

Health and safety at school

Background

This set of activities looks at workplace health and safety in a school. The activities assist students to develop strategies to find and assess hazards and risks and find ways to manage or alleviate them. Students then apply these skills to improve safety in their school.



Overview of the unit

There are five activities in this unit:

- Activity 1: Hazards and risks
- Activity 2: Risk control
- Activity 3: School based hazard audit
- Activity 4: Group presentation
- Activity 5: Acting on hazards

The activities are designed to be used in sequence, however if students already have knowledge in some of the areas covered it is possible to use the activities individually.

Activity 5 goes into more detail about what processes need to be followed when identifying, reporting and acting on hazards in the workplace. This activity is pitched at a higher level and may not be suitable for all student groups.

The unit also has a number of appendices. These appendices provide information about OHS and risk assessment and control. These are for your use but you may like to provide students with one or more of the appendices. They are:

- Appendix 1: OHS definitions
- Appendix 2: Risk assessment and control
- Appendix 3: OHS workplace checklist
- Appendix 4: Keeping records.

Purpose of the unit

- develop an awareness of hazards and risks
- develop knowledge of how to manage hazards and risks
- develop teamwork skills

Resource requirements

Activity sheets

- Activity sheet 1: Hazards and risks
- Activity sheet 2: Risk assessment
- Activity sheet 3: Hierarchy of risk control cards
- Activity sheet 4: Hierarchy of risk control
- Activity sheet 5: Hazard register
- Activity sheet 6: Risk assessment matrix
- Activity sheet 7: Safety action plan
- Activity sheet 8: Group presentation
- Activity sheet 9: Oral presentation rubric

Other material or resources

- WorkSafe Victoria publication: [Controlling OHS hazards and risks - A handbook for workplaces](http://www.worksafe.vic.gov.au/wps/wcm/connect/wsinternet/worksafe/home/forms+and+publications/publications/controlling+ohs+ hazards+and+risks+-+a+workplace+handbook) (www.worksafe.vic.gov.au/wps/wcm/connect/wsinternet/worksafe/home/forms+and+publications/publications/controlling+ohs+ hazards+and+risks+-+a+workplace+handbook)
- WorkSafe Victoria webpage on [risks and hazards](http://www.worksafe.vic.gov.au/) or go to the WorkSafe Victoria website (www.worksafe.vic.gov.au/) and follow the links: Safety & Prevention→Health & Safety Topics→Controlling OHS hazards and risks → About hazards and risks→What are hazards and risks?
- WorkSafe Victoria publication: [OHS in Schools – A practical guide for school leaders](http://www.worksafe.vic.gov.au/wps/wcm/connect/wsinternet/worksafe/home/forms+and+publications/publications/ohs+in+schools+a+practical+guide+for+school+leaders) (www.worksafe.vic.gov.au/wps/wcm/connect/wsinternet/worksafe/home/forms+and+publications/publications/ohs+in+schools+a+practical+guide+for+school+leaders) or go to: Forms and Publications and search for **OHS in Schools**

Facilities and equipment

- Access to various locations on school premises
- Scissors
- Laminator – laminating the cards may be useful if you intend to use the activity again
- Photocopier
- A movie camera
- Digital camera
- Presentation aids - e.g. PowerPoint
- Access to the internet
- Poster paper
- Coloured markers, pens and pencils

Assessment & curriculum alignment

The activities in this unit are designed to **support** student learning but may also be used for assessment purposes. The activities support the learning outcomes listed in the table below but **may not cover all the elements**. If the activities are to be used as assessment tasks, teachers should **check the relevant curriculum document**, e.g. the VCAL Curriculum Planning Guides, to ensure all the elements are covered and the activity is consistent with the unit purpose statement.

While documentation from undertaking the activities in this unit can be collected to build a portfolio of evidence to be used for the assessment of relevant learning outcomes, students will need to demonstrate competence of a learning outcome on more than one occasion and, wherever possible, in different contexts, to ensure the assessment is consistent, fair and equitable.

	VCAL Foundation*	VCAL Inter-mediate	VCAL Senior	VELS	Primary e-phase
Activity 1: Hazards and risks	WRS 1 – LO 4 WRS 2 – LO 1, 3 R&W – LO 2	WRS 1 – LO 2, 4 WRS 2 – LO 1, 3 R&W – LO 2	WRS 1 – LO 3, 4 WRS 2 – LO 1 R&W – LO 2	Health :& PE • Health knowledge and promotion	Engage Explore
Activity 2: Risk control					Explore Explain
Activity 3: School based hazard audit					Explain Elaborate
Activity 4: Group presentation	OC – LO 2 WRS 2 – LO 1, 2	OC – LO 2 WRS 2 – LO 2	OC – LO 2 [#] WRS 1 – LO 2 WRS 2 – LO 2	English: • Speaking & Listening Communication: • Presenting	Elaborate Evaluate
Activity 5: Acting on hazards	WRS 2 – LO 4	WRS 2 – LO 4	WRS 2 – LO 4	Health :& PE • Health knowledge and promotion	Explain Elaborate

* Students working at VCAL Foundation level will need to be supported through the activities.

