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| **Form 18 – RAMS: Risk Management Plan** |
| **Introduction** |
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| **1.** **Identify the learning outcomes.**   * Using the lesson plan process. |
| **2.** **Identify the significant risks (losses) that could result from the activity.**   * Physical Injury * Social/psychological * Material (gear or equipment) * Programme interruption |
| **3.** **List the hazards (causes) that could lead to each risk/loss.**   * People * Equipment * Environment   *(see over for hazards/factors to consider)* |
| **4.** **Think of strategies that could reduce the chances of each hazard leading to the risk/loss. Pay particular attention to significant hazards.**   * Eliminate if possible * Isolate if can’t eliminate * Minimise if can’t isolate * Cancel if can’t eliminate, isolate or minimise |
| **5. Make an emergency plan to manage each identified risk/loss.**   * Step by step management * Equipment/resources required |
| **6. Continual monitoring of safety during the activity.**   * Assess new risks * Manage risks * Adapt plans |
| **7. There is a range of formats available to assist with safety management planning. See sample**  **forms 17, 18 & 19.**  See chapter 4 of the *Outdoor Safety – Risk Management for outdoor leaders* (NZ Mountain Safety Council Manual 37) for a step-by-step guide on how to use these tools. |
| **8. It is important to pay attention to significant risks.**   * 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. * 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….)   + Severity ranking 3 is the threshold for reporting to the National Incident Database   + Severity ranking 6 is the threshold for reporting serious harm incidents to the Department of Labour. |

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| Risk Assessment Checklist Hazards/causal factors to considerfor physical and emotional safety | | |
| *(when completing SAP, RAMS or other risk assessment process)* | | |
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| **PEOPLE** | **RESOURCES & EQUIPMENT** | **ENVIRONMENT** |
| * Who? * How many?   Students  Activity Leaders  Assistants   * Experience * Effective supervisions structure (ratios) * Cultural considerations:   Head touching  Swimming for some groups of girls  Observing site significance for cultural groups   * Physical size/shape * Fitness * Anxieties/feelings * Motivation * Student needs:   Educational  Medical and Health Language abilities  Cultural  Behaviour  Physical disability   * Social and psychological factors:   Get-home-it is  Risk shift  Dropping your guard Unsafe act/s by participants  Error/s of judgement by activity leader | * Information to: Parents or Whānau * Plans and systems * Clothing * Footwear * Food and drink * Transport * Toilets * Safe drinking water * First aid kit and knowledge * Special equipment:   Rope  Canoes/kayaks Maps/compass  Cameras   * Equipment maintenance, quantity, quality * Safety equipment   Are sleeping arrangements/facilities culturally appropriate? | * Weather:   Forecast  Sun  Rain  Wind  Snow  Temperature; Season   * Terrain:   Where?  What?  Familiar?  Unfamiliar?  Bush  Mountain  Sea  River  Beach   * Accessibility to help   Telephone  Doctor  Ranger  Roads/tracks   * Emergency Services * Security * Animals/insects * Road use * Traffic density * Fences * Human created environments * Does the site have cultural significance?   Consent and information from landowner/local iwi |

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| **RAMS: Risk Management Plan** | | | | | |
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| School | |  | | | |
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| Activity | |  | | | |
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| Instructors: | |  | Location: | |  |
|  | | | | | |
| Group: | |  | Date: | |  |
|  | | | | | |
| Risks (significant potential losses) | | | | | |
| 1 | | | | 4 | |
| 2 | | | | 5 | |
| 3 | | | | 6 | |
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| Causal Factors (lemons) | | | | Risk reduction strategies | |
| **People**  Skills, attitudes, age, fitness, ratios, experience, health etc. |  | | |  | |
| **Equipment**  Clothing, shelter, transport, activity, specific gear, safety gear etc | Campsite equipment – operating gas cookers, heaters and lanterns. | | | Use gloves when handling hot handles or lids. Carry fire extinguisher if appropriate. Carry Burn Gel in first aid kit. Do not use burners in confined spaces (tents, cars) without suitable ventilation. Do not use stoves that are throwing a yellow flame or suspected to be faulty. Report any faulty appliance to supervisor as soon as possible and label clearly. Appliances to be checked for leaks by task leader (must burn with blue fame), including fittings, seals prior to going into field. Keep fuels away from all heat sources. | |
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| **Environment**  Weather, terrain, water, season etc. | Slippery logs causing ankle and leg injuries | Do not jump directly onto log. Take care, don’t rush, go under or around log where possible, otherwise place hand on log and use to lever yourself onto/over log. |
| Negotiating steep terrain. | Where possible avoid travelling across steep or unstable areas. Carry suitable clothing. Supervisors to carry survival equipment; map/compass, lighter and first aid kit. Wear appropriate footwear. Check weather forecasts. Ensure food and water intake is maintained. Supervisors are to be made aware of any medical conditions/ allergies and carry appropriate medication. Always be prepared to back track if the going becomes too rough/slow/risky. Travel cautiously, being deliberate with foot placements and handholds. Do not run or jump. Take care to avoid head/eyes contacting overhanging branches and avoid flicking vegetation onto others. |
| Weather extremes – hot/cold/dry/windstorms/heavy rain. |
| Falling or sustaining injury. |
| Windfall/logs/spurs/rocks |
| Wire fences |
| Fence posts and rails |
| Blown dust, sand, debris |
| Drinking water contamination | Boil or filter water or use water purifying tablets. Do not drink from streams. |
| River crossings; deep water, holes, slippery rocks, fast/large rivers. Uneven ground, rocks, banks on river beds/banks | When river swollen or in flood do not cross. When looking for a place to cross always consider river conditions, holes and slippery rocks. Take appropriate action to prevent hypothermia in the event of slipping or falling during a river crossing. Use appropriate clothing and footwear. |
| Sun exposure | Use sunscreen, protective clothing including hat. Breaks to be taken to maintain fluid levels. |
| Wasp, bee, insect stings. | Use insect repellent. Specific prescribed anti-histamines to be carried by any individuals with a known history of allergic reaction. Supervisors to be notified of allergies, likely reactions, appropriate medication and treatment prior to departure. Use caution near any hives. |
| Travelling through bush – pushing through sharp stunted bushes – fall onto sharp sticks causing puncture wounds. | Watch for under-scrub and other objects that people may fall over. Beware of overhanging branches hitting face or eyes of yourself or others. |

**Sample Form 18** *<Insert school name/logo here>*

*You may need to reduce the size of the name/logo you place here, click on the corner or side of the box and drag in to fit.*

*Use the align left, centre or right tabs on the toolbars to move your name or logo*

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| **Critical incident management** | | | | | |
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| Emergency procedures to manage each identified risk | | | Emergency gear required | | |
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| 2 | | |  | | |
| 3 | | |  | | |
| 4 | | |  | | |
| 5 | | |  | | |
| 6 | | |  | | |
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| **National standards applicable** | | | | | |
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| **Policies and guidelines recommended (activity specific)** | | | | | |
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| **Minimum skills required by activity leaders/assistants** | | | | | |
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| **Final Approval** | Accept |  | | Reject |  |
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| **Comments:** | | | | | |