Unleashing Personal Potential
WHS Risk Assessment Form

Duty of care

The school has a duty of care that cannot be delegated or contracted away. It applies to activities done in class but this duty extends also to events such as school carnivals, excursions, and fetes. As such it is necessary to ensure that all reasonable precautions have been undertaken and that systems are in place to minimise the risk of injury to staff, students and others.

A suite of checklists have been developed during the planning process of excursions and fetes to show evidence that the school is actively meeting its duty of care requirements.

Hazard Identification

The first step is to identify the hazards. Review the constituent activities of the event and then consider at each activity whether a person (staff, volunteer or student) may to be exposed to:

- Work Environment
  - Slipping or tripping on anything
  - The risk of fire or drowning
  - Extremes in temperature/weather
- Energy
  - Electrical via exposed wires or contact with high voltage
  - Gravity from falling objects or from falling from heights
  - Kinetic energy from being struck by something
  - Radiation such as excessive exposure to sunlight
- Manual Handling
  - Lifting or moving heavy or awkward objects
- Noise
  - Excessive noise
- Substances
  - Airborne contaminants such as chemical fumes
  - Coming into contact with a substances

Risk Assessment Method

For each hazard, assess the risk by:

- estimating the typical *consequence* of an incident
- estimating the *likelihood* of an incident occurring, bearing in mind the consequence considered above and the existing reliable risk control measures in place
- combining your consequence and likelihood estimates to rate the risk.

It should be noted that when health and safety law refers to risks, it is not contemplating risks that are trivial or fanciful. Its purpose is not to impose burdens that are wholly unreasonable. For this reason it is necessary to consider a typical consequence associated with exposure to a hazard.

Estimating the Consequences

Make a judgement on the severity of the potential outcome. The table below can be used to nominate the consequences of an incident occurring because of the risk.

Descriptor	Description
Extreme	Death; permanent disability
Major	Reversible bodily injury requiring hospital admittance
Moderate	Reversible bodily injury requiring medical treatment (without hospital admittance)
Minor	No injury/first aid only, no lost work time

For student protection hazards, consequences of an incident may also include:

- Physical abuse
- Psychological or emotional abuse
- Neglect

- Infectious substances eg. blood?
- Coming into contact with poisonous/dangerous animals or plants?
- Coming into contact with an allergen known to cause anaphylaxis in a student or staff member?

- Plant
  - Being cut or lacerated by something
  - Being trapped or entangled (including hair or clothing) in anything
  - Being hit by cars, trucks or other mobile plant

Consider also the student protection hazards that may exist such as:

- Student(s) alone
  - Harm caused by another student
  - Self harm
- Student(s) alone with members of the public
  - Harm whilst on a toilet stop during a bus trip
- Student(s) alone with one adult supervisor
- Student(s) alone with an adult supervisor of the opposite gender

For each student protection hazard, mark it as "(SP)" to show that such hazards have been considered.

- Sexual abuse or exploitation
- Substance abuse or self harm

The following factors can affect the consequences associated with an incident:

- potential for a "chain reaction" if not managed early
- concentrations of substances
- volumes of materials
- speeds of projectiles and moving parts
- heights
- position of a person relative to the hazard
- weights
- forces and energy levels.

Estimating the Likelihood

Bearing in mind existing risk control measures, use the following descriptive scale to nominate the likelihood of an incident occurring because of the risk.

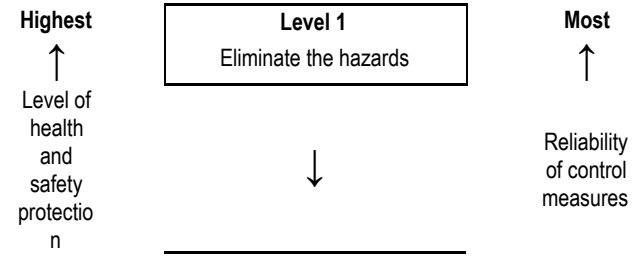
Descriptor	Description
Very likely	The event will happen more often than not
Likely	The event has happened, including elsewhere, with regular occurrence
Unlikely	The event could happen occasionally/occurs somewhere from time to time/unusual but possible
Very unlikely	Could happen, but probably never will/have not known of event occurring

