



Introduction to sample forms 12 and 13.

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 and Equipment	Environment
<ul style="list-style-type: none"> • Who? • Age? • How many? Students Staff Adults • Volunteer helpers • Outside providers/ instructors • Experience • Ratios • Cultural safety: Head touching Swimming for Māori/ Pasifika/Somali girls Observing site significance for cultural groups • Physical size/shape • Fitness • Anxieties/feelings • Motivation • Student needs: Educational Medical Language abilities Cultural Behaviour Physical disability • Social and psychological factors: 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 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? 	<ul style="list-style-type: none"> • Weather Forecast Sun Rain Wind Snow Temperature Season • Terrain – where? What? Familiar Unfamiliar Bush Mountain Sea River Beach • Accessibility to help 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



Outdoor Safety Action Plan

Activity:

Date:

Teacher in charge:

Class level:

No. of staff:

No. of children:

No. of helpers:

Time of departure:

Location:

Approved by:

Time of return to school:

What could go wrong?	What would cause it to go wrong?	How could we prevent it from going wrong?	Whose responsibility is it?	When/where will it be done?	Emergency plan

Group members requiring special consideration		
Health:		
Behaviour:		
Other:		
<p>Pre-activity checklist</p> <p>Off site venue visited <input type="text"/></p> <p>Trip application approved <input type="text"/></p> <p>Permission slips returned <input type="text"/></p> <p>Medical records checked <input type="text"/></p> <p>SAP form to all teachers <input type="text"/></p>	<p>On the day</p> <p>Medication <input type="text"/></p> <p>First aid kit <input type="text"/></p> <p>Cell phone <input type="text"/></p> <p>Intentions left at office <input type="text"/></p> <p>Equipment checked <input type="text"/></p>	<p>Comments</p>

On completion of the SAP, does the activity still provide the opportunity to meet your intended outcomes? Yes/No