[#] OC LO 2 requires presentations to be given in different contexts. This activity will constitute only one context.

Activity 1: Hazards and Risks

In this activity, students develop their knowledge of the common terms used when talking about OHS and apply this knowledge to OHS issues in their school using a risk assessment matrix.

They are also involved in finding and assessing hazards. Creating a safer workplace involves a three step process:

1. **Find the hazard**
2. **Assess the hazard**
3. **Fix the hazard**

In this activity students find hazards and assess them. In Activity 2 the focus is on fixing the hazards.

What to do

Before you begin

Familiarise yourself with the common words used when discussing OHS. This will assist you with facilitating the activities. See *Appendix 1* for a list of definitions. You may also find the '[Health and Safety Topics](#)' area of the WorkSafe website useful.

Common OHS words

Provide students with *Activity sheet 1* and discuss the following terms, encouraging students to think of what these words mean in relation to OHS in the school/workplace:

- hazard
- risk
- likelihood
- consequence
- risk assessment
- control
- manual handling.

Ask students to complete the 'fill in the gap' activity on *Activity sheet 1*. Answers are given in *Appendix 1: OHS definitions*.

Hazards at school

Ask students to brainstorm hazards that students and staff may be exposed to in a school.

Ensure students consider a wide range of hazards such as slips, trips and falls, sitting at a computer all day, repetitive movements such as typing, computer screen glare, stress, harassment and bullying.

Provide students with *Activity sheet 2*. Discuss risk assessment matrixes and what they can be used for (see *Appendix 2: Risk assessment and control for more information*).

Choose one of the hazards identified by the students and complete a Risk assessment sheet (see *Activity sheet 2*) as a whole class. A worked example is provided on the next page.

Remember the difference between hazards (potential for harm) and risks (likelihood and consequence of harm occurring) discussed in *Activity sheet 1*, when completing *Activity sheet 2*.

Risk assessment

<p>What is the hazard?</p> <p>Inhaling wood dust when using sanding and shaping equipment in the design and technology centre.</p>	
<p>What is the nature and causes of risks?</p> <p><i>Unless the nature and causes of the risk is understood then the way to fix the problem will not be apparent.</i></p>	<p>Wood dust is an airborne contaminant. Wood dust is produced when sanding and shaping equipment is used on wood.</p> <p>The highest levels of contamination are when there are several students using equipment in the same area at the same time.</p> <p>Wood dust has certain effects when it comes within the breathing zone of a person.</p> <p>The amount of time someone is exposed to these contaminants (wood dust) increases the possibility of health consequences (i.e. longer exposure greater consequences).</p>
<p>What is the likelihood of this hazard occurring?</p>	<p>The wood sanding and shaping equipment is used every second day of the school week.</p> <p>Average period a student uses equipment is for 30 to 40 minutes in a week while subject is undertaken.</p> <p>Sanding and shaping equipment is used by every student doing design and technology subjects and by students doing projects such as making dog kennels.</p> <p>There is only general ventilation in the room. There is no dust extraction equipment or measures.</p> <p>The room is given a general clean up every week.</p>
<p>What are the possible consequences of this hazard occurring?</p>	<p>Possible consequences of exposure to wood dust include:</p> <ul style="list-style-type: none"> • skin disorders such as allergic dermatitis • runny nose, blocked nose, bleeding nose • certain toxic woods can cause asthma and lung function problems • red and watery eyes • throat irritation.

Mark where your hazard fits on the risk assessment matrix.

Consequences

		Major	Moderate	Minor
Likelihood	Likely		If no toxic wood is being used this rating is suggested.	
	Possible			
	Unlikely			

Red – introduce controls to reduce risks

Amber – Check adequacy of current controls

Green – Maintain existing control measure

Ask students to work in small groups to complete *Activity sheet 2* for another one of the hazards that was brainstormed. Students will need to look at the identified hazard, the nature and causes of risk and the level of risk associated with this hazard using the risk assessment matrix.

Once students have completed *Activity sheet 2*, ask them to explain their group's thinking when discussing the likelihood and consequences of the identified hazard. Discuss with students how likelihood and consequences will vary for a similar hazard in a different setting. Encourage students to think of examples e.g. a slippery floor may more likely to cause injury in a commercial kitchen and the consequences of the injury may be more severe than a slippery floor in a hallway.

Student roles and responsibilities in relation to the activity

Contribute to class discussions

Listen to the views of others

Complete worksheets

Take on a role and show responsibility consistent with the level of VCAL they are undertaking.

Level of teacher support

Photocopy Activity sheet 1 and 2 for each student

Facilitate discussion

Provide support appropriate to the level of VCAL the students are working at.

Assessment

This is a learning activity. This activity could be used to support the learning outcomes as indicated in the table on page 3.

If the activity is to be used as an assessment task, teachers should check the relevant curriculum document, e.g. the VCAL Curriculum Planning Guides, to ensure all the elements are covered and the activity is consistent with the unit purpose statement.

Activity 2: Risk control

Creating a safer workplace involves a three step process:

1. **Find the hazard**
2. **Assess the hazard**
3. **Fix the hazard**

In *Activity 1*, students looked at the 'Find the hazard' and 'Assess the hazard' steps. During this activity, students will explore the third step in creating a safer workplace, 'Fix the hazard'.

What to do

Before you begin

- Prepare the hierarchy of risk control activity cards (see *Activity sheet 3*) by cutting up the sheet as indicated. You will need to prepare enough sets for students to work in groups of 3 or 4.
- Photocopy *Activity sheet 4*. One per student.

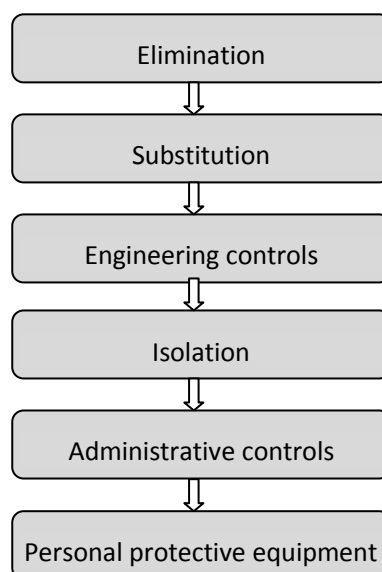
Fixing the hazard

Ask students to get into groups of 3 or 4 and hand out the hierarchy of risk control cards to each group (each card has a method for controlling a risk).

Ask groups to put the cards in order of what they think would be the most effective risk control method to the least effective.

Once this has been completed, discuss with students the preferred order of risk control, the hierarchy of risk, and explain that although elimination is the best solution, as it gets rid of the hazard all together, it is not always possible. Elimination of a hazard may mean that a vital function can no longer be carried out or the cost may far outweigh the benefits. When this occurs you then move your way down the list until you have a "fix" that is practical and reasonable, relative to the level of risk.

Hierarchy of risks



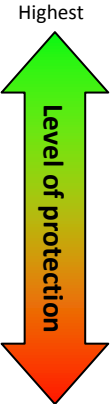
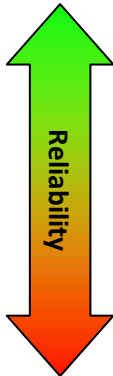
For example: there is a risk that while students are using sewing machines, they may put their fingers too close to the needle and injure/ puncture their finger. To eliminate this hazard would mean that students can no longer use sewing machines. This would prevent students from being able to participate in this subject and is therefore not a practical option. Working your way down the hierarchy of risk control, a more practical option would be to place guards on the machines to prevent this type of accident from happening.

Provide each student with *Activity sheet 4 – Hierarchy of risk control*. Choose a hazard and model how the hierarchy can be used to control a hazard. See the example below. An example of the wood dust (see previous activity) is included as a part of *Activity sheet 4*.

In small groups students should identify possible control measures for the hazard they identified in *Activity 1* and write them down against the appropriate type of control measure (elimination, substitution, engineering controls, isolation, administrative controls or PPE). Encourage students to come up with a number of ideas for each of the types of controls of risks (i.e., the hierarchy of risk controls).

Example

Hazard description: Laptop computer plugged in at front of classroom with power cord running along floor to power point. Students could trip and injure themselves.

Hierarchy of risk control measures		How could you reduce the hazard? Write your ideas against the appropriate risk control measure.
	Elimination	Permanently installed computer with wiring in walls
	Substitution	Have a table next to the power point so the cord doesn't need to run along ground
	Engineering controls	
	Isolation	Put mat/tape over cord
	Administrative controls	Make people aware of the hazard
	PPE	
		

Student roles and responsibilities in relation to the activity

Contribute to class and group discussions

Listen to each other and share ideas

Each student is to complete worksheet

Take on a role and show responsibility consistent with the level of VCAL they are undertaking

Level of teacher support

Facilitate discussion

Provide support appropriate to the level of VCAL the students are working at

Assessment

This is a learning activity. This activity could be used to support the learning outcomes as indicated in the table on page 3.

