



INSTRUCTIONS FOR USING RISK ASSESSMENT PLAN (RAP)

When do you use this form? When you are planning:

1. Adventure-based activities and /or
2. Activities that are not routine or predictable

An example of when a risk assessment is required would be your unit going to an orienteering competition in a National Park.

In other circumstances, you may choose to use the 3Q's as your informal risk assessment:

1. What am I/we doing? (Activity)
2. What can go wrong? (Identifying the hazard & assessing risk)
3. What can I do to make it safe/r? (Controlling the risk)

An example of using the 3 Questions would be your unit doing an activity that is routine or predictable at the local park, near your meeting place, such as a scavenger hunt, tracking skills or learning orienteering.

When completing a risk assessment plan focus your thoughts on three critical areas:

1. People
2. Environment
3. Equipment

There may be some that don't fit in these categories so can be placed in 'other hazards' section e.g. finance, reputational risk.

Step 1

Using Section 2, identify the hazards and then identify the risks associated with the hazards. List them in the first two columns.

Step 2

Read tables 1, 2, 3 below to work out the current level of risk. Remember that we already have control measures in place through our policy, procedures, ratios etc. so take these into consideration at this stage as we are not starting from a place of no controls.

Firstly, identify the consequences that potentially cause harm using the consequences rating in table 1.

Secondly, identify the likelihood of the consequences occurring using table 2 by reading the statements and deciding the most appropriate likelihood.

Thirdly, using the risk rating table (table 3) identify what risk rating your consequences and likelihood show. Record it under step 2 column on your template.

Step 3

Identify the best control measures to reduce the risk of your hazard. These will include current and additional controls. Record the controls in your step 3 column on your template.

Step 4

Repeat step 2 and identify if your risk rating has reduced to a level you are happy to run your activity with. If the level has not reduced to an acceptable level discuss this with your Manager. Record your rating in your step 4 column of your template.

Step 5

Complete Section 3 Response Plan

TABLE 1 Consequence Rating Table

CONSEQUENCE	DESCRIPTION
Insignificant	<p>Low level Impact with negligible consequences on the aim or activity objectives that can be controlled by routine management procedures.</p> <ul style="list-style-type: none"> • Governance: e.g. adverse community sentiment/media article or insignificant breach of governing rule with small breach of consequence. • Guiding (Activities of Guiding): e.g. program / activity interrupted for 1 week. • People: e.g. minor injury requiring first aid only. • Financial: i.e. no long term impact e.g. loss with a negative overall financial impact below the "minor" level. • Guiding Operations (Business of Guiding): e.g. key staff unavailable to be contacted in a timely manner.
Minor	<p>The consequences would threaten the efficiency or effectiveness of achieving some aspects of GGA's aim or activity objectives, requiring management effort to minimise impact. These are defined as:</p> <ul style="list-style-type: none"> • Governance: e.g. informal complaint from parent/member which may result in adverse media over several days; minor breach of governing rules with minor breach consequence. • Guiding (Activities of Guiding): e.g. program / activity interrupted for 2-4 weeks. • People: e.g. fractured bone, sprain etc. requiring medical intervention. • Financial: i.e. small loss, short term impact e.g. loss with a negative overall financial impact below the "moderate" level. • Guiding Operations (Business of Guiding): e.g. temporary impact or interruption which may cause slight delay.
Moderate	<p>A significant/medium potential of affecting the achievement of GGA's aim or activity objectives. These are defined as:</p> <ul style="list-style-type: none"> • Governance: e.g. formal complaint (e.g. written) or material breach of legislation leading to more significant undertaking; failure to follow Guide Lines ratios. • Guiding (Activities of Guiding): e.g. program / activity involving 2 or more units is actually or potentially interrupted for more than 4 weeks. • People: e.g. suspected abuse or notification of abuse of a youth or adult member; disabling injury. • Financial: e.g. cancellation of a national event causing a loss with a negative overall financial impact below the "major" level. • Guiding Operations (Business of Guiding): – e.g. short term impact to business operations; loss of data or personnel; short term impact.
Major	<p>A very high potential to impair the achievement of GGA's aim or activity objectives. These are defined as:</p> <ul style="list-style-type: none"> • Governance: e.g. a breach of legislation; failure to follow ASIC rules. • Guiding (Activities of Guiding): e.g. program / activity involving 2 or more regions is actually or potentially interrupted for more than 4 weeks • People: e.g. undisclosed health issues; serious injury to personnel; failure to follow Child Protection Policy; death of 1-5 participants, substantiated abuse of a youth member. • Financial: e.g. significant fraud; loss of on third of GGA's or SGGO's membership; loss with a negative overall financial impact below the "Catastrophic" level. • Guiding Operations (Business of Guiding): e.g. significant impact to the business operations;

