

Form 18 – RAMS: Risk Management Plan Introduction

<p>1. Identify the learning outcomes.</p> <ul style="list-style-type: none"> • Using the lesson plan process.
<p>2. Identify the significant risks (losses) that could result from the activity.</p> <ul style="list-style-type: none"> • Physical Injury • Social/psychological • Material (gear or equipment) • Programme interruption
<p>3. List the hazards (causes) that could lead to each risk/loss.</p> <ul style="list-style-type: none"> • People • Equipment • Environment <p><i>(see over for hazards/factors to consider)</i></p>
<p>4. Think of strategies that could reduce the chances of each hazard leading to the risk/loss. Pay particular attention to significant hazards.</p> <ul style="list-style-type: none"> • Eliminate if possible • Isolate if can't eliminate • Minimise if can't isolate • Cancel if can't eliminate, isolate or minimise
<p>5. 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>6. Continual monitoring of safety during the activity.</p> <ul style="list-style-type: none"> • Assess new risks • Manage risks • Adapt plans
<p>7. There is a range of formats available to assist with safety management planning. See sample forms 17, 18 & 19.</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>8. It is important to pay attention to significant risks.</p> <ul style="list-style-type: none"> • 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....) <ul style="list-style-type: none"> ➢ 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.

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

RAMS: Risk Management Plan

School _____

Activity **Trip to Waikato Museum**

Instructors: _____ Location: **Waikato Museum, Hamilton**

Group: _____ Date: _____

Risks (significant potential losses)

1 Injury due to falling	4 Injury by/damage done to museum artefact
2 Hit by a moving vehicle	5 child lost in or outside Museum
3 Injury/assault by an unknown person	6 injury caused by art materials or equipment

Causal Factors (lemons)		Risk reduction strategies
People Skills, attitudes, age, fitness, ratios, experience, health etc.	<ul style="list-style-type: none"> ➤ Age of students (very young) ➤ Children with physical/cognitive issues ➤ Students with health/medical conditions ➤ Lack of appropriate supervision ➤ Lack of understanding due to language barriers (both adult and child) 	<ul style="list-style-type: none"> ✓ Appropriate ratios of adults to students considering children's ages and experience, special needs and language issues ✓ Parent helpers given information and guidance by teachers prior to visit ✓ Teachers aware of needs of adults and students
Equipment Clothing, shelter, transport, activity, specific gear, safety gear etc	<ul style="list-style-type: none"> ➤ Museum artefacts on podiums and stands ➤ Artwork on walls and free standing installations ➤ Items on the floor (such as large bricks, dominoes in Exscite) ➤ Scissors, hot glue guns and other art/craft tools ➤ Loose clothing, jackets etc that could cause falls etc. ➤ Appropriate clothing for weather conditions when moving from Museum 	<ul style="list-style-type: none"> ✓ Children and adults made aware of how to move around museum and exhibitions ✓ Appropriate supervision (for numbers, ages and needs) while moving around museum ✓ Museum staff to keep walk ways etc free of items ✓ Appropriate explanations of how to use art materials and tools. ✓ Constant supervision during all art/craft activities ✓ Teachers to ensure children have appropriate clothing and footwear ✓ Offering of areas for students to leave bulky clothing or bags to minimise trips/falls etc
Environment Weather, terrain, water, season etc.	<ul style="list-style-type: none"> ➤ Prevalence of concrete/slate steps ➤ Uneven flooring ➤ Slippery flooring in rain ➤ Lots of areas for children to get lost in ➤ Some areas are darkened ➤ Many items of great value and/or cultural significance 	<ul style="list-style-type: none"> ✓ Children and adults made aware of how to move around museum and exhibitions, what can and cannot be touched ✓ Appropriate supervision (for numbers, ages and needs) while moving around museum ✓ Museum staff to keep walk ways etc dry, clean and free from potential fall hazards ✓ Frequent checking of group numbers ✓ Children aware of rules if moving away from the group (such as to use the toilets)

Critical incident management

Emergency procedures to manage each identified risk	Emergency gear required
<p>1 Injury due to falls: Children instructed in how to move around the museum and the exhibitions. Younger children encouraged to use hand rails when moving up or down stairs, children move in a line rather than as a cluster. No climbing on seating, walls etc.</p>	<p>First aid kit carried by a teacher/supervisor with first aid training Museum first aid room and trained first aid staff Emergency phone to be carried by a senior staff member and a list of all appropriate contacts such as school, parents etc to be on hand Emergency vehicle to be arranged in case of need to transport child back to school etc.</p>
<p>2 Hit by a moving vehicle: When moving outside the museum (to or from buses or cars or along the street) students made aware of rules suitable for their age or developmental levels (holding hands, buddies etc). Appropriate adult/child ratios at all times. Road crossing strategy.</p>	<p>As above</p>
<p>3 Injury/assault by an unknown person: Appropriate adult/child ratios at all times. Students made aware of rules regarding leaving the group (such as to go to the toilet). Numbers to be checked frequently, especially when moving from one area to another. No child to be alone in any part of the museum (buddy system or accompanied by an adult).</p>	<p>Museum has CCTV in all public areas</p>
<p>4 Injury by/damage done to museum artefact: Children instructed in how to move around the museum and the exhibitions. Appropriate adult/child ratios at all times. Museum artefacts securely/appropriately attached to walls etc. Museum staff/educators assist with supervision of large groups.</p>	<p>As above.</p>
<p>5 Child lost in or outside Museum: Appropriate adult/child ratios at all times. Students made aware of rules regarding leaving the group (such as to go to the toilet). Numbers to be checked frequently, especially when moving from one area to another.</p>	<p>As above Museum staff to have local police station numbers at hand</p>
<p>6 Injury caused by art materials or equipment: Appropriate adult/child ratios at all times. All equipment is used under expert guidance and supervision. Tools are checked regularly for safety or damage. Tools/equipment can be used by adults only if children are younger or deemed not capable to using them appropriately or safely.</p>	<p>As above First aid kit in all areas where art/crafts are carried out</p>

National standards applicable

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Policies and guidelines recommended (activity specific)

Minimum skills required by activity leaders/assistants

At least one first aid trained staff members in each school visit
A designated driver of an emergency vehicle for each visit
English language levels suitable for understanding instructions and explanations given by Museum staff

Final Approval Accept _____ Reject _____

Comments: