



Ministry of Education
SINGAPORE

TEACHER'S DUTY OF CARE – Creating a Safe Learning Environment for our Students

*By Physical, Sports & Outdoor Education Branch
(PSOEB)*



Ministry of Education
SINGAPORE

BEGINNING TEACHERS' ORIENTATION PROGRAMME MAY 2017

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OBJECTIVES OF THIS SESSION

Beginning Teachers will understand

- The role of teachers in ensuring the safety and well-being of students
- The rationale of risk assessment and management
- The process of risk assessment and management



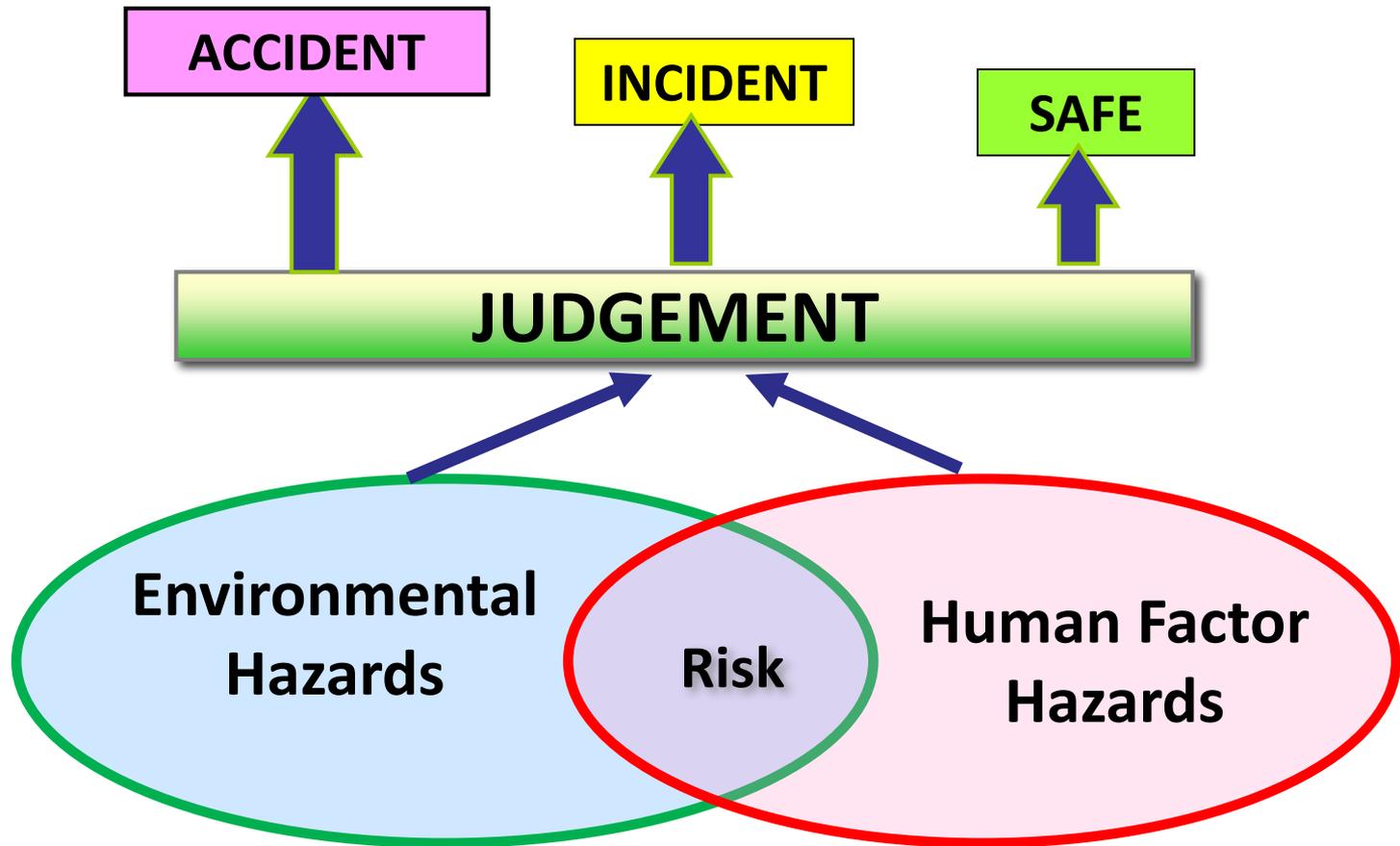
WHICH ENVIRONMENT POSES LESS OF A RISK?



WHICH HUMAN POSES LESS OF A RISK?