	loss of capacity and capability over medium timeline.
Catastrophic	<p>An extreme potential to threaten the sustainability of GGA or its aims and activities. These are defined as:</p> <ul style="list-style-type: none"> • Governance: e.g. a sustained reputational or le.g.al damage with potential to lead to the collapse/closure of Girl Guides (at a national level or state level); inability of Girl Guides capacity to operate and WAGGGS cancellation of membership of WAGGGS; very serious damage to the reputation. • Guiding (Activity of Guiding): e.g. program / activity that if interrupted has the potential to threaten GGA viability. • People: e.g. no members; death of more than 5 participants in single but similar activities such as all are abseiling incidents. • Financial: e.g. land and assets; insolvency and bankruptcy. • Guiding Operations (Business of Guiding): e.g. non-compliance of Corporations Act resulting in delisting as a recognised entity.

TABLE 2 Likelihood Rating Table

LIKELIHOOD	DESCRIPTION
Almost Certain	The event is expected to occur in most circumstances. (At least 5 times a year)
Likely	The event will probably occur in most circumstances. (At least twice a year)
Possible	The event might (or could) occur at some time. (At least once a year)
Unlikely	The event will probably not occur. (At least once in five years)
Rare	The event may only occur in exceptional circumstances

TABLE 3 Risk Analysis Matrix

LIKELIHOOD RATING	CONSEQUENCES – what is the maximum reasonable consequence?				
	Insignificant	Minor	Moderate	Major	Catastrophic
Almost Certain	Medium	Medium	High	Extreme	Extreme
Likely	Low	Medium	Medium	High	Extreme
Possible	Low	Low	Medium	High	High
Unlikely	Low	Low	Low	Medium	High
Rare	Low	Low	Low	Low	Medium

Section 1. Details of Activity requiring Risk Assessment						
Activity Type				Outline of activities		
Location for activity				Date/s of activity		
Unit		District/s		Region		State
Leader in Charge (LiC)				Qualifications of LiC		
First Aider				Qualifications of First Aider		
Aims of activity				Risk assessment prepared by		

Section 2. Risk Assessment					
Step 1 Identify the hazards People, Environment, Equipment		Step 2 Assess the current risk See tables 1,2,3	Step 3 Control the risk	Who & When	Step 4. Reassess the risk Use table 1,2,3 again
Identify the Hazard	What is the harm associated with the hazard?	Is the risk low, medium, high or extreme?	What controls are already in place and what else needs to be done to reduce or remove the risk?	By whom? By when?	Now that controls have been put in place reassess the risk
People Hazards (eg skill, experience, health and fitness, age, fears)					
Environmental Hazards (eg weather, remoteness, terrain, water, shelter)					

Section 3. Response Plan

Evacuation Response Procedures eg. fire, flood

Evacuation leader:

Evacuation signal (e.g. 3 sharp whistles, air horn):

Assembly points:

Evacuation method off site (e.g. foot, car)

Emergency Response Procedures

What?	Equipment?	Where located?

Onsite Emergency Contacts			
Leaders	LIC	Other Leader	Other Leader
Venue contacts			
Offsite emergency contacts			
Emergency Services	Police, Ambulance, Fire: 000	Police Link: 13 14 44	Poison Hotline 13 11 26
Local Health services (to the event)	Doctors:	Local Hospital:	
Girl Guides	District Manager:	Region Manager:	State Contact: