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Agency/business unit:		Education									
Principal/Manager:											
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Identified hazard (Examples can be found in the Hazard Identification Table)	Risk factor(s) What can happen and how it can happen? (Examples can be found in the Hazard Identification Table)	Current controls used to reduce risks Refer to the hierarchy of controls	RR with current controls in place 1			Continuous Improvement and Review Process Note: Controls must be reviewed after any accident/incident or change in work practice					
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			C	L	R				C	L	
Manual Handling (MH)		<div></div> <p>Body stressing injury while moving:</p> <ul style="list-style-type: none">• equipment/stores• equipment in/out of vehicles• heavy boxes/files• filing cabinets• P.E equipment. <p>Body stressing injury:</p> <ul style="list-style-type: none">• when transporting equipment• inappropriate storage• lack of training• repetitive movement.	<ul style="list-style-type: none">• Manual handling awareness posters/training• Mechanical aids e.g. trolleys/step ladders• Observations from peers• Regular inspections of equipment• Staffing ratios for special needs settings• Manual handling of lifters and wheelchairs• Individual risk assessments prior to lifting items• Health and Safety Representatives(HSR)/EDU HSR• Notifiable Incidents reportable to the WHS regulator (WorkSafe	3	3	M	<ul style="list-style-type: none">• Ensure Business Managers (BM), Health and Safety Representatives (HSR), Learning Support Assistants (LSA) and Building Service Officers (BSO) undertake manual handling including annual refresher training• Review all storage rooms, relocate items on shelving stored above shoulder height used regular basis• Implement annual review of suitability of manual handling reduction equipment. e.g. trolleys or bin lifters• Undertake a risk assessment of specific tasks such as loading and unloading washing machines and dryers• Ensure adherence to the Directorates manual handling policies/procedures	3	2	M	


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							C	L	R		
Manual Handling (MH) (cont'd) 		ACT), who may investigate and make improvement recommendations.				<ul style="list-style-type: none"> Undertake quarterly Accident Incident Report (RISKMAN) reviews Undertake trend analysis and implement process to reduce upward trends (information available from EDU HSW) Undertake documented risk assessment for medium and high risk manual handling tasks and include on risk register. 					


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Manual Handling of Students 	<ul style="list-style-type: none"> Body stressing injury from assisting student movement/transition Manual handling with aid of items such as lifters/wheelchair. 	<ul style="list-style-type: none"> Hoist/slide sheets Reviews of individual transitions by a physiotherapist. Disability ACT to drop off students at agreed site location. LSA manual handling training All staff manual handling training. External review of manual handling practices Health and Safety Representatives(HSR)/EDU HSR Notifiable Incident reportable to the WHS regulator (WorkSafe ACT), who may investigate and make improvement recommendations. 	3	4	H	<ul style="list-style-type: none"> Ensure all staff have manual handling awareness training Implement annual manual handling refresher training Increase manual handling training for identified high/medium risk tasks Undertake quarterly Accident Incident Report (RISKMAN) reviews Undertake trend analysis and implement process to reduce upward trends (information available from EDU HSW). 	3	4	H			


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 Slips, Trips and Falls	<ul style="list-style-type: none"> Tripping on loose/damaged carpet or floor tiles, uneven ground or poorly aligned or lifting flooring Slips due to wet walkways or flooring Falls from stepladders or mobile steps Exposure to various surfaces/terrains/ ice results in slips/trips or falls and fractures, sprains and strains 	<ul style="list-style-type: none"> School Safety Checklist EDU school safety checklist.html Hazard Identification form. Yellow line marking on surfaces. Site specific reminders through emails/signage of dangerous situations e.g. black ice Rubber matting for wet areas Barriers placed up for onsite maintenance/upgrades by School Capital Works or contractor Health and Safety Representatives (HSR)/EDU HSR. Notifiable Incident reportable to the WHS regulator (WorkSafe ACT), who may investigate and make improvement recommendations. 	3	3	M	<ul style="list-style-type: none"> Improve awareness of potential hazards on site visits through specific induction and risk assessment Develop a procedure where barriers are put up for any work being undertaken onsite Undertake a WHS risk assessment of work under taken by Schools Capital Works Repair and Maintenance <p>Eliminate/reduce slips, trips and falls through considering:</p> <ul style="list-style-type: none"> strategic planning of minor and major maintenance to upgrade hazardous areas yellow highlight line marking of uneven surfaces 	3	3	M		


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<p>Slips, Trips and Falls (cont'd)</p> 	<ul style="list-style-type: none"> Wet areas e.g. showers, wet floors/spills. Weather conditions. Variation in floor surfaces. Inadequate foot wear including PPE in technology areas. Tree roots. Rocks. Electrical cords. 				<ul style="list-style-type: none"> installing entry floor mats the use of electrical cord covers Low performance in Professional Pathways for indicators of physiological injury Undertake trend analysis to implement a process to reduce identified upward trends Undertake quarterly RISKMAN reviews to identify indicators of potential psychological injury Undertake task specific risk assessments Manager/Supervisor monitoring of staff workloads and undertake mental stress awareness training Implement a work the use of anti-slip treatments for identified areas Increased reminders to staff to store equipment appropriately 				
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							C	L	R		
Slips, Trips and Falls (cont'd) 						<ul style="list-style-type: none"> Review and improve the storage areas to ensure goods are not creating trip hazards Cover areas susceptible to black ice at night prior to morning traffic 					

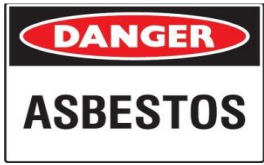
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Being Hit by Moving Objects 	<ul style="list-style-type: none"> Moving objects such as furniture and other equipment/ material, may hit the body e.g. sports equipment, balls. 	<ul style="list-style-type: none"> General awareness e.g. ensuring there is a clear path way when using trolleys to move items from point A to B Designated areas for kicking balls and use of other PE equipment Health and Safety Representatives (HSR)/EDU HSR Notifiable Incident reportable to the WHS regulator (WorkSafe ACT), who may investigate and make improvement recommendations. 	4	3	H	<ul style="list-style-type: none"> Review and/or develop site traffic management plans Safe Work Australia Traffic Management in Workplaces.pdf Access and egress review of hallways Undertake quarterly RISKMAN reviews Undertake trend analysis implement process to reduce risks. 			3	3	M	