RATIONALE OF RISK ASSESSMENT AND MANAGEMENT: ENSURING SAFETY



Adapted from Rick Curtis (1998)



INTRODUCTION TO RISK ASSESSMENT AND MANAGEMENT

What is Risk to Us?

The potential to lose something of value or
The potential to gain

How Should Safety Be Understood?

Through the collective processes utilised to keep risks within
an acceptable level



RISK ASSESSMENT AND MANAGEMENT SYSTEM (RAMS)

- RAMS should be conducted by a **team of people**:
 - ❖ Teacher-organiser
 - ❖ Teacher-assistants
 - ❖ Service providers
 - ❖ Local guides (if applicable)
- These people should have **adequate knowledge** of
 - ❖ The **participants** (students and staff)
 - ❖ The **nature** of the activity
 - ❖ The **environment** in which the activities are conducted
 - ❖ The **equipment** required



USEFULNESS/EFFECTIVENESS OF RISK ASSESSMENT AND MANAGEMENT SYSTEM

The tool is **useful** as it enables teachers to:

- **Identify systematically** the possible hazards of an activity
- **Consider measures** to manage the potential risks involved to an acceptable level.



RAMS is **effective** when:

- Potential risks are consciously evaluated **before, during and after the activity.**
- **Deliberate management decisions** are taken to manage potential risks so as to ensure the safety of participants.

Risk Assessment Management System 'W' Checklist				Appendix 1
Activity:		Venue:		
Outgoing		Returning		
Date:		Date:		
Estimated Time of Departure:		Estimated Time of Arrival:		
Person-in-charge:		Assistant(s):		
LOCAL VENDOR CONTACT DETAILS (IF ANY)				
Company name & full address:				
Office number:		Mobile number:		
Contact Person:				

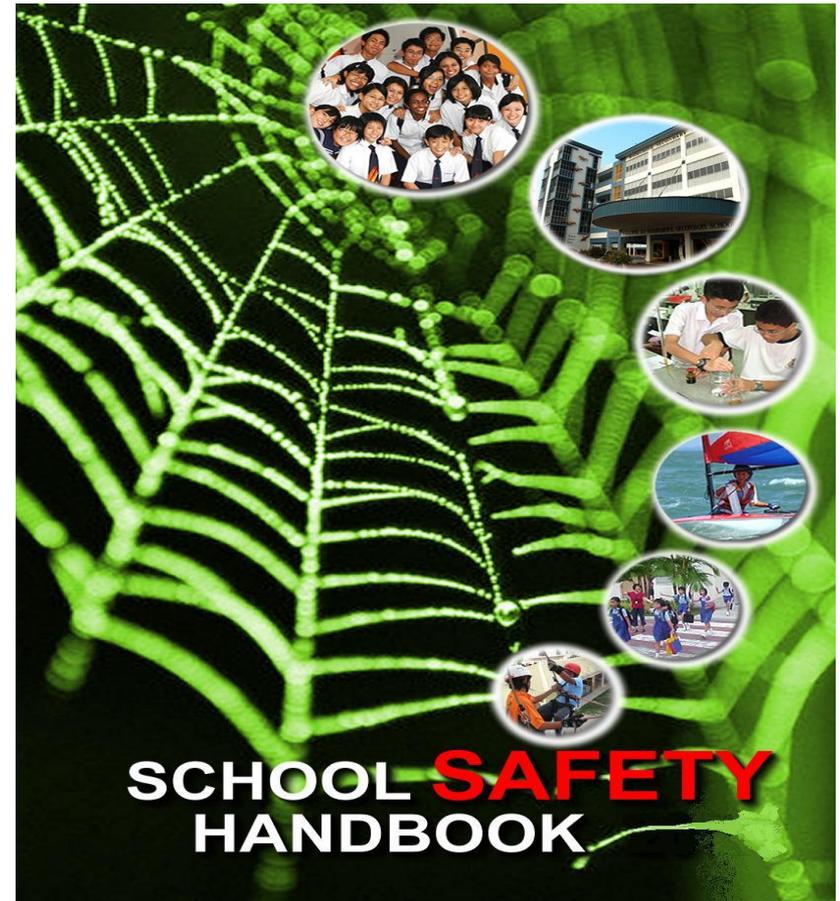


MOE POLICIES

- MOE RAMS should be applied to all activities with higher elements of risks.

Examples: overseas excursions, outdoor adventure activities, water-based activities, school cross-country events.

(This list is not exhaustive)



When is RAMS Needed

Examine specific nature of activity

RAMS **not** required if the existing safety guidelines/regulations in the Safety Handbook and relevant safety manuals of the academic subjects are deemed to be adequate.

