NSW GOVERNMENT | Education

PROFORMA

Guidance in completing the risk management plan proforma

Health and Safety Directorate

Hazard Identification

The following may assist with identifying hazards. Consider what could go wrong, that is, potential injuries or illnesses that may arise from the hazard. Note that injuries may be psychological as well as physical. Hazards are the sources of these potential injuries or illnesses.

There are many ways to identify a hazard including workplace inspections, consultation with staff, review of injury, illness and near-miss records, maintenance requests, hazard reports, direct observation of activities and incident investigations.

Hazards may be:

Physical – consider aspects of the work environment (built or natural) that may be hazardous such as noise, vibration, sun exposure, lighting, ventilation, confined spaces, extreme temperatures and hot water.

Mechanical – consider the types of activities undertaken and how they are carried out. Risks may be associated with plant and equipment, manual handling, driving, occupational overuse syndrome etc.

Electrical – consider the various types of electrical items found at the workplace and how they are installed, used, and maintained. Also take into account the adequacy of power outlets, the condition and placement of power.

Chemical – consider any substances used and the potential risks associated with those items. This includes cleaning products, pesticides, as well as a range of chemicals used for teaching/learning purposes.

Biological – consider activities associated with human contact or handling bodily products such as providing first aid, assisting with feeding or toileting, handling agricultural products, or coughs and colds.

Psychological – consider risks associated with psychological health and workplace relationships.

Other – Consider other hazards related to your specific workplace.

Risk Elimination or Control

Eliminate the item or activity. If this is not reasonably practicable, control the risk as far as practical using the hierarchy of controls below. Select the highest possible control and/or use a combination of controls to reduce the risk.

Substitute the hazard – Replace the activity, material, substance or equipment with a less hazardous one.

Isolate the hazard – Separate the hazard from the person at risk; use fume cupboards or spray-painting booths where necessary, or locate noisy machinery away from main work areas.

Use engineering controls – Install equipment to counteract the hazard; ensure guards are used on equipment or machinery, use an extraction system to remove dangerous fumes and dust, or lifting equipment for heavy loads.

Use administrative controls – Establish and document procedures to lower the risk such as guidelines for the supervision of students, behaviour management programs, health care plans, classroom safety procedures, job rotation, instruction and training programs, and safe operating procedures.

Use personal protective equipment – Use appropriately designed and properly fitted equipment such as safety goggles, ear muffs, gloves, respiratory protection, hats and sunscreen.

Guidance in completing the risk management plan proforma

Risk Assessment Matrix				
How serious could the injury be?	***How likely is it to be that serious?***			
	Very **L**ikely	**Likely**	**U**nlikely	**V**ery **U**nlikely
Death or permanent injury	**1**	**1**	**2**	3
Long term illness or injury	**1**	**2**	3	4
Medical attention & several days off	**2**	3	4	5
First aid needed	3	5	5	6
Severity – is how seriously a person could be harmed	**Likelihood** – is an estimate of how probable it is for the hazard to cause harm.			

Legend (as a guide only)

1	Extreme risk; action to rectify the hazard should commence immediately
2	High risk; action to rectify the hazard should occur within 48 hours
3	Medium risk, action to rectify hazard should occur within 7 days
4	Low risk; action to rectify hazard should occur within 14 days
5 & 6	Minimal risk, action to rectify hazard should occur within 21 days