

Girl Guide vision

We believe in delivering innovative, fun and relevant programs in a practical and safe environment.

Guiding in Australia believes we will achieve this vision through our risk management processes.

What is Risk Management?

Risk Management is the culture, process and structure that is directed towards the effective management of potential opportunities and adverse effects within the Girl Guide environment.

Risk management is an opportunity to identify our hazards and the risks that come from them.

Our Risk Appetite

We, in Guiding, have an appetite to take reasonable risks. We are not risk averse.

We ask that members and volunteers be accountable for their behaviors and take reasonable care with their actions and don't walk past things that they know to be unsafe. By following Girl Guides Australia policy and procedures we will work together to maintain the health and safety of those around us.

We do have a limited number of zero tolerances. These are things we will not accept as an organization:

- fatalities within our scope of influence
- serious injuries as a consequence of negligence
- poor behaviours including systemic bullying or culture of intimidation that impact on the well-being of our members, volunteers and staff.

Why do we manage risks?

- For our own physical and psychological safety (Reputation, WHS)
- For the safety of the girls (Child Protection, WHS)
- To keep us a viable and highly respected girl organisation (Financial, IT, Social Media)
- To meet legal requirements of 'reasonable care' (WHS Act 2011)



What are our risks?

Girl Guides Australia has identified 5 key risk areas, called Risk Buckets. These are:

1. Governance

Risk to reputation and risk to governing rules (legal liability) This means following the policies and procedures for your State organisation and GGA.

2. Guiding - (Activities of Guiding)

Risk that activities are not appropriate to the philosophy, principles and method of Girl Guides Australia. Activities are planned that are not suitable and do not meet the developmental needs of the participants.

3. People

The physical, emotional, and psychological well-being of all members and participants is paramount to our beliefs. Includes all members (youth and adult), volunteers, parents, activity providers, general public, and business associates.

This means state child safety requirements eg blue card currency, qualification checks and venue insurance checks.

4. Financial

Financial consequence linked to cost of loss associated with risk.

This means having a budget and planning for unexpected expenses ie cancellation of event.

5. Guiding Operations - (Business of Guiding)

Day to day running i.e. Unit Leader consent forms not completed, activity notification forms not completed. Includes data integration, marketing, communications, compliance with business legislation,

capacity and capability of units/districts/state offices to manage the business side of Guiding.

How do we manage our risk?

We use a process called risk assessment which:

1. Identifies the hazard,
2. Assesses the initial risk of the hazard
3. Select controls to manage the risk of the hazard
4. Assesses the residual risk of the hazard

What are our processes?

As leaders, we make a choice depending on the activity that we are going to do. We can use the 3 Questions or complete a Risk Assessment Plan (RAP).



Which process do I use?

You complete a Risk Assessment Plan (RAP) when you are planning:

- Adventure-based activities and /or
- 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. It still uses the same system but is a discussion rather than a form. If you wish you are welcome to document your hazards and the control in a notebook:

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.

Step 1: Identify the Hazard

What are hazards and risk?

A hazard is anything in the workplace that has the potential to harm people. Under law, Girl Guides is considered a workplace.

Hazards can include objects such as equipment or chemicals.

Other hazards relate to the way we conduct an activity. For instance, hazards when kayaking could include lifting, weather, fatigue.

A risk arises when it's possible that a hazard will actually cause harm. The level of risk will depend on factors such as how often the activity is done, the number of Guides involved and how serious any injuries that result could be.

When completing a RAP you can use the buckets to focus your thoughts and/ or focus on the three critical areas below:

1. People – injury, illness, death and psychological trauma
Attributes that people (both leaders and participants) bring to an activity
 - Skills
 - Knowledge & experience
 - Child protection
 - Health & fitness
 - Age
 - Fears
2. Property / Equipment – damage, contamination or theft of resources that impacts on the activity such as:
 - Clothing
 - Buoyancy aids
 - Kayaks, tents
 - Climbing ropes, helmets
 - Motor vehicles etc
3. Environment – Factors that originate from the surroundings and can impact on the activity such as:
 - Weather
 - Terrain
 - Water
 - Availability of shelter
 - Remoteness etc.

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

How can I identify hazards at Guides?

There are many ways to identify hazards. Some are:

1. Meeting place 'walk arounds'/ inspections
2. Discussing concerns at our meetings
3. Talking to other leaders ie canoe instructors
4. Examining accidents and incidents that have happened in your District, Region, State etc
5. Working through scenarios. Ask yourself what if?

Step 2: Assess the initial Risk

Once hazards have been identified you need to assess the risk. We do this twice: first to identify the initial risk rating and then again once we have chosen our control measures to show the residual risk rating.

We start with the consequences and move to the likelihood of an injury or illness occurring from exposure to the hazard.