Review periodically, or when there are changes in processes and the environment, to ensure continued relevance of safety.

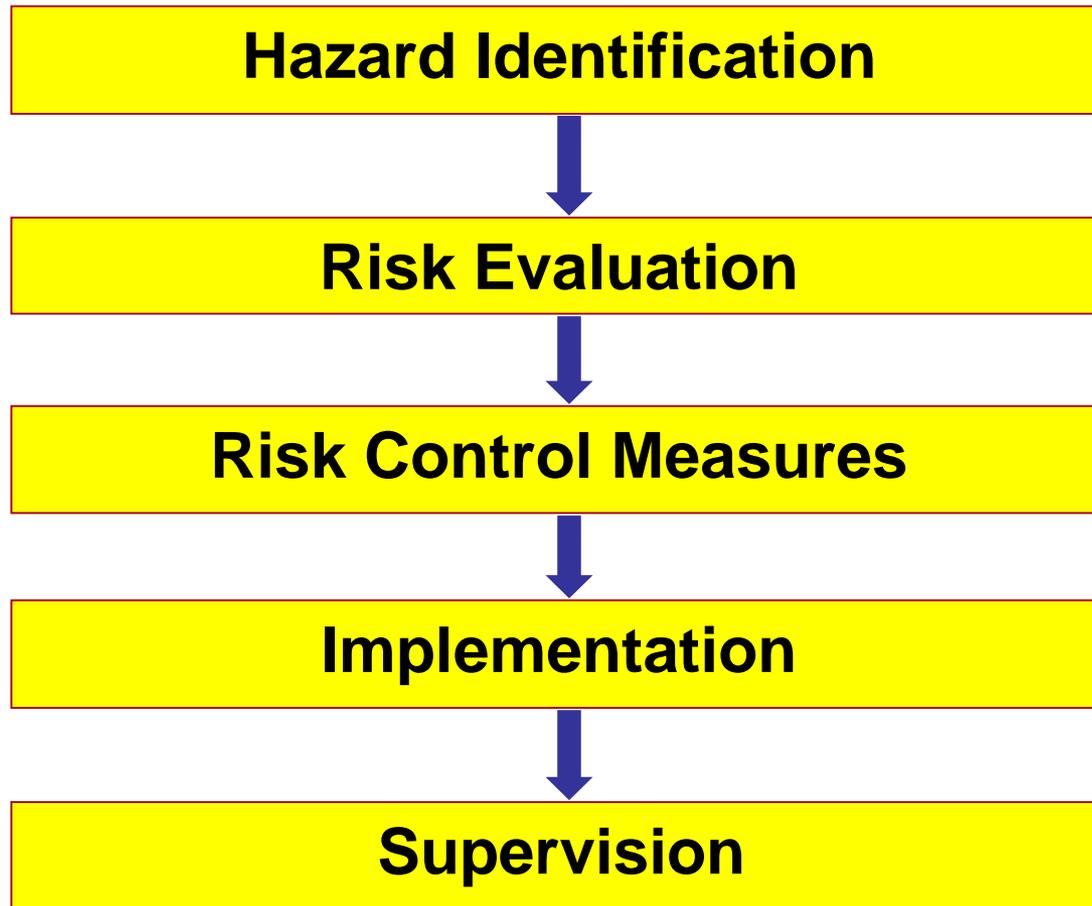
RAMS is required if activity is deemed to present significant safety concerns (e.g. overseas trips, water activities, camps, new programmes, etc).

Sample RAMS are available at MOE School Safety Website for schools' reference and adaption.

Review periodically, when there are changes in processes and the environment to ensure continued relevance of safety measures.



5 –STEP PROCESS



Step 1: Hazard Identification

Identify hazards associated with the activity by using the “W” checklist.



ACTIVITY

WHY

- Clear and concise learning objectives
- Does the activity meet the learning objectives?

↓ ↓ ↓ ↓ ↓

WHAT	WHEN	WHO	WHERE	WEATHER
<input type="checkbox"/> Equipment <input type="checkbox"/> Transport <input type="checkbox"/> Food	<input type="checkbox"/> Programme	<input type="checkbox"/> Teachers/ Adult Supervisors <input type="checkbox"/> Participants	<input type="checkbox"/> Venue	<input type="checkbox"/> Inclement Weather



Step 2: Risk Evaluation

Risk:

“Likelihood that a hazard will cause a specific harm or injury”.