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Psychological (Mental Stress) 	Psychological injury due to: <ul style="list-style-type: none">unrealistic work pressure/ deadlineslack of workplace supportlack of adequate support processes after a stressful/ critical incidentlow morale in work environmentunclear work processes and excessive work load	<ul style="list-style-type: none">Countering Bullying and Harassment<i>Public Sector Management Act 1994</i>ACTPS Code of ConductTeachers code of professional practice EDU Professional ConductACTPS Respect Equity and Diversity FrameworkRegular promotion of Employee Assistance Program (EAP) updates via posters/cards/email or website from service provider	3	4	H	<ul style="list-style-type: none">Review work deadlines and sharing of workload among staffSetup a buddy systemPromote a positive culture of access to EAP including mental health services e.g. Beyond BlueImplement coaching and mentoring of staffIncrease awareness of the Preventing Work Bullying Guidelines /Countering Bullying and HarassmentDevelop and implement support plans review ways to provide addition support	3	4	H		

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Psychological (Mental Stress) (cont'd) 	<ul style="list-style-type: none"> low resilience to change harassment and bullying in the workplace physical threat/assaults high level of poor student behaviour suicide of a student/colleague. 	<ul style="list-style-type: none"> Staff awareness training and consultation on wellbeing Respect Equity Diversity Contact Officers Beyond Blue services New Access Program Effective change management processes Coaching and mentoring CMTEDD self harm and suicide employees CMTEDD managing occupational violence Managing Behaviours Safely - A Risk Management Approach 										

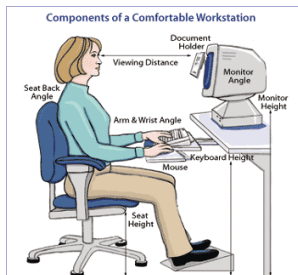
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Psychological (Mental Stress) (cont'd) 		<ul style="list-style-type: none"> Health and Safety Representatives (HSR)/EDU HSR Notifiable and Dangerous Incident reportable to the WHS regulator (WorkSafe ACT), who may investigate and make improvement recommendations. 										


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Hitting Objects 	<ul style="list-style-type: none"> Hitting stationary equipment/objects with the body. 	<ul style="list-style-type: none"> Visual inspections of the environment Risk assessment of activity/environment during planning stages Manual handling training Health and Safety Representatives (HSR)/EDU HSR Notifiable Incident reportable to the WHS regulator (WorkSafe ACT), who may investigate and make improvement recommendations. 	3	3	M	<ul style="list-style-type: none"> Risk assess new environments Improve awareness of surroundings Undertake quarterly RISKMAN reviews Undertake trend analysis and implement process to reduce identified upwards trends. 						


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Asbestos  Asbestos Containing Material (ACM)	Unintentional exposure with potential for : <ul style="list-style-type: none"> Respiratory illness if disturbed i.e. drilled or damaged. 	<ul style="list-style-type: none"> Site based Asbestos Register Contractor Induction RISKMAN/Hazard reporting. Asbestos Awareness training BSO/BM Severely damaged ACM is isolated, reported to Repair and Maintenance section and repair/removal actioned Removal program through school upgrades Health and Safety Representatives (HSR)/EDU HSR Notifiable Incident reportable to the WHS regulator (WorkSafe ACT), who may investigate and make improvement recommendations. 	4	2	H	<ul style="list-style-type: none"> Update and review site Asbestos Register Implement refresher awareness training every 5 years. 	4	1	H			

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Office Environment 	<ul style="list-style-type: none">Body stressing injury to workers due to poor ergonomics in workstation set up and/or other work environmentsSlips, trips and fall hazards from incorrect storage/ housekeeping practicesRodents causing transmission of diseaseInhalation of fumes from cleaning chemicals.	<ul style="list-style-type: none">Staff induction/inspectionsRegular office cleaningAdequate lightingElectrical testing and tagging/EDU Danger Tagging LockoutErgonomic assessmentsWorkstation Self-Assessment ChecklistSecure building/working environmentProvision and promotion of hand washing\hygiene productsAnnual pest controlRISKMAN's/reviews/trend analysis to reduce risk	2	2	M	<ul style="list-style-type: none">Implement a suitable footwear policyEnsure filing cabinets are attached to wallsReporting hazards using the hazard report forms Shared Services WHSReview and monitor lighting levels for work environmentImplement more regular workstation self assessments (3 to 6 monthly) Workstation Self-Assessment ChecklistUndertake quarterly RISKMAN reviews for trend analysis and implement process to reduce identified upward trendsReview kitchen cleaning chemicals storage and availability of Safety Data Sheets (SDS) EDU information Chemwatch.	2	2	M		

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Office Environment (cont'd)	<ul style="list-style-type: none"> Electrical faults from faulty equipment or setup Biological hazards leading to infection or contamination e.g. blood or body fluids Fire. 	<ul style="list-style-type: none"> Emergency Management quarterly evacuation drills Health and Safety Representatives (HSR)/EDU HSR. Notifiable Incident reportable to the WHS regulator (WorkSafe ACT), who may investigate and make improvement recommendations. 									

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Office Ergonomics											
	Body stressing injury to workers due to: <ul style="list-style-type: none">poor posturepoor workstation set up (including working from home)sedentary posture for extended hours without proper breaksrepetitive tasks without breaks or rotationraised shoulder and crinked neck to hold the phone handpiece	<ul style="list-style-type: none">Workstation Self Assessment Checklist available Workstation Self-Assessment ChecklistRequests for workstation assessments for individuals with a pre existing injury (EDU HSW arrange this)Support is made available to assist workers with workstation setup to minimise the risk of injury EDU information/guidance materialAdministrative process for reporting faulty equipment and arranging for fault repair (manager/supervisor can report to EDU HSW)	3	4	H	<ul style="list-style-type: none">Consider manual handling risks when purchasing new equipment. ACT Gov WHS PurchasingEnsure office equipment is included in the annual repair and maintenance and replacement programEngage qualified assessor to undertake an ergonomic workstation setup assessment for any individuals with prior injury or if there experiencing discomfortEnsure workers undertake regular and ongoing workstation set up awareness training (EDU HSW can arrange this)Implement six monthly self assessments. Workstation Self-Assessment Checklist	3	2	M		


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Office Ergonomics (cont'd) 	<ul style="list-style-type: none"> twisting with dual monitor set up muscle/tissue damage from keyboard use with inadequate management. 	<ul style="list-style-type: none"> Head phone sets Regular building maintenance and repair e.g. lighting and thermal comfort Health and Safety Representatives (HSR)/EDU HSR Notifiable and Dangerous Incident reportable to the WHS regulator (WorkSafe ACT), who may investigate and make improvement recommendations. 				<ul style="list-style-type: none"> Ensure office chairs are ergonomically fitted to and suit individual body shape and size Provide funding for furniture replacement program Undertake quarterly RISKMAN reviews Undertake trend analysis and implement process to reduce risk. 				


