

# RAMS: Risk Management Plan

<p><b>1. Identify the learning outcomes.</b></p> <ul style="list-style-type: none"><li>• Using the lesson plan process.</li></ul>
<p><b>2. Identify the significant risks (losses) that could result from the activity.</b></p> <ul style="list-style-type: none"><li>• Physical Injury</li><li>• Social/psychological</li><li>• Material (gear or equipment)</li><li>• Programme interruption</li></ul>
<p><b>3. List the hazards (causes) that could lead to each risk/loss.</b></p> <ul style="list-style-type: none"><li>• People</li><li>• Equipment</li><li>• Environment</li></ul>
<p><b>4. Think of strategies that could reduce the chances of each hazard leading to the risk/loss. Pay particular attention to significant hazards.</b></p> <ul style="list-style-type: none"><li>• Eliminate if possible</li><li>• Isolate if can't eliminate</li><li>• Minimise if can't isolate</li><li>• Cancel if can't eliminate, isolate or minimise</li></ul>
<p><b>5. Make an emergency plan to manage each identified risk/loss.</b></p> <ul style="list-style-type: none"><li>• Step by step management</li><li>• Equipment/resources required</li></ul>
<p><b>6. Continual monitoring of safety during the activity.</b></p> <ul style="list-style-type: none"><li>• Assess new risks</li><li>• Manage risks</li><li>• Adapt plans</li></ul>
<p><b>7. There is a range of formats available to assist with safety management planning. See sample forms 17, 18 &amp; 19.</b></p> <p>See chapter 4 of the <i>Outdoor Safety – Risk Management for outdoor leaders</i> (NZ Mountain Safety Council Manual 37) for a step-by-step guide on how to use these tools.</p>
<p><b>8. It is important to pay attention to significant risks.</b></p> <ul style="list-style-type: none"><li>• It is also important to pay attention to both significant and minor hazards. Research shows that most serious harm incidents result from a combination of hazards (causal factors), many of which, on their own, are seemingly minor.</li><li>• In an education setting, useful thresholds for significant risks/losses are illustrated on the Incident Severity Scale, on page 3 of Sample Form 30, National Incident Database Report Form (page....)<ul style="list-style-type: none"><li>➤ Severity ranking 3 is the threshold for reporting to the National Incident Database</li><li>➤ Severity ranking 6 is the threshold for reporting serious harm incidents to the Department of Labour.</li></ul></li></ul>

Risk Assessment Checklist Hazards/causal factors to consider for physical and emotional safety

PEOPLE	RESOURCES & EQUIPMENT	ENVIRONMENT
<ul style="list-style-type: none"> <li>• Who?</li> <li>• <u>How many?</u> <ul style="list-style-type: none"> <li>Students</li> <li>Activity Leaders</li> <li>Assistants</li> </ul> </li> <li>• Experience</li> <li>• Effective supervisions structure (ratios)</li> <li>• <u>Cultural considerations:</u> <ul style="list-style-type: none"> <li>Head touching</li> <li>Swimming for some groups of girls</li> <li>Observing site significance for cultural groups</li> </ul> </li> <li>• Physical size/shape</li> <li>• Fitness</li> <li>• Anxieties/feelings</li> <li>• Motivation</li> <li>• <u>Student needs:</u> <ul style="list-style-type: none"> <li>Educational</li> <li>Medical and Health</li> <li>Language abilities</li> <li>Cultural</li> <li>Behaviour</li> <li>Physical disability</li> </ul> </li> <li>• <u>Social and psychological factors:</u> <ul style="list-style-type: none"> <li>Get-home-it is</li> <li>Risk shift</li> <li>Dropping your guard</li> <li>Unsafe act/s by participants</li> <li>Error/s of judgement</li> <li>By activity leader</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <u>Information to:</u> Parents or Whānau</li> <li>• Plans and systems</li> <li>• Clothing</li> <li>• Footwear</li> <li>• Food and drink</li> <li>• Transport</li> <li>• Toilets</li> <li>• Safe drinking water</li> <li>• First aid kit and knowledge</li> <li>• <u>Special equipment:</u> <ul style="list-style-type: none"> <li>Rope</li> <li>Canoes/kayaks</li> <li>Maps/compass</li> <li>Cameras</li> </ul> </li> <li>• Equipment maintenance, quantity, quality</li> <li>• Safety equipment</li> </ul> <p>Are sleeping arrangements/facilities culturally appropriate?</p>	<ul style="list-style-type: none"> <li>• <u>Weather:</u> <ul style="list-style-type: none"> <li>Forecast</li> <li>Sun</li> <li>Rain</li> <li>Wind</li> <li>Snow</li> <li>Temperature; Season</li> </ul> </li> <li>• <u>Terrain:</u> <ul style="list-style-type: none"> <li>Where?</li> <li>What?</li> <li>Familiar?</li> <li>Unfamiliar?</li> <li>Bush</li> <li>Mountain</li> <li>Sea</li> <li>River</li> <li>Beach</li> </ul> </li> <li>• <u>Accessibility to help</u> <ul style="list-style-type: none"> <li>Telephone</li> <li>Doctor</li> <li>Ranger</li> <li>Roads/tracks</li> </ul> </li> <li>• Emergency Services</li> <li>• Security</li> <li>• Animals/insects</li> <li>• Road use</li> <li>• Traffic density</li> <li>• Fences</li> <li>• Human created environments</li> <li>• Does the site have cultural significance?</li> </ul> <p>Consent and information from landowner/local iwi</p>