Ref: Workplace Safety and Health, Risk Management: Risk Assessment Guidelines, Ministry of Manpower



Step 2: Risk Evaluation

S/N	Hazards Identification		Risk Evaluation Score		
	Possible hazards	Potential incidents/ accidents	Severity (a)	Likelihood (b)	Risk Level (a) x (b)

Risk: “Likelihood that a hazard will cause a specific harm or injury”.

Ref: *Workplace Safety and Health, Risk Management: Risk Assessment Guidelines, Ministry of Manpower*



2a. Potential Severity of Injury

Severity	Risk Score	Description
Insignificant	1	No injury , incur low financial loss, low environmental impact
Minor	2	Injury requiring first aid treatment , incur some financial loss/ some environmental impact
Moderate	3	Injury requiring medical treatment or ill-health leading to disability (e.g. lacerations, burns, stains, minor fractures, dermatitis, deafness, work-related upper limb disorders), incur high financial loss, high environmental impact
Major	4	Serious/extensive injury (e.g. amputations, major fractures, multiple injuries, acute poisoning and fatal diseases), incur major financial loss, severe environmental damage
Catastrophic	5	May result in death or large number of serious injuries , incur huge financial loss, environmental disaster



2b. Likelihood of Occurrence

Likelihood	Risk Score	Description
Unlikely	1	Unlikely to occur
Seldom	2	Not likely to occur but possible
Occasional	3	May occur occasionally
Likely	4	Quite likely to occur
Frequent	5	Expected to occur frequently



2c. Risk Evaluation Score

Severity Likelihood	Catastrophic (5)	Major (4)	Moderate (3)	Minor (2)	Insignificant (1)
Frequent (5)	25 High	20 High	15 High	10 Medium	5 Medium
Likely (4)	20 High	16 High	12 Medium	8 Medium	4 Medium
Occasional (3)	15 High	12 Medium	9 Medium	6 Medium	3 Low
Seldom (2)	10 Medium	8 Medium	6 Medium	4 Medium	2 Low
Unlikely (1)	5 Medium	4 Medium	3 Low	2 Low	1 Low



2d. Risk Evaluation

Example: Fitness training (jogging) within the school premise (PE/CCA)

S/N	Hazards Identification		Risk Evaluation Score		
	Possible hazards	Potential incidents/ accidents	Severity (a)	Likelihood (b)	Risk Level (a) x (b)
	Slippery stairway	Falling and getting multiple fracture	Extensive injury 4	May occur occasionally 3	4 x 3 = 12



Step 3: Risk Control Options and Decisions

Risk Score	Risk Level	Risk Acceptability	Recommended Actions
15 – 25	High Risk	Not acceptable	Immediate action required. Terminate the activity if additional control measures do not lower the Risk Level to Medium Risk.
4 – 14	Medium Risk	Tolerable	A careful evaluation of the hazards should be carried out to ensure that the risk level is reduced to as low as is practicable within a defined time period.
1 – 3	Low Risk	Acceptable	No additional risk control measures may be needed. However, frequent review may be needed to ensure that the risk level assigned is accurate and does not increase over time.



3. Risk Control Options and Decisions

Example: Fitness training (jogging) within the school premise (PE/CCA)

Risk Control:

Strategies to reduce risk to an acceptable level

1) Tolerate?

No. Need to reduce Risk Level.

2) Treat?

Put up warning sign.

3) Transfer?

Hire cleaning agency to ensure floor is dry.

