

GUIDELINES RE RAMS/SAP

Adapted from the Ministry of Education *Safety and EOTC A good practice guide for NZ schools 2002*

Steps to follow when assessing risks

<p>1. Identify the risks (losses or damage) that could result from the activity. The risk is that there could be a loss. For example someone will be burnt.</p> <ul style="list-style-type: none">• Physical injury and death• Social/psychological• Material (gear or equipment)• Missing person or group• Programme interruption• Environmental damage
<p>2. List the factors that could lead to each risk/loss.</p> <ul style="list-style-type: none">• People. For example, lack of knowledge and/or skill around using a stove• Equipment. For Example, a faulty stove.• 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

Differentiating between a cause and a potential for loss is a challenge for those taking students beyond the classroom.

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

Risk analysis management system (RAMS)

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 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/facilitie s culturally appropriate? 	<ul style="list-style-type: none"> • Weather <ul style="list-style-type: none"> Forecast Sun Rain Wind Snow Temperature Season • Terrain - where? What? <ul style="list-style-type: none"> 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