If the activity is to be used as an assessment task, teachers should check the relevant curriculum document, e.g. the VCAL Curriculum Planning Guides, to ensure all the elements are covered and the activity is consistent with the unit purpose statement.

Activity 3: School based hazard audit

In *Activities 1* and *2*, students developed techniques for identifying, assessing and managing hazards. In this activity, students put this knowledge into practice.

Students will identify hazards in their school, prioritise the hazards and set some timelines as to when these hazards should be rectified. Students will explore ways in which hazards can be eliminated or minimised and the associated logistics and costs involved.

What to do

Before you begin

This activity involves students walking around the school /education provider premises to complete a hazard register. You may need to seek approval from the Principal or other relevant personnel prior to commencement of the session. Where possible, students should take responsibility for seeking this approval.

Each group will need a copy of *Activity sheet 5* and *Activity sheet 6*.

Each student will need a copy of *Activity sheet 7 – Safety action plan*.

Hazard audit

Each group will need to identify a specific area of the school where they will conduct their hazard audit.

Provide groups with *Activity sheet 5 – Hazard register* and allow groups a set amount of time (approx. 20mins) to explore their identified area and identify potential hazards. The hazards identified need to be filled in on the hazard register, in particular the date, location and hazard details.

You may like to provide the students with a copy of the *OH&S Workplace Checklist* (Appendix 3) if you think it will assist them. However, students should recognise that there may be hazards other than those listed.

Safety action plan

In groups, students will now prioritise the hazards they have identified. Students can do this by completing a risk assessment matrix for each of the hazards (*Activity sheet 6*). *It is important that students explore all possible consequences and the likelihood of the identified hazards.*

On completion of the risk assessment matrixes, students need to begin to fill in *Activity sheet 7 – Safety action plan*. Each hazard needs to be ranked from the highest priority to lowest priority (only the first column on the safety action plan needs to be completed at this stage). Once this has been done, each student will need to choose one hazard that they will continue to work on for the remainder of this activity.

Each student from the group will need to choose a different hazard as they will then come back together to work as a group in Activity 4 where they will compile all their information for a group presentation.

Managing the hazard

Students now need to look at what can be done to reduce or eliminate the hazard they have chosen.

Students should refer back to the hierarchy of risk control when determining the most appropriate action (see *Activity sheet 4*).

In order for a student to explore the hazard and practical ways of dealing with it, it may be useful for them to:

- interview staff members or other students to help solve the issue

- research potential “fixes” on the internet
- photograph the hazard and also “good examples” that could be used
- find out if this hazard has occurred before and how it was dealt with.

Each student will need to determine (for the hazard they are researching):

- the action required
- who the person is that will be responsible for ensuring this hazard is fixed
- the completion date
- a date for review and comment.

When students have collected the information individually, they will need to meet as a group to transfer information so that each student has a completed Safety Action Plan.

Student roles and responsibilities in relation to the activity

Contribute to group discussions

Participate in site visit for hazard identification

Listen to each other and share ideas

Take on a role and show responsibility consistent with the level of VCAL they are undertaking

Level of teacher support

Seek approval from the Principal or other relevant personnel

Facilitate group participation

Preparation of materials

Provide support appropriate to the level of VCAL the students are working at

Assessment

This is a learning activity. This activity could be used to support the learning outcomes as indicated in the table on page 3.

If the activity is to be used as an assessment task, teachers should check the relevant curriculum document, e.g. the VCAL Curriculum Planning Guides, to ensure all the elements are covered and the activity is consistent with the unit purpose statement.

Activity 4: Group presentations

Students have now gone through the process of finding the hazard, assessing the hazard and deciding on a “fix” for a hazard. It is important for students to understand that there is not always a right or wrong answer when it comes to OHS and that many factors come into play when an individual or group identify and assess a hazard. The perceived risk will change from person to person and in most cases the consequences will vary greatly depending on the individual, group or workplace.

This activity will expose students to the ideas of other groups and how others worked through hazard identification and hazard assessment to come up with a solution for the hazard.

What to do

Group presentation

Working in the same groups students have been in for the previous activities, students will need to make a presentation to the class on the hazard/s they identified and the process they followed to find a “fix” or to manage the hazard.

Activity sheet 8 will assist students with developing their presentation and *Activity sheet 9* provides a guide for how the presentation will be assessed.