The following factors can affect the likelihood of an incident occurring:

- Being exposed to the hazard often or for long periods at a time
- Lack of training or reasonable competence to do a task or activity

Controlling risk

Once a risk level has been determined it is necessary to decide on and then implement a control or range of controls taking into consideration the following list of priorities which is from the most preferred (top) to the least. The ways of controlling risks are ranked from the highest level of protection and reliability to the lowest. This is referred to as the hierarchy of risk controls.



- Lack of supervision
- Potential distractions, such as time pressures or workplace conditions
- Environmental conditions eg. it is more likely that someone will slip on a wet surface than a dry one
- Defective or poorly maintained equipment

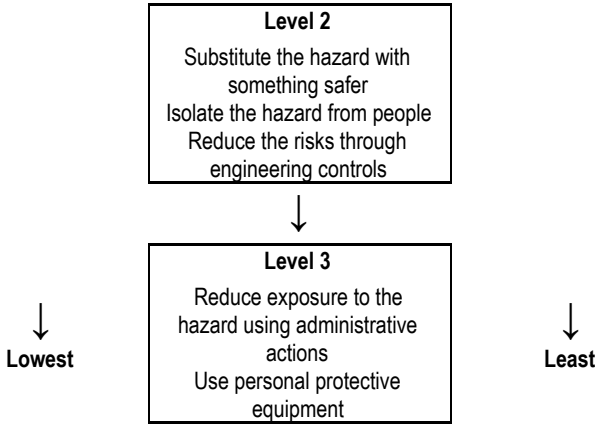
Rating the risk

The level of risk, or 'risk score,' is determined by the relationship between likelihood and consequence. This relationship can be represented by using the matrix below. Determine the risk score for each risk by plotting the consequence and likelihood estimates.

LIKELIHOOD	CONSEQUENCE			
	Extreme	Major	Moderate	Minor
Very likely	**1**	**2**	**3**	**4**
Likely	**2**	**3**	**4**	**5**
Unlikely	**3**	**4**	**5**	**6**
Very unlikely	**4**	**5**	**6**	**7**

Score	Risk level	Action
1, 2 or 3	High	Immediate action required/Risk unlikely to be justified
4 or 5	Medium	Action required as soon as possible/Risk should be reduced further – if this is not practicable, activity or task must be undertaken in accordance with predetermined conditions
6 or 7	Low	Priority action not required/Business as usual

This stage of the risk assessment gives a basis for ranking risks in terms of their priorities. The scores (1-7) in the risk priority chart indicate how important it is to do something about each risk.



The most effective control measure is a level 1 control and should always be attempted wherever possible. If it is not reasonably practicable to eliminate the hazards and associated risks, you should then look to minimise the risks using a level 2 control.

Level 3 control measures do not control the hazard at the source but rather rely on human behaviour and supervision. When used on their own, they tend to be least effective in minimising risks. Nevertheless such controls need to be put in place when:

- no other practical control measures are available
- used as an interim measure until a more effective way of controlling the risk can be used, and/or
- supplementing a higher level control measure.

Monitor and Review

The final step is to monitor and review the effectiveness of control measures. This is necessary to determine whether:

- the chosen control measures have been implemented as planned
- the chosen control measures are working; and
- there are any new problems?

Further information

Further information on how to conduct a risk assessment is available in the Fact sheet: Risk management.