4) Terminate

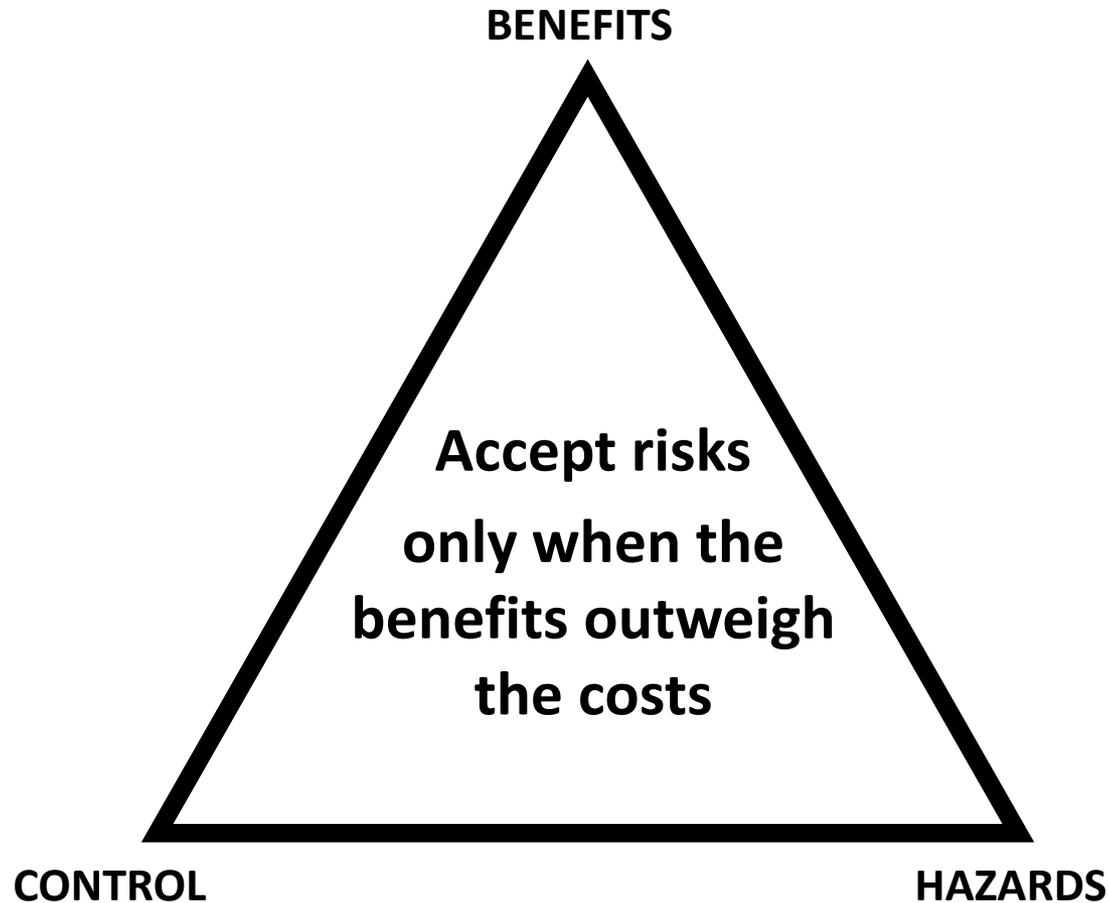
Barricade area and no usage till problem is resolved (improve flooring surfaces).

Strategies to reduce risk to an acceptable level.

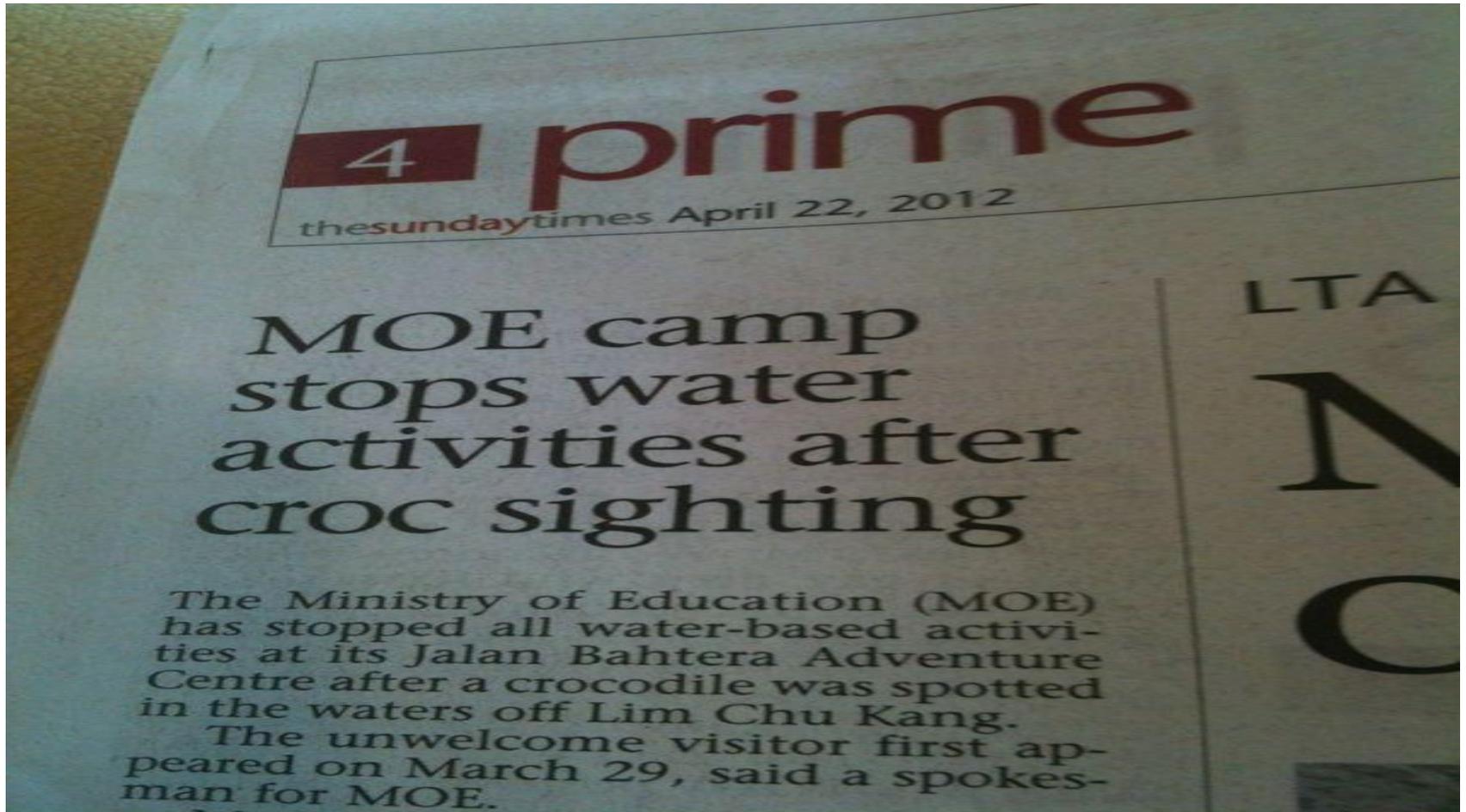
- ✓ Tolerate
- ✓ Treat
- ✓ Transfer
- ✓ Terminate