Each group presentation must include:

- details of area where their hazard audit was conducted
- details of considerations when assessing the hazard:
 - decision process when determining likelihood
 - details of identified consequences
- how hazards were prioritised
- explanation of possible “fixes” and which one is the best option (using the hierarchy of risk control)
- photo/s and/or video/s of the hazard
- each student speaking about at least one hazard.

When preparing their presentation students may like to consider:

- using of PowerPoint to present their findings
- making a video that explains the hazard identification process they used
- how they will present any information gained from interviews they conducted when researching their hazard
- allowing discussion time during their presentation for other students to raise possible solutions.

An oral presentation rubric has been included (see *Activity sheet 9: Oral presentation rubric*) which you may like to use for assessment purposes. It could also be used as a tool for students to undertake self or peer assessment.

Student roles and responsibilities in relation to the activity

Contribute to group presentation content

Sharing of information with other group members

Listen to each other and share ideas

Individual participation during presentation

Identify and arrange equipment and facilities required for presentation

Take on a role and show responsibility consistent with the level of VCAL they are undertaking

Level of teacher support

Provide access to resources where practical

Encourage teamwork

Complete observation checklist

Provide support appropriate to the level of VCAL the students are working at

Assessment

This is a learning activity. This activity could be used to support the learning outcomes as indicated in the table on page 3.

If the activity is to be used as an assessment task, teachers should check the relevant curriculum document, e.g. the VCAL Curriculum Planning Guides, to ensure all the elements are covered and the activity is consistent with the unit purpose statement.

The rubric provided can be used to assess students or to have them self assess.

Activity 5: Acting on hazards

Often people will identify hazards and comment about them, but then don't actually do anything about getting them fixed. Sometimes eliminating a hazard can be as easy as keeping your work area tidy, however, there often needs to be a little more thought and consultation involved.

This activity will require the students to actually implement the risk control action that they have identified during the completion of their hazard register and safety action plan. Students will need to explore the logistics and costs associated with the implementation of their plan and follow it through to completion.

To complete this activity students will need to have completed *Activity 3*.

What to do

Before you begin

Students will need access to a completed hazard register and/or safety action plan (see *Activity sheet 5* and *Activity sheet 7*).

Students will also need to consult personnel within the school who can assist them in implementing changes. In some cases this may involve cost to the school. If this is not appropriate in your circumstances then students will need to explore options that do not cost anything to implement.

Students may work individually or as a group to complete this activity. The group size may depend on the complexity of the hazard students will be working on.

NOTE: If there is an immediate risk to health or safety, you must make sure that any process/activity involving the hazard ceases until measures are taken to remove the immediate risk.

Finding the solution – Further research

Students may need to go back and look at the hazard in more detail so that they can find a practical way to implement their safety action plan.

Students may like to consider the following methods of gathering information:

- conducting inspections
- looking at incident and injury report forms
- conducting a hazard survey
- interviewing personnel working in area affected by the hazard
- reviewing previous hazard inspections
- looking at workplace injury statistics on the WorkSafe Victoria website.

Students will need to research the financial and logistical implications of their plan. This may include:

- products available
- cost of equipment
- quotes for work to be carried out
- impact on day to day running of area concerned
- impact on staff and students

- approvals required.

Consultation

As students will be implementing their safety action plans it will be important that consultation occurs between the students and relevant school representatives. Consultation may occur between students and:

- school principal or equivalent
- teachers
- health and safety representatives
- other students
- personnel working in affected area
- school/education provider board or committee of management.

Consultation with these personnel will assist the students in identifying practical solutions for their identified hazard that will be able to be implemented as they have been involved in the whole process. It is integral that key stakeholders in the decision making process for the school are involved in this process rather than it just being a classroom activity.

Keeping records

During all stages of the risk assessment process it will be important for students to keep a consultation record. Record keeping is important as it provides you with a reference that you can look back on to see what has been done, what needs to be done, who is responsible for what, who has been consulted during the process and details of identified issues. Accurate records will also be important in providing evidence to show compliance with legislation relating to OHS in the workplace.

Records may include information on:

- hazard being discussed
- how information was shared (email, formal/informal meeting, reports, etc)
- how others' views were considered
- who was involved
- dates and times of consultation.

A consultation record template is available from the WorkSafe Victoria website:

http://www.worksafe.vic.gov.au/wps/wcm/connect/wsinternet/WorkSafe/Home/Forms+and+Publications/Publications/import_Record+Of+Consultation

Suggestions on the types of documents that may need to be kept when dealing with OHS issues are detailed in Appendix 4.

