## Risk Analysis and Management including Event Safety Planning Procedure

*The following guidelines are to be used by the Children’s Ministry leader/pastor or the church administrator for the writing of a policy that fits the context of your church outlining the procedures and guidelines covering the planning of events and the analysis and management of risk – for both on and off site activities.*

*See Flow Chart on page 59 to assist with event planning.*

Effective risk management involves selecting the most appropriate strategy for either reducing the risk or controlling the perceived risk of any activity.

**Definitions:**

**Hazard**

Source of danger that could result in an accident if undue care is not exercised.

**Risk**

Chance that a hazard can cause harm, either physically, psychologically or emotionally. The chance of something happening that will have an impact on objectives.

NOTE: A Risk Assessment Management (RAM) plan can be produced and implemented for programmes/events. This process helps in identifying, minimising and managing perceived risks.

**Assessing Risk Factors**

The concept of risk has three elements:

1. The perception that something could happen
2. The likelihood of something happening
3. The consequence if something does happen

To identify risks and safety concerns or potential dangers, three main causal factors need to be considered:

1. **People**

Whether it is taking a group to the beach or on a hike/camp or the under 12s to McDonald’s for a treat, the principles of assessing the potential risks are the same and must be discussed with the leadership team.

**Use the following questions to help identify safety issues when planning for**

**programmes/events:**

1. Children’s workers or leaders qualifications, training and experience:

* Have they previously led or accompanied groups of children in the activity?
* How often? Where? When? What age groups?
* How much experience do the helpers have?
* Have other groups conducted this activity? Where did they go? How did they organise it? Did anything go wrong? What advice can they offer?
* Can the children’s workers or leaders identify foreseeable risks?
* Is the activity, such as high-risk activities (e.g. abseiling, whitewater rafting, etc.) being led by a trained professional instructor?
* Does the children’s worker or leader or a member of the team hold a current First Aid certificate that is applicable for the environment in which the programme/event is to take place (e.g. remote access activities)?

1. Participants requirements and issues:

* Is the programme/event and its activities appropriate to the ages and maturity of the children?
* Have the children done anything similar before?
* How closely do the children need to be supervised? Will constant supervision be maintained? If not, can this be justified? How far away will children’s workers and leaders be?
* How much individual attention do these children need for the programme/event?
* If a child is in difficulty, can other children immediately stop what they are doing while children’s workers, leaders or helpers help the child?
* If the children encounter difficulty, has the programme/event been organised in such a way that children’s workers, leaders and helpers can provide immediate assistance?
* How will the children be organised while participating in the programme/event?
* What is the area/distance over which the children will be spread?
* How familiar are the children with the activity emergency procedures and the implementation of those the procedures by them?
* What are the preparatory activities that have been undertaken?
* Have the children been assessed for any prerequisite skills (e.g. swimming)?
* What plans have been made to deal with incidents/accidents if they occur and what risk management plans have been made?
* What will the children gain from participation in the programme/event and its activities?
* How remote is the programme/event and its activities from sources of assistance (e.g. hikes/camps)?
* How long would it take to get help after an incident/accident?
* How would help be called?
* Have other factors been taken into account, like voluntary participation in programmes/events and phobias?

1. **Equipment**
2. Does the programme/event and its activities require any special equipment?
3. Is the equipment appropriate for the ages of the children?
4. Does the equipment to be used meet safety standards?
5. What can go wrong with the equipment and can this be dealt with?
6. Are there any relevant safety checks that can be carried out on the equipment? Have they been done? Are they current?
7. Are there requirements for any protective clothing? (e.g. bike helmets, flotation devices)
8. Is training required to use any specialised equipment?
9. **Environment**
10. **Sun safety**

Children’s workers or leaders of programmes/events that operate outdoors are required to consider how they will protect children from the effects of the sun. Sunburn could lead to melanoma later in life, no matter what skin type. Being sun smart in New Zealand is crucial as its unique environment (clear skies and closer to the sun in summer) makes people particularly vulnerable to damaging ultraviolet (UV) radiation.

1. **Cold weather safety**

Very cold temperatures, like very hot ones, can be a health hazard. Proper dress and some sensible practices can prevent a lot of the problems associated with cold weather.

1. **Site safety**

All sites and site facilities, including accommodation, food, hygiene and sanitation for all programmes/events are required to meet minimum standards and regulations, and include the provision of fire safety equipment. Children’s workers and leaders must familiarise themselves with the basics of these requirements and check that the site does comply and that all sites used for a programme/event and its activities are appropriate and safe. Consideration needs to be given to both environmental and human dangers associated with the use of the site. The safety of a site should be reviewed regularly.

Location:

* Where is it and how regularly is it used for the programme/event?
* Is it for beginner participants?
* How familiar is the children’s worker or leader with the location and the expected weather conditions for the time of the year?
* Has advice or permission been sought or gained from the local authorities, if necessary?
* Separate Venue Checklist (in Forms Section) can be used to help identify and minimise risks.

1. **Off-Site Activities**

Communication needs to be made to next level of authority regarding:

* How long the group will be gone for.
* Who is in charge.
* Where the children’s leader will be and how they can be contacted.
* List of children with the children’s leader.

## Off-Site Safety Event Planning Flowchart

## Risk Assessment Management (RAM) Form

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Programme/Event:** | | **Centre:** | | |
| **Activity/Activities:** | | **Date/s:** | | |
| **Description of venue:** | | **Prepared by:** | | |
| **Aim/purpose:** | | **Checked by:** | | |
|  | | | | |
| **Risk** | **Risk Evaluation** | | **Prevention** | **Emergency Plans** |
| Consider physical, emotional, mental and spiritual events that may occur | Low/Medium/High  (Refer Risk Matrix, below) | | How will you attempt to ensure the risk doesn’t happen | What will you do if it does happen |
| **People Risks** | | | | |
|  |  | |  |  |
| **Equipment Risks** | | | | |
|  |  | |  |  |
| **Environment Risks** | | | | |
|  |  | |  | |

|  |
| --- |
| Steps taken to minimise risk: (Contingency plans, actions, recommendations etc.) |
| Skills required by staff: |
| Safety equipment required: |

1 Low 2-3 Medium 4-5 High

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | Consequences | | |
| Likelihood |  | Minor | Moderate | Major |
| Unlikely | 1 | 2 | 3 |
| Possible | 2 | 3 | 4 |
| Likely | 3 | 4 | 5 |