Balancing Controls, Hazards & Benefits

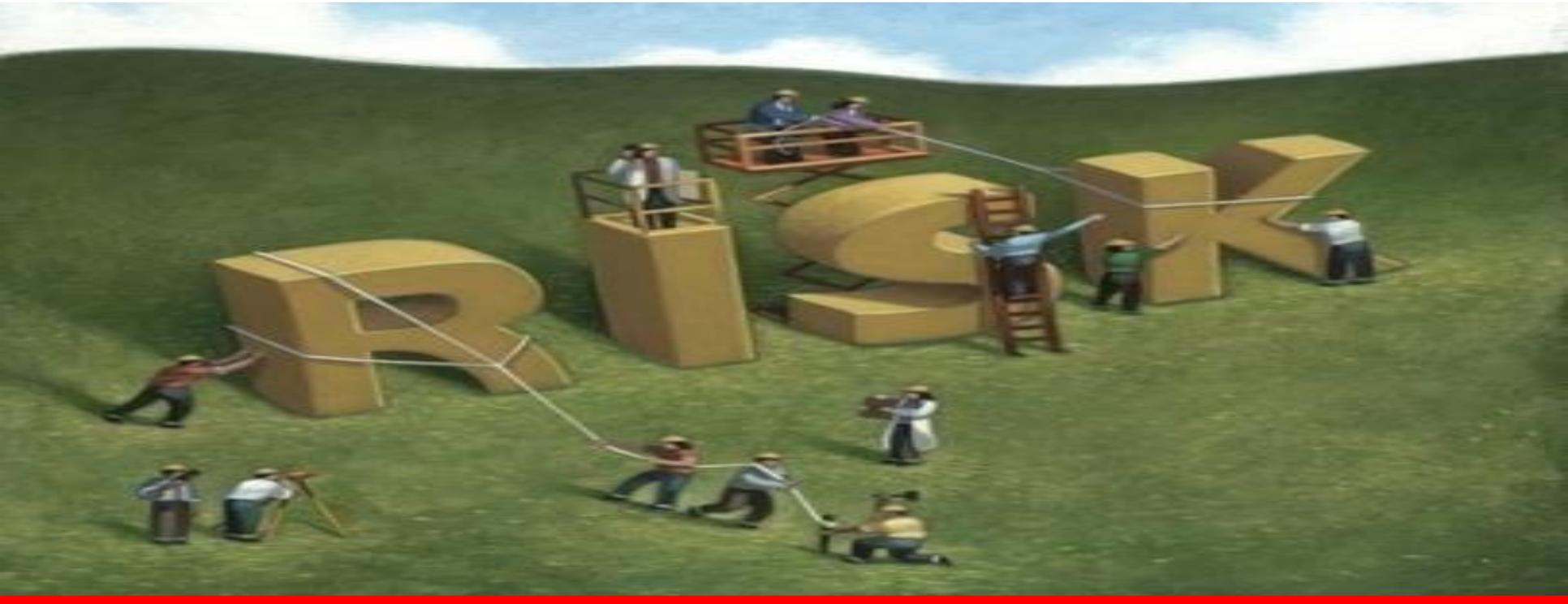


Balancing Controls, Hazards & Benefits



Step 4: Implementation of Control Measures

Appoint Action Officers to implement the identified control measures within a specified deadline.