Student roles and responsibilities in relation to the activity

Participate in consultation process

Express ideas throughout hazard assessment and hazard control discussions

Listen to each other and share ideas

Complete tasks in a timely manner

Seek approval and complete paperwork where required

Be involved in process from start to finish

Take on a role and show responsibility consistent with the level of VCAL they are undertaking

Level of teacher support

Assist students in identifying key stakeholders within the school

Provide access to resources and personnel where practical

Encourage teamwork

Encourage participation from others in the school community

Provide support appropriate to the level of VCAL the students are working at

Assessment

This is a learning activity. This activity could be used to support the learning outcomes as indicated in the table on page 3.

If the activity is to be used as an assessment task, teachers should check the relevant curriculum document, e.g. the VCAL Curriculum Planning Guides, to ensure all the elements are covered and the activity is consistent with the unit purpose statement.

For this to be used for assessment, students will need to supply evidence to show they have:

- identified a hazard
- assessed a hazard
- consulted relevant stakeholders
- completed required paperwork (may include but not limited to):
 - hazard register
 - safety action plan
 - consultation record
 - work orders
- conducted research on their identified hazard and possible “fixes”
- arrange for the hazard to be eliminated or reduced
- monitor and evaluate the hazard once the changes have been made.

Fill in the gap with one of the following words that relate to OHS in the workplace:
risk assessment, likelihood, control, hazard, manual handling, consequence, risk

A _____ is anything in the workplace that has the potential to harm people.

_____ refers to how often people will be exposed to the hazard that could cause injury, illness or disease.

_____ arises when it is possible that a hazard will actually cause harm.

_____ is what will happen if people are exposed to the hazard and how severe the injury, illness or disease will be.

_____ is a process for developing knowledge and understanding about hazards and risks so that sound decisions can be taken about control.

A _____ is a thing, work process or system of work that eliminates an OHS hazard or risk or, if this is not reasonably practicable, reduces the risk so far as reasonably practicable.

_____ means using your body to exert force to lift, lower, push, pull, carry, move, hold or restrain objects or people.



As a small group discuss a hazard your class has identified and complete the table below

What is the hazard?	
What is the nature and causes of risks? <i>Unless the nature and causes of the risk is understood then the way to fix the problem will not be apparent.</i>	
What is the likelihood of this hazard occurring?	
What are the possible consequences of this hazard occurring?	

Mark where your hazard fits on the risk assessment matrix.


Consequences

		Major	Moderate	Minor
Likelihood	Likely	Red	Red	Amber
	Possible	Red	Amber	Green
	Unlikely	Amber	Green	Green

Red – Immediate action

Amber – Heightened action

Green - Business as usual



Eliminate the hazard or eliminate the risks	Substitute the risk with lesser risks
Reduce the risk through engineering changes or changes to systems of work	Isolate people from the risk
Reduce the level of harm using administrative actions	Use personal protective equipment to protect people from harm





Hierarchy of risk control

Activity sheet 4



Using the hazard/s identified in *Activity 2*, complete the table below. You may also like to look at the example on the next page.

Hazard description: _____

Highest	Hierarchy of risk control measures	How could you reduce the hazard? Write your ideas against the appropriate risk control measure.	Most
 Level of protection	Elimination		 Reliability
	Substitution		
	Engineering controls		
	Isolation		
	Administrative controls		
	Personal Protective Equipment		
	Lowest		

Hierarchy of risk control example

Hazard description: Wood dust exposure

Highest	Hierarchy of risk control measures	How could you reduce the hazard? Write your ideas against the appropriate risk control measure.	Most
 Level of protection	Elimination	Prohibit activity - not practical as working with wood is not an extreme risk so next best option is to minimise risk	 Reliability
	Substitution	Ensure any toxic woods replaced by low risk materials Use less abrasive equipment with less dust generated	
	Engineering controls	Fit dust extraction to equipment Fit mechanical ventilation and extraction system in room	
	Isolation	Separate areas where sanding is done from other areas	
	Administrative controls	Train students in hazards and how to use equipment Clean room more regularly to minimise dust build up	
	Personal Protective Equipment	Use personal protective equipment such as masks and eye protection	
	Lowest		

Hazard register

Activity sheet 5

<p>Who uses this form? Workplace Occupational Health and Safety Officers</p> <p>Purpose</p> <ul style="list-style-type: none"> - To record all hazards at the workplace - To inform employees and contractors entering the site of hazards 	<p>Action</p> <ul style="list-style-type: none"> - Keep a copy of this form in the OH&S Register of the workplace - Update as new hazards are identified - Give a copy to new employees and contractors during OH&S induction for the site
<p>Workplace location:</p>	<p>Inspector Name/s:</p> <p>Date:</p>

No.	Date	Location	Hazard Details	Injury Risk	Risk Control Action
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Risk assessment matrix

Hazard identified: _____

Hazard details: _____

		Consequences			
		Major	Moderate	Minor	
Likelihood	Likely				Red – Immediate action High priority
	Possible				Amber – Heightened action Medium priority
	Unlikely				Green - Business as usual Low priority

List possible consequences	Is it likely to occur?
1.	
2.	
3.	
4.	
5.	

