



Steps to follow when assessing risks

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

There is a range of formats available to assist with safety management planning. The following are two such formats that can be used:

Sample form 12 Risk analysis management system (RAMS)

Sample form 13 Safety action plan (SAP)

Risk assessment checklist factors to consider

- for physical and emotional safety

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

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

Camp Kaitawa RAMS Form

Activity

Instructors

Date

Group

Location

Risks (potential losses)

1	4
2	5
3	6

Casual factors (lemons)	Risk reduction strategies
(people)	
(Equipment)	
(Environment)	

Critical incident management

Emergency procedures to manage each identified risk Emergency gear required

1.

2.

3.

4.

5.

6.

National standards applicable

Policies and guidelines recommended (programme specific)

Minimum skills required by staff/volunteers

Final approval

Accept

Reject

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Comments
