependent on transport mode ie bus or public transport, meeting at venue]	[teacher to make assessment based on transport mode]	[teacher to complete]		
Students may have medical incident	Students may have a medical incident while on excursion. Incident may relate to an existing, identified medical issue or one that arises on the excursion.	1D	<p>Medical information regarding all students with identified medical conditions given to all teachers in attendance.</p> <p>Students with identified conditions advised to ensure they bring medical supplies as required.</p> <p>Students to be reminded to be aware of food allergies if they bring food.</p>		



			<p>First Aid Kit to be provided by school and carried by an allocated teacher. Students to be informed of teacher with First Aid Kit.</p> <p>Teacher in charge has emergency contact details for all students in attendance in case of medical intervention being required.</p> <p>All court venues have first aid facilities if teacher with first aid kit not immediately accessible. Students and teachers should seek assistance from court security staff.</p>		
Interacting with public	Students attending public bathrooms and shops/ cafes may have a negative interaction with members of the public	3D	<p>Students must attend the bathrooms in no less than pairs whilst in the court complex.</p> <p>Students to be given by teachers clear times of check in and boundaries of movements in the court complex.</p> <p>Teachers to remain on active supervision at all times while in the court complex to ensure appropriate behaviour of students and awareness of issues as they may arise.</p>		

		<p>Teachers to remain in court complex at all times while students are in attendance of the Law Day Out program.</p> <p>Students briefed to be aware of the risks associated with interacting with members of the public in spaces throughout the courts, including in public areas and courtrooms.</p> <p>Students to be aware of the public around them and reminded to be unobtrusive on their experiences.</p> <p>If students or teachers become uncomfortable or aware of a situation, they are to seek out a teacher, RoLEC staff member or sheriff's officer for assistance immediately.</p> <p>Teachers to have in place strategies for student safety should they become distressed, lost or need support or assistance. Students should be reminded of this at the courts prior to entry and again prior to observations commencing.</p> <p>Teacher in charge to establish a meeting point for regular check ins</p>		
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			with students where this is required.		
Crossing roads	Students may be exposed to risk while crossing roads around the Court complex and when going to café's/ shops in the surrounding area.	1D	Teachers to remind students to only cross at designated crossings using the signals and to be mindful of traffic flows around them.		
Infectious diseases	Covid-19	2E	Teachers to enforce any current court protocols for Covid-19. These can be found on the relevant courts websites.  Students and teachers may wear face masks while in attendance at the Court complex.  Students and teachers to sanitise hands regularly throughout the day while in the court complex, and prior to entry each time they exit the complex.		
Students leave court	Students leave court complex without permission	1E	Students to be instructed that they cannot leave the complex without the knowledge and permission of the teacher in charge.		
An emergency occurs	An emergency occurs while inside the court complex, possibly requiring evacuation	1B	Students and teachers to follow the instructions of security staff and Officers of the Sherrif at all times. The evacuation point for the Downing Centre is Hyde Park.		

			<p>Students and teachers will be briefed by RoLEC facilitators on the meeting point for the group with RoLEC staff. This is located to the right hand side of the ANZAC memorial in Hyde Park as you walk towards it from the Downing Centre.</p> <p>Students and teachers to be aware of the exits and evacuation plans, which can be found throughout the complex.</p> <p>Teachers to familiarise themselves with emergency exits and evacuation maps upon entry to the complex.</p>		
Failure of students to be given access to courts	Failure of students to be given access to courts due to inappropriate attire or possible non-compliance with security requirements	1D	<p>Students to be given a full briefing on a day prior to the excursion to ensure they understand security restrictions and requirements of the courts regarding dress and behavioural protocols.</p> <p>Teacher in charge must have a plan in place in case a student is refused entry to court or is ejected from court during the LDO Program.</p>		

Disabled access issues	Limited access for students with physical disabilities	1E	Teachers to contact RoLEC in advance to indicate disabled access is required and investigate the situation specific to the student(s) in their care.		
Observing court proceedings	Students may hear or witness proceedings with distressing information and/ or observe witnesses and/ or members of the public suffering from emotional responses such as distress, grief or anger.	3D	<p>Prior to attending the program, students to be briefed regarding the risks of witnessing distressing content or scenes and what to do if they experience stress during the program. It should be stressed to students that they are not to interact with members of the public while in court, including engaging in conversation or accepting any items to care for while a member of the public appears in a matter.</p> <p>Teacher in charge to have a wellbeing plan to respond to students who are experiencing distress due to witnessing proceedings, including a debriefing follow up following the excursion.</p>		
<b>Venue and safety information reviewed and attached: Yes / No</b>					
<b>Plan prepared by:</b>		<b>Position:</b>		<b>Date:</b>	
<b>Prepared in consultation with:</b>					
<b>Communicated to:</b>					
<b>Monitor and Review</b> – Teacher in charge to monitor the effectiveness of controls and change if necessary. Review the risk assessment if an incident or a significant change occurs.					



## Risk Assessment Matrix and Supporting Information

When assessing the potential risks of an excursion, organising teachers are encouraged to identify risks according to the likelihood of occurrence and consequences of such events for their particular student group, rating them according to the matrix below. When assessing risk, there are two key considerations:

- how likely is it that the hazard could harm participants? (likelihood)
- how badly could participants be harmed? (consequences)

Consequences	Likelihood					
		Rare (1)	Unlikely (2)	Possible (3)	Likely (4)	Almost Certain (5)
	Major (A)	Moderate	High	High	Critical	Critical
	Significant (B)	Moderate	Moderate	High	High	Critical
	Moderate (C)	Low	Moderate	Moderate	High	High
	Minor (D)	Very low	Low	Moderate	Moderate	Moderate
	Insignificant (E)	Very low	Very low	Low	Moderate	Moderate

## Likelihood and Consequence Descriptors

Likelihood	Description	Consequence	
<b>Rare</b>	Very unlikely – the event may occur only in exceptional circumstances	<b>Insignificant</b>	Minor intervention, such as first aid, needed. Consequences can be dealt with by school staff in attendance.
<b>Unlikely</b>	Improbable – the event is not likely to occur in normal circumstances	<b>Minor</b>	Minor intervention required such as medical treatment. Can be dealt with by senior staff attending.
<b>Possible</b>	Potential – the event could occur at some time	<b>Moderate</b>	May require intervention and program review by school executive staff. May require intervention from external parties for investigation.
<b>Likely</b>	Probable – the event will probably occur in most circumstances	<b>Significant</b>	Substantial harm experienced by one or more persons, such as death or permanent disability. May involve regulatory breaches and litigation.
<b>Almost certain</b>	Very likely – the event is expected to occur in most circumstances	<b>Major</b>	Multiple persons experience significant harm, such as death or disability. Exposure of school to litigation and prosecution.

## Types of Elimination/ Control measures to mitigate risks

Control Measure	Explanation
Elimination	Remove risk altogether
Substitution	Use an alternative practice to reduce risk eg use non toxic products instead of toxic products
Isolation	Separate hazard from people to reduce risk eg protective shields, barriers, boundaries
Safeguards	Create safeguards by modifying equipment eg machinery guards
Instruction and Information	Provide clear information and instructions to participants and gain agreement to follow procedures to ensure their safety eg safety briefing on arrival at excursion destination to advise of emergency exists and procedures
Personal Protective Equipment	Make use of Personal Protective Equipment to reduce risks associated with activities eg wear a mask while in public spaces to reduce risk of disease transmission

### DISCLAIMER:

*The above information has been provided by the Rule of Law Education Centre to assist schools in their risk management planning for the Law Day Out or Court Visit Program. If further information is required, please contact the venue of your experience directly. All information contained in this document is advisory only to assist in the formulation of your school's risk assessment for the chosen Court program. The Rule of Law Education Centre is not liable for any of its advice, errors or omissions in this document.*