When assessing the risk, we consider 2 key factors; initial consequence and initial likelihood

There are 3 tables in our RAP (Risk Assessment Plan) process that help us:

Consequence table – this helps us work out how severe the consequences could be. You will notice that the risk buckets appear again here.

Likelihood table – this helps us work out us how often this may occur.

Risk analysis table – this gives us the risk rating. If you apply your consequence rating and your likelihood rating the risk analysis matrix will then suggest a current risk rating. This will help you to decide if we need to put more controls in place to make the activity less risky.

We then use the matrix again, applying the new controls to give us a new rating.

TABLE 1 Consequence Rating Table

CONSEQUENCE	DESCRIPTION
<p>Insignificant</p>	<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.
<p>Minor</p>	<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.

<p>Moderate</p>	<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.
<p>Major</p>	<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.
<p>Catastrophic</p>	<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 legal 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

	<p>cancellation of membership of WAGGGS; very serious damage to the reputation.</p> <ul style="list-style-type: none"> • 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.
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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

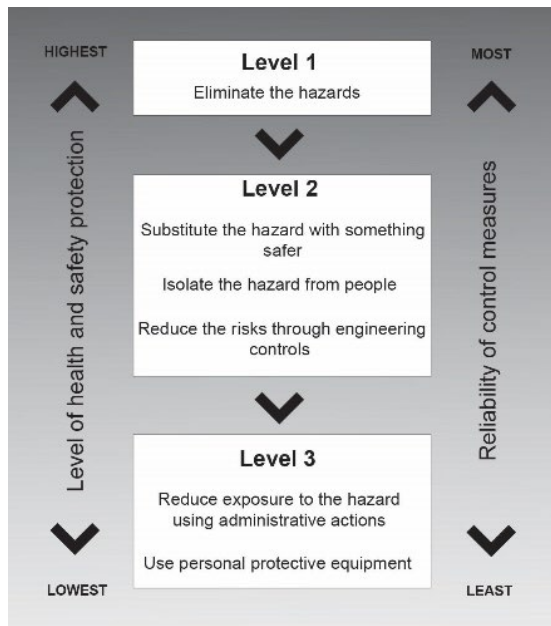
TABLE 3 Risk Analysis Matrix

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

Step 3 Control the initial risk

We now choose the control measures to reduce the initial risk.

You may like to use the Hierarchy of Control and its levels to help you work out the best control for your risks. Start at the top for the most effective way of reducing your hazard and work your way down until you are happy that you have controlled your risk.



Step 4 – Assess residual risk

Now we repeat step 2 having chosen our control measures and reassess the risk rating, taking into consideration our chosen control measures.

Once you have completed your residual risk rating you need to ensure that it is acceptable. If it sits in the high or extreme risk priority category you will need to escalate the risk concern to the next level before you do the activity or you may choose not to do the activity.

TABLE 4 Risk Priority Table

RISK PRIORITY	ACTION TO BE TAKEN
Extreme	An Extreme Risk is one that must be dealt with immediately. State Girl Guide Organisations and Girl Guides Australia Boards normally monitor Extreme Risks.
High	A High Risk is one that should be dealt with after attending to Extreme Risks. High level risks may be managed at State Commissioner or Executive Officer level or at the level of the Risk Management Representatives at SGGO level.
Medium	A Medium Risk is one that can be dealt with by applying routine procedures and is normally dealt with by Region and/or District Managers. Where appropriate, medium level risks may be escalated to the Executive Officer or State Commissioner level.
Low	A Low Risk is accepted and controlled by the leader but should be monitored periodically by Region and/or District Managers to ensure the rating does not change.

Response Plan

The RAP also contains a Response plan for your activity. This plan covers 2 key areas:

1. Evacuation – what you will do if you need a whole or partial evacuation from site
2. Emergency – what you are going to do under certain emergencies i.e. medical, lost child

Recording the risk management process

Risk management activities should be traceable. In the risk management process, records provide the foundation for improvement in methods and tools, as well as in the overall process.

Once you have completed your plan:

- For a camp include your plan with your camp notification paperwork
- For adventure activities include your plan with your activity notification paperwork

What documents are there to support Leaders?

1. Girl Guides Australia Policy
2. *Guide Lines*
3. GGA Risk Management Plan (RAP) template
4. Adventure Activity manual
5. AAS - Adventure Activity Standards
6. ISO 31000:2009 Risk Management Standard

Incident reporting

Not everything is foreseeable, but in the event that you have an incident or an accident then you need to complete the Girl Guide Incident Form.



Where do I go to for help?

There are many people within Guiding that will support you to manage risk. These include your:

Mentor

District Manager

Region Manager

State Risk Representative. This person sits on a national Risk Management Committee.