Step 5: Effective Supervision



- Ensure effectiveness of risk controls.
- Analyse, evaluate and decide if risk level has been reduced to acceptable level.



A group of ten colorful 3D figures (red, pink, blue, light blue, green, yellow, orange, and light green) are seated around a white circular table, representing a group discussion. The figures are stylized with large heads and simple bodies. The text "GROUP DISCUSSION CASE STUDIES" is overlaid in the center of the image.

GROUP DISCUSSION CASE STUDIES

CS 1: Sec 2 Cohort CAMP

As part of the outdoor education programme in the school, a 4-Day 3-Night camp for the Sec 2 cohort will be organised at the Changi Coast Outdoor Adventure Learning Centre (OALC). The service provider has been engaged to help plan the programme for the duration of the camp. The proposed programme is as shown in next slide.

The Physical Education Department and the Sec 2 Form Teachers have been tasked to do a risk assessment for the camp.



CS 1: Sec 2 Cohort CAMP PROGRAMME

	Day 1	Day 2	Day 3	Day 4
0900	Arrive	Build: Kayak Orientation Programme	Challenge: Coastal kayaking back to Changi Coast OALC	Camp Closing Area cleaning
1000	Initiate: Ice breakers Setting group norms & goals			
1100				
1200	Lunch	Lunch	Lunch (on water)	Adjourn
1300	Initiate (con'd)	Build/ Challenge: Organisation of expedition logistics	Challenge: Coastal kayaking back to Changi Coast OALC Return Equipment	
1400	Build: Low Elements High Elements			
1500		Challenge: Navigate and cycle to Bedok Jetty Set up camp at beach Outdoor cooking	Consolidate	
1600			Post expedition logistics processing	
1700				
1800	Dinner	Dinner	Dinner	
1900	Build: Planning and preparation for "mini-Coastal Expedition"	Challenge: Sleeping in tents	Celebrate: Campfire	
2000				
2100	Consolidate	Consolidate	Review	
2200	Wash-up/ Sleep	Wash-up/ Sleep	Wash-up/ Sleep	27

CS 2: NE LEARNING JOURNEY TO ETHNIC PLACES

As part of a post-examination programme for six classes of Primary 4/ Secondary 1 students, the National Education (NE) committee has been tasked to organise a half-day learning journey to the following places: Chinatown, Kampong Glam and Little India. The learning journey is expected to start at 10am and end by 4pm.

As the chairman of the Student Development Committee, you are tasked to ensure that the risk assessment is done properly.



CS 3: Co-Curricular Activity

As part of the CCA hockey training, pupils have to travel to the respective venues for their training sessions. This includes ferrying the pupils to and fro the venue. CCA trainings are from 3.30 pm to 5.30 pm.

The CCA teacher in-charge has been tasked to conduct a risk assessment for their CCA.



CS 4: CULTURAL EXCHANGE PROGRAMME (CHINA)

30 pupils from different Primary 5/ Secondary 2 classes are going to China on an overseas cultural exchange programme which will last for 5 days. Four teachers have been identified to accompany the pupils on the trip.

During the trip, pupils will have the opportunity to experience home-stay in groups of 2 to 4. They will also be climbing Great Wall of China.

The teachers and the vendor will now have to do a risk assessment before embarking on the trip.



CS 5: HIKE IN MACRITCHIE

3 classes of Primary 4 pupils / Secondary 1 students are preparing for a hike in MacRitchie Reservoir. They intend to cover both the Prunus and Petai trails which span a distance of over 5 km. Along the trails, pupils will be able to ‘observe, hear and smell’ nature. Sightings of monkeys sun-bathing along the boardwalks will be rather common. Recently, there have been some reports of young children being attacked by the monkeys during their visits to the nature reserve.

The accompanying teachers are tasked to do a risk assessment prior to the hike.