## RAMS: Risk Management Plan

School \_\_\_\_\_

Activity Study group trip to Pukekura Park

Teacher: \_\_\_\_\_ Location: \_\_\_\_\_

Group: \_\_\_\_\_ Date: \_\_\_\_\_

Risks (significant potential losses)

1 Students harmed/injured slipping down banks into streams	4 Grazes on gravel paths
2 Losing a student- getting lost	5
3 Student falling into water	

Causal Factors		Risk reduction strategies
<b>People</b> Skills, attitudes, age, fitness, ratios, experience, health etc.	<ul style="list-style-type: none"> <li>- Students unaware of the hazards</li> <li>- Students not listening to Teachers or other adults</li> <li>- Adults unsure of how to deal with a troublesome student (secondary behaviours etc)</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss with the students the hazards at all the activities and travelling to venue. Outline expectations and what to do if they do get detached from the group.</li> <li>- Students must have full attention when being spoken to by anyone</li> <li>-Any troublesome students to be under the Teacher’s direct supervision</li> </ul>
<b>Equipment</b> Clothing, shelter, transport, activity, specific gear, safety gear etc	<ul style="list-style-type: none"> <li>- Students without proper clothing/footwear</li> <li>- No first aid kit with Teachers</li> </ul>	<ul style="list-style-type: none"> <li>- Phone school for assistance</li> <li>- Remind students of the need for appropriate clothing and footwear</li> <li>- Teachers to take a first aid kit and have it with them at all times</li> <li>-Remind students and check before departing that all students have food/drinks/medication if necessary</li> </ul>
<b>Environment</b> Weather, terrain, water, season etc.	<ul style="list-style-type: none"> <li>- Wind and rain may force changes in plan, especially with inappropriate clothing.</li> <li>- Mixed terrain may cause difficulty with slips and falls</li> </ul>	<ul style="list-style-type: none"> <li>- Check forecast, monitor weather as necessary</li> <li>- Ensure all students come with wet weather gear.</li> <li>- Suitable footwear is important as is rainwear.</li> <li>- Students will be warned of possible hazards along the way, and some areas may have boundaries and “no go” areas</li> </ul>

## Incident Severity Scale

SEVERITY RANKING	IMPACT ON PARTICIPATION	INJURY	ILLNESS	SOCIAL/ PSYCHOLOGICAL DAMAGE	SEVERITY RANKING	EQUIPMENT DAMAGE	ENVIRONMENTAL DAMAGE
1	<b>MINOR/SHORT TERM IMPACT</b> on individual/s	Splinters, insect bites, stings	Minor irritant	Temporary stress or embarrassment	1	Minor cost	Littering
2	that doesn't have large effect on	Sunburn, scrapes, bruises, minor cuts	Minor cold, infection, mild allergy	Temporary stress or embarrassment with peers	2	>\$50	Minor damage to environment that will quickly recover
<b>Severity scale 3 &amp; above to be recorded on National Incident Database</b>							
3	participation in activity /programme.	Blisters, minor sprain, minor dislocation Cold/heat stress	Minor asthma, cold, upset stomach, etc	Stressed. Beyond comfort level. Shown up in front of group.	3	>\$100	Scorched campsite, plant damage
4	<b>MEDIUM IMPACT</b> on individual/s that may prevent participation in the activity / programme for a day or two.	Lacerations, frostnip, minor burns, mild concussion mild hypo/ hyperthermia	Mild flu, migraine	Stressed, wants to leave activity, a lot of work to bring back in.	4	>\$500	Burnt shrubs, cut live branches, washed group dishes in stream, etc
5		Sprains & hyper-extensions, minor fracture	Flu, food/hygiene related diarrhoea/ vomiting	Distressed, freezes on activity, requires 'emotional rescue', does not want to participate again.	5	>\$2,000	Walked through sensitive ecological area destroying some plant life, toileting close to water course
<b>Any workplace incidents at grade 6 and above need to be reported to Dept of Labour.</b>							
6	<b>MAJOR IMPACT</b> on individual/s that means they cannot continue with large parts of the activity/ trip/ programme.	Hospital stay < 12 hours fractures, dislocations, frostbite, major burn, concussion, surgery, breathing difficulties moderate hypo/ hyperthermia	Medical treatment required, hospital stay < 12 hours eg., serious asthma attack, serious infection, anaphylactic reaction	Very distressed, leaves activity and requires on site counselling, unwilling to participate in activity ever again.	6	>\$8,000	Destroyed/ killed some example of flora/fauna
7		Hospital stay > 12 hours eg, arterial bleeding, severe hypo/ hyperthermia, loss of consciousness	Hospital stay > 12 hours eg, infection or illness causing loss of consciousness, serious medical emergency	Therapy/ counselling required by professional	7	>\$20,000	Killed, destroyed or polluted small area of environment
8	<b>LIFE CHANGING</b> effect on individual/s or death.	Major injury requiring hospitalisation e.g., Spinal damage, head injury	Major illness requiring hospitalisation e.g., heart attack	Long term counselling/ therapy required after incident	8	>\$50,000	Killed example of protected species
9		Single death	Single death	Post-traumatic stress disorder, changed profession because of incident.	9	>\$250,000	Fire or pollution etc resulting in area of wilderness being destroyed
10		Multiple fatality	Multiple fatality	Suicide because of incident	10	>\$1,000,000	Major fire or pollution causing serious loss of environment or life

Davidson, 2005. Incident Severity Scale. Adapted and expanded from the Accident Frequency Severity Chart (Priest, 1996).

### Critical incident management

Emergency procedures to manage each identified risk	Emergency gear required
1 Student harmed/injured (serious severity 3-7), ring 111 and wait with child. Rest of class to continue	First Aid kits, cellphones, access to Hospital/Doctors and any required medication.
2 Students harmed (not serious severity 1-2)	Use First Aid kit
3 Dealing with troublesome student	Teacher to be in direct supervision and in control. If child runs away, keeping contact with caregivers and track until calmed down. Police if getting late/serious
4 Vehicle Breakdown or erratic driver	Call school for transport Speak to driver
5 Weather conditions deteriorate	Teacher to make change of plans. Some activities may be called off.
6 Students who may become sick or unwell.	Teacher to have cellphone and call school office and arrange a pickup by school staff or preferably parent/caregiver.

**National standards applicable:**

- KEY COMPETENCIES: (capabilities for living and lifelong learning)
- Managing Self
  - Thinking
  - Relating to others
  - Participating and contributing
  - Using Language, symbols and texts

**Policies and guidelines recommended (activity specific):**

**Minimum skills required by activity leaders/assistants:**

**Final Approval**      Accept \_\_\_\_\_      Reject \_\_\_\_\_

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