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Emergency Preparedness 	Variety of injuries due to emergency situation such as: <ul style="list-style-type: none"> • fire, severe storm, bomb threats • restricted access and egress lock down causing injury including burns, inhalation of fumes/smoke • slips/trips/falls. 	<ul style="list-style-type: none"> • Initial safety induction. • Emergency procedures/ EDU Emergency Management.html. • EDU emergency response guide .pdf • CMTEDD fire safety and emergency planning.pdf • Fire systems installed and maintained in accordance with the Building Codes of Australia (BCA) and fire brigade policy. • Emergency control procedures and organisation established – follow the sites emergency management plan. 	5	2	E	<ul style="list-style-type: none"> • Update emergency control procedures and implement established emergency management plan. • Regularly review site maps evacuation/designated meeting points. • Ensure clearly visible signage at designated meeting point. • Ensure emergency contact numbers are up to date and regularly updated to ensure currency. • Communications regarding approved panel providers EDU Emergency Management.html. • Hazard reduction Standard Operating Procedure (SOP) implemented. EDU Safe work documentation. 	5	2	E			


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Emergency Preparedness (cont'd)		<ul style="list-style-type: none"> Regularly service plant and equipment including gas cut off valves/fire extinguishers. Emergency wardens clearly identified through key safety contacts poster. Emergency safety system checks. Ember and fire preparedness hazard reduction program. Lock down procedures. Emergency response flip chart. External mail scanning by ACT Government prior to directorate delivery. MOU policy, processes and procedures. 				<ul style="list-style-type: none"> Evacuation training/workshops through site specific service provider. Ensure all site visitors and contractor induction includes emergency procedures. Audit of emergency management with legislative compliance, document evidence of improvements and implementation undertaken. Training for front office personnel in dealing with threatening behaviours EDU Emergency Management.html. Enhance safety awareness/training/ information on various lockdown situations EDU Emergency Management.html. Review and update chemical registers. ACT Gov Risk Management of Hazard-Substances. 						


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Emergency Preparedness (cont'd)		<ul style="list-style-type: none"> Regular emergency drills in accordance with AS 3745. All rooms contain a map and detailed emergency procedures. EAP trauma counselling in the event of emergency/critical incident. Gas cut off valves. Site specific chemical registers including Safety Data Sheets (SDS) EDU information Chemwatch. Health and Safety Representatives (HSR)/EDU HSR. 				<ul style="list-style-type: none"> Ensure Safety Data Sheets (SDS) are up to date (no older than 5 years) EDU information Chemwatch. Undertake quarterly RISKMAN reviews. Undertake site specific mechanisms of injury/incident trend analysis. Review and implement processes to reduce identified increasing and existing trends. 				

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Emergency Preparedness (cont'd)		<ul style="list-style-type: none"> EDU Volunteers and visitors Policy/ EDU Volunteers and Visitors Policy.pdf. Notifiable Incident reportable to the WHS regulator (WorkSafe ACT), who may investigate and make improvement recommendations. 								

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			C	L	R		C	L	R		
Electricity 	Electric shock and/or electrocution due to exposure to: <ul style="list-style-type: none"> faulty wiring/circuitry old/faulty electrical equipment or use of incorrect equipment for task use of third party equipment on site unsafe personal electrical items used on site. 	<ul style="list-style-type: none"> Electrical Safety Management Emergency evacuation procedures. Visual inspection. Electrical switch boards/Residual Current Device (RCD). Solar power inverters and consumption/connection activity inspections undertaken annually by electrician. Qualified electricians engaged to undertake work. Electrical inspection and testing/tagging by qualified Electrician/Technician in accordance with AS 3760. 	4	2	H	<ul style="list-style-type: none"> Increase workplace electrical site inspections if required. Electrical Safety Management Ensure compliance with manufacturer's safety/operational procedures. Do not overload power supply. Remove power board packs. Undertake pre-purchase risk assessments. Undertake quarterly RISKMAN reviews. Undertake site specific injury/incident trend analysis. Review and implement processes to reduce identified risk. Contact HSW team for support. Implement the EDU danger tagging lockout policy EDU Danger Tagging Lockouts 	4	2	H		

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			C	L	R					C	L	R	
Electricity (cont'd) 		<ul style="list-style-type: none"> Disposal of faulty goods procedure. Danger Tag/lock out procedure/EDU Danger/Tagging Lockouts Fire/smoke alarms. Testing of fire/smoke detectors. Health and Safety Representatives (HSR)/EDU HSR. Notifiable Incident reportable to the WHS regulator (WorkSafe ACT), who may investigate and make improvement recommendations. 											


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Radiation and Burns 	Exposure to high levels of radiation from prolonged use of microwaves resulting in skin damage. Scolds/burns from hot food/coffee.	<ul style="list-style-type: none"> • Microwave unit test and tag procedure. • Annual testing of radiation • Safe use of microwaves alerts. • Signs on microwave doors – pointing out danger of burns and scolds; no use of metal items, etc. • Health and Safety Representatives (HSR)/EDU HSR. • Notifiable Incident reportable to the WHS regulator, who may investigate and make improvement recommendations. 	3	3	M	<ul style="list-style-type: none"> • Include as part of workplace safety site inspection checklist. • Ensure correct use of equipment, implement information session on how to use site specific microwaves/coffee machines. • Undertake quarterly RISKMAN reviews. 	2	2	M		