PRESENTATION

Hazard Identification <i>(Refer to 'W' Checklist in Chapter 2 of the School Safety Handbook)</i>			Risk Evaluation			Implementation
Description of Activities/ Work Processes	Hazard	Possible Accident / Ill Health	Severity	Likelihood	Risk Level	Risk Control
		•				

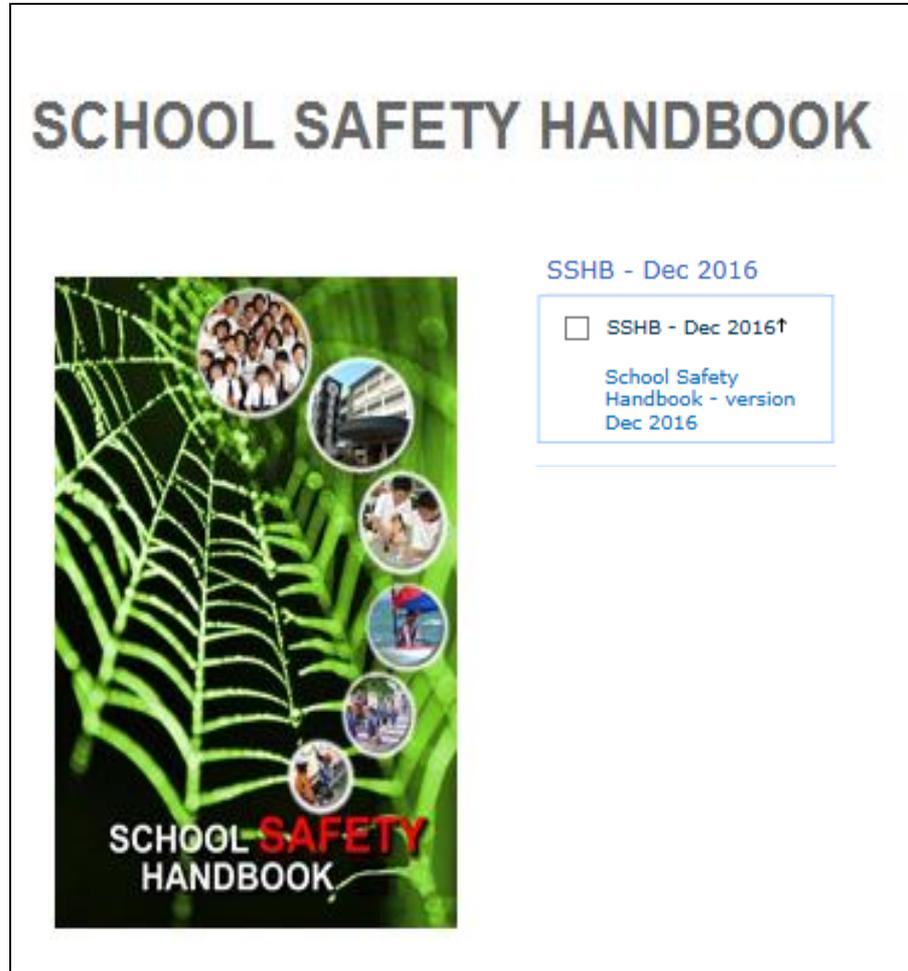


LET'S SHARE!



REFERENCES

- School Safety Handbook Dec 2016.
- *RAMS is about having a safety mind set and culture rather than RAMS form filling.*



Sample RAMS

<http://intranet.moe.gov.sg/schoolsafety/Pages/Generic%20RAMS/Sample%20RAMS.aspx>



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ORGANISATION EXCELLENCE

School Safety Handbook

- ▶ Updated Version - Dec 2016

School Safety Bytes

- ▶ Current and Past Issues

School Safety Seminar 2016

- ▶ Presentation Slides
- ▶ Q&A

School Safety Seminar 2015

- ▶ Presentation Slides
- ▶ FAQs

School Safety Seminar 2014

- ▶ Presentation Slides and Q&A

Safety-Related Incident Reporting (SIR)

- ▶ Reporting incidents via School Cockpit's Incident Management Module

RAMS

Risk Assessment Management System (RAMS)

The Duty of Care and Workplace Safety Act require schools to adopt reasonable safety measures to protect students and staff from foreseeable hazards.

RAMS provides a structured approach to systematically identify potential hazards and to develop adequate safety measures.

The Sample RAMS provided here are meant to help schools scale up and customise them to suit the school's context.

Please refer to Chapter 2 of the School Safety Handbook at <http://intranet.moe.gov.sg/schoolsafety> for details of RAMS methodology.

Risk Assessment

- Sample RAMS
- Overseas Learning Journeys
- Inventory of Risk Assessment of School Operations
- Building & Environment
- Camp
- Art Room
- Design & Technology Studio
- Nutrition & Food Science Room
- PE and CCA



CONTACTS

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COMMENTS & QUESTIONS