Hazard identified: _____

Hazard details: _____

		Consequences			
		Major	Moderate	Minor	
Likelihood	Likely				Red – Immediate action High priority
	Possible				Amber – Heightened action Medium priority
	Unlikely				Green - Business as usual Low priority

List possible consequences	Is it likely to occur?
1.	
2.	
3.	
4.	
5.	

Safety action group:

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SAFETY ACTION PLAN				
Safety issue or hazard	Action required	Person responsible	Date for completion	Review date & comments
High priority				
Medium priority				
Low priority				

Group presentation

Each person in the group must speak about at least 1 hazard.

Here is your chance to present to the class how you identified, assessed and decided on a fix for your hazard.

The questions on this worksheet will help you prepare your presentation.

Details about the hazard

What is the hazard you are discussing?

What area did you do your hazard audit in? How did you identify your hazard?

What did you consider when assessing the hazard? (Think about how you placed your hazard on the risk assessment matrix)

What were the possible 'fixes' that you considered? Which one was the best option?

How will you present your findings? E.g. video, photos

Are there any key terms or OH&S words that you may need to explain to your audience?

Your presentation

When you prepare your presentation you will need to decide:

- if you will use PowerPoint (or similar) to present your findings. Will it include photos?
- if you will make a film clip to explain the hazard identification process you used
- how you will use the information from any interviews you conducted when you researched the hazard.

You will also need to allow time for discussion and questions.

Teacher Name:

Student Name

:

CATEGORY	4	3	2	1
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Speaks clearly and uses complete sentences	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or cannot be understood OR mispronounces more than one word.
PowerPoint	Uses at least 3 slides that includes text and photographs that are easy to view.	Uses slides that includes text and photographs.	Student uses slides but no photographs.	The student uses no slides in the presentation.
Stays on topic	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.
Content	Clearly covers details of hazard audit, considerations when assessing the hazard, explanation and analysis of possible fixes.	Covers most of details of hazard audit, considerations when assessing the hazard, explanation and analysis of possible fixes.	Covers few of details of hazard audit, considerations when assessing the hazard, explanation and analysis of possible fixes.	Covers little of the required information on the chosen hazard.
Vocabulary	Uses all appropriate OH&S vocabulary. Extends audience vocabulary by defining key words.	Uses appropriate OH&S vocabulary. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses appropriate OH&S vocabulary. Does not define key words.	Does not use appropriate OH&S vocabulary. Does not define key words.

Appendix 1: OHS definitions

The *Occupational Health and Safety Act 2004* sets out the key principles, duties and rights in relation to occupational health and safety.

Hazard is a potential source of harm or injury; the potential to cause injury, illness or disease.

Risk is the chance (or likelihood) that a hazard will cause harm to people.

Harm is death, injury, illness (including psychological illness) or disease that may be suffered by a person from a hazard or risk.

Likelihood refers to how often people will be exposed to the hazard.

Consequence is looking at what will happen if people are exposed to the hazard and how severe the injury, illness or disease will be.

Risk assessment is a process for developing knowledge and understanding about hazards and risks so that sound decisions can be made about control.

A **control** is a thing, work process or system of work that eliminates an OHS hazard or risk or, if this is not reasonably practicable, reduces the risk so far as is reasonably practicable.

Manual handling means using your body to exert force to lift, lower, push, pull, carry, move, hold or restrain objects or people.

Appendix 2: Risk assessment and control

What is a risk assessment matrix?

A risk assessment matrix is a tool used to determine the level of risk. The level of risk is determined by looking at the likelihood that the event (risk) will occur and how serious the consequences or impacts are of that risk occurring.

There are a number of scales that can be used to rank the likelihood and consequence of risk; you should select a scale that is comparable to the significance and complexity of the risk you are assessing. For example, the scale you use for a school setting would be different to that used for a state wide extreme weather event risk assessment.

Below is an example of a likelihood and consequence scale that may be appropriate to use for your school risk assessment. The likelihood and consequence relevant to your risk may include some or all of the items described.

Likelihood of event occurring

Likely	Is expected to occur in most circumstances. There have been regular documented cases
Possible	Might occur at some time There have been documented cases over the years but does not happen often (i.e. less than 1 per year)
Unlikely	Could occur at some time in particular circumstances

Consequence or severity of outcome

Major	Death, serious injury / illness, loss of operational capacity Cost over \$500,000
Moderate	Minor injury or illness, some disruption to day to day running of the school Cost between \$5000 and \$499,999
Minor	No injury or illness, little impact on day to day running of school Cost is less than \$5000

How do you “fix the hazard”?