Person in charge	Unleashing Personal Potential staff	**Date of event:**	
Event location:	Various school and camp sites		

Specific Activity	Hazard	Risk/Consequence	Current controls	Risk level	Further action required
List from start to finish the activities that will take place during the event.	What action / item / person may cause harm?	What harm may the hazard cause? Consider exposure to hazards and likelihood of harm.	What is in place to eliminate or minimise the risk? How can exposure or the severity of injury be reduced?	With controls in place, what is the risk level: high (H), medium (M), or low (L)?	What further controls are required still to reduce the level of risk?
Team building activities	Environment (hall), behaviour of students	Children tripping over. Children hurting themselves or others. Injuries caused by misuse of equipment. Falling onto or tripping on objects in the room (desks, chairs, etc).	The safety requirements of each activity will be outlined before beginning any of the team building activities. Appropriate amount of space to be allocated for each activity. Each group will be given assigned areas for completing set tasks. Props (if required) will not be given to the groups until they understand the instructions. Objects (chairs, desks etc) to be moved well away from activity area.	Low	Students who do not follow instructions will be required to sit out of activities.
Competitive or cooperative partner activities	Environment (hall), behaviour of students	Children tripping over. Children hurting themselves or others. Injuries caused by misuse of equipment. Falling onto or tripping on objects in the room (desks, chairs, etc).	The safety requirements of each activity will be outlined before beginning any of the team building activities. Appropriate amount of space to be allocated for each activity. Each group will be given assigned areas for completing set tasks. Props (if required) will not be given to the groups until they understand the instructions. Objects (chairs, desks etc) to be moved well away from activity area.	Low	Students who do not follow instructions will be required to sit out of activities.
The Epic Race / Battle of the Houses / The Power of T.E.A.M. style sessions	Environment (hall and outside area- grass or concrete courts), behaviour of students	Children tripping over. Children hurting themselves or others. Injuries caused by misuse of equipment. Falling onto or tripping on	The safety requirements of each activity will be outlined before beginning any of the team building activities. Appropriate amount of space to be allocated for each activity. Each group will	Low	Students who do not follow instructions will be required to sit out of activities.

		objects in the room or outside (desks, chairs, stairs, etc).	be given assigned areas for completing set tasks. Props (if required) will not be given to the groups until they understand the instructions. Objects (chairs, desks etc) to be moved well away from activity area. Students to be instructed of any possible hazards specific to the context (stairs, etc). Teacher supervision around stations. Groups must not start an activity unless all members of their group are present.		
UPP activities- group walk with stretcher, beach activities.	Location, exposure to sun, members of the public, activities undertaken, cooking equipment (hotplates, knives etc)	Students separated from group / injury / sun burn, burns, cuts.	The safety requirements of the instructors will be followed by the students and staff. The briefing will outline safety precautions to all groups. Teachers will monitor the movements and locations of students in group. Head counts before during and after activity. Students must remain with their group throughout the activity. Group sizes are appropriate for these activities.	Low	Students who do not follow instructions will be required to walk with an instructor / teacher.
Swimming	Not able to swim/ water/surf, exposure to sun	Drowning, sun burn	The safety requirements of the instructors will be followed by the students and staff. Teachers will monitor closely the movements and locations of students in group. With head counts before during and after activity. Student's swimming confidence, capability and environmental conditions will taken into consideration before allowing students to participate in this activity. A designated swimming area will be shown to the students. Swim between the flags.	Low	Sunscreen provided by College, rash shirts must be warn. Students who do not follow instructions will be required to sit out of activities.
UPP activities- cooking lunch.	Location, exposure to sun, members of the public, activities undertaken, cooking equipment (hotplates, knives etc)	Students separated from group / injury / sun burn, burns, cuts.	The safety requirements of the instructors will be followed by the students and staff. Teachers will monitor closely the location and behaviour of students in group. With head counts before during and after activity. Students must remain with their group throughout the activity. Group sizes are appropriate for these activities.	Low	Students who do not follow instructions will be required to sit out of activities.

Free time at beach	Location, exposure to sunlight, members of the public	Students separated from group / injury / sun burn	Remind students of the safety requirements before the activity. Teachers will monitor the behaviour of students throughout the activity. Suncream and long sleeve clothing to be enforced. Students to stay within nominated area at all times.	Medium	Sunscreen provided by college, no shirt, students sit in shade. Students who do not follow instructions will be required to sit out of activities.