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Hazardous Substances 	Exposure to hazardous substances leading to a variety of injuries/health conditions: <ul style="list-style-type: none"> chemical spill explosion burns corrosion decanting storage /disposal inhalation ventilation 	Knowledge and training in: <ul style="list-style-type: none"> ChemWatch/EDU Chemwatch.html Refilling/decanting processes. Updating the 'Chemical register' as new substances are introduced/removed. Safety Data Sheets (SDS), clearly identified and easily located EDU information Chemwatch. First Aid Kit is clearly identified and accessible. Appropriate PPE as indicated in SDS including: gloves, eye 	3	3	M	<ul style="list-style-type: none"> Review storage and location of chemicals including flammable goods. Review spill cleanup process. Implement routine emergency eyewash equipment tests. Dispose of old or unused barrels/chemical containers. Recycle old batteries. Ensure Safety Data Sheets (SDS) for chemicals located in the cleaning room are up to date EDU information Chemwatch. Undertake assessment of when storing chemicals on shelving, include bunding (chemical overflow catchment) where applicable. 	3	2	M	


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Hazardous Substances (cont'd)	<ul style="list-style-type: none"> allergies unknown lack of PPE or incorrect PPE waste disposal. 	protection, footwear, respiration, clothing, and apron. <ul style="list-style-type: none"> Gases stored and handled in accordance with AS 4332 – 2004. Provision of spill stations in various workshops. First Aid Officers. First Aid Kits. Provision of safety eye wash stations. Provision of adequate storage facilities. Emergency evacuation procedures. 				<ul style="list-style-type: none"> Update Safety Data Sheets (SDS) at minimum every five years. Annual review of storage facilities and signage. Implementation of segregation tables for chemicals. Review housekeeping procedures for storage areas. Implementation of the Directorate science chemical handling policy and procedures. Implement PPE replenishment program. Implement First Aid Kit replenishment program. Undertake quarterly RISKMAN reviews. 				
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Hazardous Substances (cont'd)		<ul style="list-style-type: none"> Storage/SDS of cleaner's chemicals are audited. Health and Safety Representatives (HSR)/EDU HSR. Notifiable Incident reportable to the WHS regulator (WorkSafe ACT), who may investigate and make improvement recommendations. 				<ul style="list-style-type: none"> Undertake site specific injury/incident trend analysis. Review and implement processes to reduce risk. Contact HSW team for support. Undertake implementation of the <i>Globally Harmonized System of Classification and Labelling of Chemicals</i> (GHS) SWA Hazardous Chemicals GHS. Contact HSW team for support. 					


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Dangerous Goods Gas cylinders containing: Oxygen/Acetylene 	Exposure to toxic gas, flammable gas and liquid: <ul style="list-style-type: none"> oxidising gas explosion burns. 	<ul style="list-style-type: none"> Dangerous Substances Act 2004 ACT Gov Risk Management of Hazard-Substances Annual testing of flash back arrestors and gas manifold system by a technically competent person. Compliant cylinders supplied by gas company. Secure external/internal storage with cylinders chained up. Task appropriate PPE clothing guidelines enforced. Use oxygen/acetylene and associated equipment trained staff. 	3	3	M	<ul style="list-style-type: none"> Provision of appropriate dangerous goods signage and labelling. Appropriate separation and segregation of chemicals/ fuels. Assess the suitability of the location of the first aid kit. Required PPE signage provided as a reminder. Implement regular review/improve internal audit. Ensure individual gases stored and handled in accordance with appropriate Australian Standard AS 4332 - 2004 including ventilation. Undertake quarterly RISKMAN reviews. 	3	2	M		


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			C	L	R		C	L	R	
Dangerous Goods (cont'd)		<ul style="list-style-type: none"> Emergency procedures. ACT Emergency Services. Health and Safety Representatives (HSR)/EDU HSR. Notifiable Incident reportable to the WHS regulator (WorkSafe ACT), who may investigate and make improvement recommendations. 				<ul style="list-style-type: none"> Undertake site specific mechanisms of injury/incident trend analysis. Review and implement processes to reduce risk. Contact HSW team for support. 				


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			C	L	R	C	L	R	C	L	R	
First Aid 	<ul style="list-style-type: none"> Increase in severity of injury. 	<ul style="list-style-type: none"> First Aid Policy and Procedures Nominated First Aid Officers. Emergency procedures. <p>First aid kits are:</p> <ul style="list-style-type: none"> easily accessible maintained in accordance with First Aid Code of Practice. <ul style="list-style-type: none"> HSW contacts poster located in front office/staff rooms identifies First Aid Officers. Training of the nominated First Aid Officer is current and up to date. 	3	3	M	<ul style="list-style-type: none"> Implement First Aid Kit replenishment program. Improve signage to clearly identify First Aid kit location. Ensure regular testing of emergency eyewash facilities is conducted and documented on school safety checklist. Ensure Health Safety and Wellbeing contacts posters are regularly updated with any relevant personnel changes. Undertake quarterly RISKMAN reviews. Undertake site specific injury/incident trend analysis. Review and implement processes to reduce risk. 	3	2	M			


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First Aid (cont'd) 		<ul style="list-style-type: none"> A qualified First Aid Officer is available at all times during business operations and excursions. Provision of training and support. Health and Safety Representatives (HSR)/EDU HSR. Notifiable Incidents are reported to the WHS regulator (WorkSafe ACT), who may investigate and make improvement recommendations. 										


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Students/Clients/ Family groups 	<ul style="list-style-type: none"> Aggressive behaviour resulting in physical and psychological injury to staff. Difficulty in managing behaviour due to disability. Difficulty in managing behaviour due to influence of alcohol/drugs. Persistent student non-compliance. 	<ul style="list-style-type: none"> Individual student behaviour management plans for high level students. Documented risk assessment process for high level students. Team Teaching training. Network Student Engagement Teams (NSET). School counselling service. Induction includes details of safe access/egress. Conflict resolution/mediation interviews. Understanding trauma in the classroom training. 	3	3	M	<ul style="list-style-type: none"> Regular review of student suspension and behaviour management procedures. Consider development of clear protocol for police intervention. First Aid training for teaching staff. Assessment and modification of furniture/equipment. Provision of Team Teach training for all staff. Undertake quarterly RISKMAN reviews. Undertake site specific mechanisms of injury/incident trend analysis. Review and implement processes to reduce risk. 	3	2	M	


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							C	L	R		
Students/Clients/ Family groups (cont'd) 		<ul style="list-style-type: none"> • Safe and Supportive Schools Policy and guidelines. • Policies and procedures for Suspension, bullying and harassment: • EDU Countering Bullying and Harassment.pdf • EDU Safe and Supportive Schools • School Counselling EDU Guidance and counselling service. • National Safe Schools Framework National safe schools framework. • Child Protection Policy EDU Child Protection and Reporting Child Abuse and Neglect Policy 									


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			C	L	R		C	L	R	
Students/Clients/ Family groups (cont'd) 		<ul style="list-style-type: none"> • RISKMAN/third party reporting/ reporting process. • Police intervention. • Consultation with Health and Safety Representatives (HSR)/ EDU HSR. • Notifiable Incident reporting to the WHS regulator (WorkSafe ACT), who may investigate and make improvement recommendations. • Implementation of Critical Incident Policy EDU Critical Incidents in Schools. 								


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			C	L	R	C	L	R	C	L	R	
PPE: Teacher and Student 	Injury to body: <ul style="list-style-type: none"> crush injury hit by moving object eye injury sunburn. 	<ul style="list-style-type: none"> Sun protection policy EDU Sun (UV)Protection High visibility (fluorescent) vest. Regular (daily/weekly) visual safety inspection of high risk areas e.g. Workshops/BSO plant equipment storage area. PPE policy for teachers/students in high risk areas e.g. workshops. PPE replacement replenishment program. Required standard PPE provided for BSOs BSO Safe work documentation 	3	3	M	<ul style="list-style-type: none"> Undertake task specific analysis and implement/update PPE if required. Undertake a documented pre-purchase safety checklist assessment. Implement a safe footwear policy for medium to high risk tasks/work areas. Increase staff awareness of PPE as a risk control measure. Undertake quarterly RISKMAN reviews. Undertake site specific injury/incident trend analysis. Review and implement processes to reduce risk. 	3	2	M			


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			C	L	R	C	L	R	C	L	
PPE: Teacher and Student (cont'd) 		<ul style="list-style-type: none"> Health and Safety Representatives (HSR)/ EDU HSR. Notifiable Incident reporting to the WHS regulator (WorkSafe ACT), who may investigate and make improvement recommendations. Standard Operating Procedures and required PPE EDU SOPs and Design and Technology SOPs 									


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			C	L	R					C	L
Plant and Equipment Maintenance Power tools and equipment including lathes, drills, welding equipment. 	<ul style="list-style-type: none">• Injury as a result of lack of maintenance.• Inexperienced operators.• Injury while maintaining equipment.• Incorrect storage/ housekeeping.	<ul style="list-style-type: none">• Staff/student safety induction.• BSO training in safe operating procedures BSO Safe work documentation and Design and Technology SOPs.• Task based risk assessment with supervised operation where required.• Regular required maintenance undertaken at 6/12 monthly intervals and recorded in log book.• Qualified repairer undertake repair of electrical and high risk equipment.• Provision of adequate operating facilities.	3	3	M	<ul style="list-style-type: none">• Provision of required PPE including: mask/goggles, gloves, safety clothing, enclosed leather boots, hearing protection, dust masks.• Line marking of designated safe work zones.• Implement Standard Operating Procedures (SOPs) EDU SOPs and Design and Technology SOPs.• Risk assess prior to operation of plant and equipment.• Safety signage (e.g. PPE reminder) in workshop.• Implement EDU Danger Tagging Lockout policy EDU Danger Tagging Lockouts• Review of site specific systematic maintenance programs.	2	3	M		

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			C	L	R	C	L	R	C	L	R	
Plant and Equipment Maintenance (cont'd) 		<ul style="list-style-type: none"> Standard Operating Procedure (SOP) displayed near equipment. Testing and tagging program (electrical). Regular visual inspection of equipment condition. Shut down procedures. Emergency procedures. Lock/tag out process for faulty equipment. Health and Safety Representatives (HSR) EDU HSR. Notifiable Incident reporting to the WHS regulator (WorkSafe ACT), who may investigate and make improvement recommendations. 				<ul style="list-style-type: none"> Ensure there is a safety review through pre-purchase procurement processes of plant, equipment and PPE ACT Gov WHS Purchasing. Undertake quarterly RISKMAN reviews. Undertake site specific injury/incident trend analysis. Review and implement processes to reduce identified risk. 						


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Plant and Equipment Operation 	Injury as a result of: <ul style="list-style-type: none">entanglement of clothing/hair during operationlifting moving or equipment attachmentsinexperienced operatorsnoise/vibrationfatiguemobile phones causing a distractionergonomics.	<ul style="list-style-type: none">Student supervision at all timesPre start checklist/assessmentLog books to report faults/issuesQualified person undertakes repairs onlyDrug and alcohol policy aligning to no operation of any plant or equipmentInduction in operation of plant and equipmentLunch break/stretchersPPEMobile phone procedures/rulesAdjustable seatsOnsite fire extinguishers	3	3	M	<ul style="list-style-type: none">Ensure line marking of designated work areasOngoing 6 monthly reviews of process and proceduresUndertake job safety analysis (JSA) reviews Managing Risk and HazardsUndertake quarterly RISKMAN reviews.Undertake site specific mechanisms of injury/incident trend analysis. Review and implement processes to reduce identified increasing and existing trendsImplement EDU Danger Tagging Lockout Policy EDU Danger Tagging Lockouts	3	2	M		

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Plant and Equipment Operation (cont'd) 		<ul style="list-style-type: none"> Emergency procedures Standard Operating Procedures (SOP) Health and Safety Representatives (HSR)/EDU HSR Notifiable Incident reportable to the WHS regulator (WorkSafe ACT), who may investigate and make improvement recommendations. 										


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										C	L		R	C
Outdoor Education Equipment Includes: <ul style="list-style-type: none">gym equipmentmovable seatingbasketball hoopsgoal postsabseiling ropes/ carabina/harnessclimbing walls. 		<ul style="list-style-type: none">Injury as a result of lack of maintenance.Inappropriate storage/ housekeeping.Inexperienced operators endangering self and others.Injury while maintaining equipment.Entanglement.Fall from height.Crush injury.Body stressing-manual handling.	<ul style="list-style-type: none">Supervised operations by assigned teacher.Qualified person undertakes repairs and construction work.Regular visual inspections of condition.Emergency procedures.Risk assessment of activities/events.Health and Safety Representatives (HSR)/EDU HSR.Notifiable Incident reportable to the WHS regulator (WorkSafe ACT), who may investigate and make improvement recommendations.	3	3	M	<ul style="list-style-type: none">Undertake quarterly RISKMAN reviews.Undertake site specific mechanisms of injury/incident trend analysis. Review and implement processes to reduce risk.Documented risk assessment for medium/high risk activities.Implement EDU Danger Tagging Lockout Policy for damaged equipment EDU Danger Tagging Lockouts							



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Drama 	Set design construction: <ul style="list-style-type: none">production scaffold userigginglightingfall from height. Body Stressing from manual handling. Slips/trips/falls.	<ul style="list-style-type: none">Pre-start safety checklist/risk assessment Managing Risk and HazardsInduction for new startersElectrical testing and tagging.Emergency proceduresStandard Operating Procedures (SOP)Safe zones marked for performanceRigging/lighting aids e.g. table scope/scissor liftHealth and Safety Representatives (HSR)/EDU HSRNotifiable Incident reportable to the WHS regulator (WorkSafe ACT), who may investigate and make improvement recommendations.	3	3	M	<ul style="list-style-type: none">On going 6 monthly reviews of process and proceduresWorking at heights training (employees working above 1.5 metres from ground level)Electrical power – review working loads for lighting bays/light desks/ sound system (3 phase)Manager/Supervisor/Teacher undertake job safety analysis (JSA) Managing Risk and HazardsImplement manual handling training.Review and monitor lighting for work environment (lux)Set development - implement structural safety review prior to use in consultation with all usersUndertake quarterly RISKMAN reviewsUndertake site specific mechanisms of injury/incident trend analysis. Review and implement processes to reduce identified increasing and existing trends.	3	2	M		


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			C	L	R		C	L	R	

Confined Spaces Access by school personnel/contractors or others. 	<ul style="list-style-type: none"> Legislative non-compliance Untrained people entering Entrapment Air quality- potential asphyxiation and respiratory illness Panic attacks Exposure to hazardous materials Various injuries Slips/trips/falls. 	<ul style="list-style-type: none"> Information on Confined Spaces identification Contractor induction. BSO duties risk register Business Manager alerts of identified Confined Spaces 'Confined Space Awareness Training' for Business Managers and BSOs RISKMAN's /reviews/trend analysis Health and Safety Representatives (HSR)/EDU HSR Notifiable Incident reportable to the WHS regulator (WorkSafe ACT), who may investigate and make improvement recommendations. 	4	3	H	<ul style="list-style-type: none"> Develop a register of identified Confined Spaces and place Entry Warning Signs at these specific locations Ongoing Confined Space training for Business Managers and BSOs. WHS Mandatory Training calendar, Bookings through Professional Learning and Events Calendar Undertake an audit of each school for confined space identification Ensure contractors identify, list and demonstrate the steps required to work safely in a confined space in accordance with AS/NZS 2865-2001. 	3	2	M	
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Agency/business unit:	Education									
Principal/Manager:										
Location description:	Enter school or office location here									
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Traffic Management 	<ul style="list-style-type: none"> Hit by moving vehicles Vehicle accident or personal injury due to black ice. 	<ul style="list-style-type: none"> Speed limits/zones and signage in visitor and staff car parks Signage Disability car park Designated bus parking Pedestrian crossing Visual inspections Health and Safety Representatives (HSR)/EDU HSR Notifiable Incident reportable to the WHS regulator (WorkSafe ACT), who may investigate and make improvement recommendations. 	3	3	M	<ul style="list-style-type: none"> Review/develop through consultation with School Capital Works, site specific traffic management plans and documented risk assessment Annual maintenance check and update signage and line marking where required Communicate to the police issues around school zones Ongoing reminders of speed limits to the community via school news letter Undertake quarterly RISKMAN's reviews Undertake site specific mechanisms of injury/incident trend analysis. Review and implement processes to reduce risk. Contact HSW team for support. 	3	2	M	
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			C	L	R	C	L	R	C	L	R	
Environmental  	Injury Sustained from: <ul style="list-style-type: none"> aggressive wildlife e.g. magpies, snakes, kangaroo's, dogs, rats physical injury arising from bites, stings, respiratory illness, anaphylaxis, hygiene, disease from birds, rats and mice fires and storms passive smoking. 	<ul style="list-style-type: none"> Regular BSO grounds visual hazard identification ACT Emergency Services ACT Government Domestic Animal Services (DAS) TAMS/DAS WIRES (wildlife rescue) Lock down procedure First Aid Policy/Procedures Environmental policy Environment Protection Authority legislation and policies ACT Overseas excursion policy Health and Safety Representatives (HSR)/ EDU HSR 	3	2	M	<ul style="list-style-type: none"> Ensure ongoing awareness of potential student/staff anaphylaxis or severe allergies through newsletters Implement ongoing awareness training Increase BM and BSO awareness in relation to environmental protection Acts Environment Protection Authority legislation and policies ACT Undertake quarterly RISKMAN's reviews Undertake site specific mechanisms of injury/incident trend analysis. Review and implement processes to reduce risk. 	2	3	M			


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						Can new/additional controls further reduce the risk Yes/No If Yes: Proposed control(s) to reduce risk	RR with new controls in place			Review date
			C	L	R		C	L	R	
		<ul style="list-style-type: none"> • Notifiable Incident reportable to the WHS regulator (WorkSafe ACT), who may investigate and make improvement recommendations • Smoke Free Policy ACT Smoke Free Public Places Act 2003.asp • Environmental Protection Act 1997 Environment Protection Authority/legislation and policies ACT. 								


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			C	L	R	C	L	R		R	
School Excursions		<ul style="list-style-type: none">Unfamiliar environmental hazards. Overnight stay risks: <ul style="list-style-type: none">accommodation/venue risks such as balconies, bunks, wet areas, fire evacuationfood allergiesburns from cooking.water activities.	<ul style="list-style-type: none">School Excursion Policy EDU Excursions and Travel PolicyOverseas Excursion Policy EDU Overseas Excursions Policy.Specific risk assessments undertaken prior to each excursion.Health and Safety Representatives (HSR)/EDU HSR.Notifiable Incident reportable to the WHS regulator (WorkSafe ACT), who may investigate and make improvement recommendations.Swimming Pool and Water Park Based Aquatic Activities Policy	3	3	M		3	3	M	

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			C	L	R					C	L
Biological			<ul style="list-style-type: none">Contagious illnesses, flu etc.Sick students, staff or visitorsNeedle stick injury.	<ul style="list-style-type: none">Infection control - awareness and promotion through posters and bulletinsInfectious Diseases – Outbreak Procedures and Exclusion Period PolicyEDU Infectious Diseases.pdfEDU immunisation guidelines Hepatitis Guidelines for Schools.pdfRequest for Hepatitis ImmunisationInfluenza vaccination programHealth alerts (ACT Health)Hand wash facilities	3	3	M	<ul style="list-style-type: none">Promotion of infection control measures e.g. postersEducation/awareness of illnessesBiological waste cleanup kits at all schoolsSupply of infection control products for phones/keyboardsUndertake quarterly RISKMAN reviewsUndertake site specific mechanisms of injury/incident trend analysis. Review and implement processes to reduce risk.	3	2	M


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			C	L	R	R	C	L	R	


Biological (Cont'd) 		<ul style="list-style-type: none"> Supply of infection control products e.g. alcohol hand wash, biohazard disposal bags PPE is available for all staff Personal/sick leave Sharps management and biological waste training for BSOs (see Mandatory Training calendar) Health and Safety Representatives (HSR)/EDU HSR. Notifiable Incident reportable to the WHS regulator (WorkSafe ACT), who may investigate and make improvement recommendations. 								


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Thermal comfort 	<ul style="list-style-type: none"> Extreme heat Dehydration Heat stroke stress and discomfort from heat Extreme cold Hypothermia, illness. 	<ul style="list-style-type: none"> Managing High Temperatures in ACT Public Schools Capital Works maintenance program for air con/heating Health and Safety Representatives (HSR)/EDU HSR EDU Sun Protection Notifiable Incident reportable to the WHS regulator (WorkSafe ACT), who may investigate and make improvement recommendations. 	2	1	L	<ul style="list-style-type: none"> Undertake quarterly RISKMAN reviews Undertake site specific mechanisms of injury/incident trend analysis. Review and implement processes to reduce risk. Contact HSW team for support. 	2	1	L	

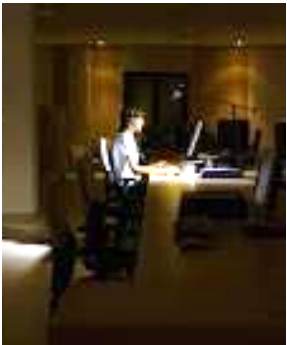
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										C	L	
Noise Music rooms, musical instruments and/or technology equipment. 		<ul style="list-style-type: none">Noise Induced Hearing Loss (NIHL) from repeated exposure to loud sounds over a period of time or acoustic trauma from a one-time exposure to excessive sound pressure.	<ul style="list-style-type: none">RISKMAN/Hazard reporting processHearing protection supplied for high risk groups such as music and technology teachers and BSOsAuditory risk and acoustic setting assessments undertaken by third party specialist when engaged by schoolHealth and Safety Representatives (HSR)/EDU HSRNotifiable Incident reportable to the WHS regulator (WorkSafe ACT), who may investigate and make improvement recommendations.	3	3	M	<ul style="list-style-type: none">Undertake decibel reading for high noise exposure levels e.g. music roomsImplement procedures to reduce identified noise exposuresSupply and promote hearing protection e.g. disposable ear plugsUndertake quarterly RISKMAN reviewsUndertake site specific mechanisms of injury/incident trend analysis. Review and implement processes to reduce risk. Contact HSW team for support.	2	3	M		


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			C	L	R				C	L	R
Vehicle use (travel)		<ul style="list-style-type: none">• Accident• Injury or death arising from motor vehicle accident.	<ul style="list-style-type: none">• First Aid Kit in vehicles• Vehicle Guidelines. Guidelines for use of Directorate vehicles• Fleet management• Vehicle registration• Licensed operators. Workers comply with the: <ul style="list-style-type: none">○ ACT road rules including the use of mobile telephones○ Vehicle use directives (ACTPS, TAMS and Shared Services) including:<ul style="list-style-type: none">○ ACTPS Non- Executive Passenger and Light Commercial Vehicle Management Policy 2006○ EDU Government vehicle usage and booking process	4	3	H	<ul style="list-style-type: none">• Utilise ACTPS vehicles where available to attend worksites• Where private vehicles are used ensure vehicles and drivers meet ACTPS requirements including registration and insurance• Ensure workers are informed of vehicles use policies and requirements during induction• Undertake quarterly RISKMAN reviews• Undertake site specific mechanisms of injury/incident trend analysis. Review and implement processes to reduce risk.	4	3	H	

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Vehicle use (travel) (cont'd) 		<ul style="list-style-type: none"> ○ Current/appropriate license. ○ Alcohol/smoking restrictions ○ <i>Application for the use of private vehicles for official purposes</i> including conditions in relation to insurance and licence. ACT Gov insurance ● Health and Safety Representatives (HSR)/EDU HSR ● Notifiable Incident reportable to the WHS regulator (WorkSafe ACT), who may investigate and make improvement recommendations. 										


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Contractor Management School or project managed contractors on occupied EDU sites 	<ul style="list-style-type: none"> Serious bodily harm Confined space Working at heights Hot metal works Use of vehicles/deliveries Use of plant equipment e.g. bobcats, backhoes and mowers Demolition work Excavation Asbestos, including removal 	<ul style="list-style-type: none"> Site specific safety management plans for large scale works WHS requirements embedded in procurement process for tenders Onsite contractor induction process White card/construction induction Safe Work Documentation. Risk Assessment/Safe Work Method Statement (SWMS) EDU Contractor Arrangements SWMS Timing of works, scheduled to reduce risk to students and staff Police checks (CrimTrac) of contractors 	4	4	H	<ul style="list-style-type: none"> Ensure all contractors including any of their new employees are inducted to the specific site identifying any potential risks to them ACT Land and Property Services contractor arrangements are adhered by ensuring identification cards are checked and up to date Contractor Induction Guideline: EDU Contractor Induction Delegation to other staff member for undertaking and establishing site specific contractor induction Risk assessment and managing risk training Implement spot auditing of site specific process of Contractor induction. management Undertake quarterly RISKMAN reviews 	4	2	M		

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			C	L	R	C	L	R	C	L	R	
Contractor Management (cont'd) 	<ul style="list-style-type: none"> Inappropriate behaviour: contractor to student Inappropriate behaviour: student to contractor. 	<ul style="list-style-type: none"> Contractor Register and Site Induction ACT Trade Licence Asbestos Awareness and Confined Space awareness training for BMS and BSOs Health and Safety Representatives (HSR)/EDU HSR Notifiable Incident reportable to the ACT WHS regulator (WorkSafe ACT), who may investigate and make improvement recommendations. 				<ul style="list-style-type: none"> Undertake site specific mechanisms of injury/incident trend analysis. Review and implement processes to reduce risk. 						