Fixing a hazard involves identifying a number of ways that the risk can be controlled. When selecting the most appropriate risk control you should always aim for the option with the highest level of protection and reliability, as far as reasonably practicable.

The **hierarchy of risk control** is a strategy used to identify the most suitable control option. The best possible control option for your situation should be implemented, working your way from the top of the list below i.e. using the option that is most reliable and provides the highest level of protection.

Eliminate the hazards or risks

- Eliminate the hazards or eliminate the risks

Change the risks to reduce them

- Substitute the risks with lesser risks
- Reduce the risks through engineering changes or changes to systems of work
- Isolate people from the risks

Change people to reduce the risks

- Reduce the level of harm using administrative actions
- Use personal protective equipment to protect people from harm

Appendix 3: OHS workplace checklist

This checklist may assist in giving the inspection team a focus.

	Yes	No	N/A	Action required Comments
Floors				
Are any parts of the floor uneven or slippery?				
Are there any tripping hazards on the floor? Specify.				
Are floors non-slip where appropriate?				
Are floors cleaned regularly and spills cleared up immediately?				
Passageways, exits and doors				
Are all passageways wide enough to allow people to circulate easily?				
Are any of the above obstructed?				
Are there any mats/carpets that are a tripping hazard?				
Do fire exits display correct notices?				
Are all passageways adequately lit?				
Stairs				
Are there any worn, chipped or slippery stairs?				
Are handrails provided and in good condition?				
Are staircases adequately lit?				
Circulation area				
Windows and ventilation:				
<ul style="list-style-type: none"> Are all windows easily opened? 				
<ul style="list-style-type: none"> Are appropriate windows made of safety glass or otherwise protected? 				
Do any of the windows have worn or broken fastenings?				
Do any of the windows have broken or cracked glass?				
Are the windows cleaned regularly?				
Is their appropriate blinds and shades?				
Is every enclosed space ventilated by a sufficient quantity of fresh air?				

	Yes	No	N/A	Action required Comments
Lighting				
Do any globes need replacing?				
Is the level of illumination adequate?				
Is all lighting well positioned for the purpose?				
Are all the light fittings and light switches in good order and checked regularly?				
Furniture and fittings				
Is any furniture too near the door or likely to block other areas where people walk?				
Are cabinets, cupboards, shelves stable?				
Are any fittings in an unsafe position?				
Does any furniture or fittings have loose, worn or broken parts?				
Are there any hazards resulting from overcrowded classrooms?				
Are chairs in good condition?				
Are tables in good condition?				
Storage				
Are all storage units stable and fixed if necessary?				
Are all shelves free from corrosion?				
Are steps available for high shelves?				
Are filing cabinets secured to walls and stable?				
Are shelves stacked properly and with no hazards of falling objects?				
Mains electrical equipment				
Has this equipment been checked and in good condition?				
Are there loose cables on the floor?				
Housekeeping and cleanliness				
Are window ledges free of dust?				
Are floor surfaces clean?				
Is there any excess paper?				
Are there any items for disposal not in the rubbish?				
Does the room smell clean?				
Are the desks clean?				
Are the chairs clean?				

Appendix 4: Keeping records

Keeping records is important as it will assist you to:

- know what has been done and what more needs to be done
- demonstrate competence with your obligations under the OHS legislation.

	Information to be gathered	Possible records to be kept
Gather information about hazards	<ul style="list-style-type: none"> • When and where hazard identification was carried out • A summary of identified hazards • Whether there is any risk associated with each hazard identified 	<ul style="list-style-type: none"> • Hazard checklist • Hazard register
Develop and implement action plan	<ul style="list-style-type: none"> • The risk assessment method used • What new measures have been identified to control any risk • What measures are regarded as not reasonably practicable and the reason for such • What the reasonably practicable risk control measures are for implementation • Timeline and responsible person for the implementation of the practicable risk control measures • Who was involved in the hazard identification, risk assessment and risk control processes • Who was consulted in the hazard identification, risk assessment and risk control processes 	<ul style="list-style-type: none"> • Hazard register • Safety action plan • Meeting minutes • Consultation record
Monitor and evaluate progress	<ul style="list-style-type: none"> • Was the work completed/ changes made? • Has it actually resolved the issue as planned? • Is there any residual risk? • Are there any new hazards that have developed as a result of the risk mitigation actions? 	<p>Page 24 of the WorkSafe Victoria publication 'OHS in Schools – A practical guide for school leaders' provides a sample record for hazard inspection and risk control that may be useful.</p>