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				C	L	R				C	L		R	
Working Alone and Isolated Work Weekend work or work outside of hours. 		<ul style="list-style-type: none">Delayed First Aid assistance for injury sustained whilst walking to/from car park or at work after hoursApproach by uninvited intruders.	<ul style="list-style-type: none">Working Alone Policy EDU Working AloneUnofficial procedure whereby employees leave building and walk to vehiclesDo not open external doors to unknown peoplePersonal mobile phones used for emergencyHealth and Safety Representatives (HSR)/EDU HSRNotifiable Incident reportable to the ACT WHS regulator (WorkSafe ACT), who may investigate and make improvement recommendations.	3	2	M	<ul style="list-style-type: none">Develop a Standard Operating Procedure (SOP) for isolated work including requirements for regular contact with a second personFormalise working alone procedure include as part of induction process EDU Working AloneUndertake quarterly RISKMAN reviewsUndertake site specific mechanisms of injury/incident trend analysis. Review and implement processes to reduce risk.				2	2	M	


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			C	L	R	C	L	R	C	L	R	
Food Safety 	<ul style="list-style-type: none"> Illness from contaminated food: <ul style="list-style-type: none"> salmonella norovirus campylobacter. toxoplasma e. coli 0157 anaphylaxis kidney failure chronic arthritis brain and nerve damage hospitalisation hepatitis A death. 	<ul style="list-style-type: none"> Australian Food Standard EDU Food and Drink Guidelines 2015 ACT Health, Women, Youth and Children Nutrition Service Pre purchase assessment of food quality Trained canteen operators in food hygiene/safe food handling requirements Canteens adopt 'nut free'/allergy free requirements where required Canteens registered as a food business 	4	2	H	<ul style="list-style-type: none"> Manual handling refresher training Undertake quarterly RISKMAN reviews Undertake site specific mechanisms of injury/incident trend analysis. Review and implement processes to reduce risk. 			4	2	H	


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			C	L	R		C	L	R	


<p>Food Safety (cont'd)</p> 	<ul style="list-style-type: none"> Safety/hygiene inspections by canteen manager Disinfection/cleaning procedures First Aid Kit located in accessible area First Aid Policy includes Anaphylaxis Emergency Treatment Plan Regular testing of refrigeration, thermometer readings, cooking equipment and ovens Health and Safety Representatives (HSR)/EDU HSR 								
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			C	L	R		C	L	R		
		<ul style="list-style-type: none"> Notifiable Incidents reportable to the ACT WHS regulator (WorkSafe ACT), who may investigate and make improvement recommendations EDU immunisation guidelines Hepatitis Guidelines for Schools.pdf Request for Hepatitis Immunisation 									

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			C	L	R	C	L	R	C	L	R	
Bomb threats and Death threats via: <ul style="list-style-type: none"> walk in, verbal, phone call, letter mail email or SMS. 	<ul style="list-style-type: none"> Physical stress Psychological stress. 	<ul style="list-style-type: none"> EDU Critical Incident olicy Critical Incidents in Schools Response Training (some staff only) EAP provider for trauma debrief. Police BOMB threat checklist used and available Police notification where required. ICT monitoring of suspect emails Security procedures/ Information Technology Security.html Health and Safety Representatives (HSR)/EDU HSR Notifiable Incident reportable to the ACT WHS regulator (WorkSafe ACT), who may investigate and make improvement recommendations. 	3	3	M	<ul style="list-style-type: none"> Install duress alarm in reception areas Ensure all staff undertake response training Implement EDU Standard Operating Procedure (SOP) Development of business specific induction Re-establish use of checklist Undertake quarterly RISKMAN reviews Undertake site specific mechanisms of injury/incident trend analysis. Review and implement processes to reduce risk. 	3	2	M			


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			C	L	R					C	L
Physical Assault or Threat via: <ul style="list-style-type: none">administrationworkplace site visitsbusiness auditswalking to and fromcar parksstudent/staff/parentcommunity memberroad rage. 	<ul style="list-style-type: none">Physical harmPsychological stress.	<ul style="list-style-type: none">Front reception area that can be locked downLock down procedure.EDU Emergency response guideUnwelcome visitors policyTeam TeachEAP provider for trauma debriefsInternal trainingHealth and Safety Representatives (HSR)/EDU HSRNotifiable Incident reportable to the ACT WHS regulator (WorkSafe ACT), who may investigate and make improvement recommendations.Working Alone Policy	3	3	M	<ul style="list-style-type: none">Ensure all staff receive Team Teaching TrainingImplement Directorate Sharps Management guideline and Standard Operating Procedure (SOP) and appropriate staff trainingConflict resolution trainingSecurity screen for front reception areaRefurbish security settingsInstall duress alarm for common areas/foyers and other known high risk locations (if deemed necessary for security purposes)Implement process for working late/alone leaving buildingEnsure vehicles are not parked too far away from building if working late/aloneUndertake quarterly RISKMAN reviewsUndertake site specific mechanisms of injury/incident trend analysis. Review and implement processes to reduce risk.	3	2	M		


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			C	L	R	C	L	R	C	L	R	
Aggressive or intimidating behaviour via: <ul style="list-style-type: none"> administration site visitation phone mail email. 	<ul style="list-style-type: none"> Psychological stress Physical harm. 	<ul style="list-style-type: none"> Team Teach Internal Training and procedures Unwelcome visitor's policy Critical Incident Policy External mail scanning process. Handling unopened mail SOP EDU Emergency response guide Reporting procedures ICT monitoring and security alert of suspect emails Security procedures Information Technology Security 	3	4	M	<ul style="list-style-type: none"> Team-Teach refresher training biennially (every 2 years) Install duress alarm in reception areas Undertake quarterly RISKMAN reviews Undertake site specific mechanisms of injury/incident trend analysis. Review and implement processes to reduce risk. 	2	4	M			

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			C	L	R		C	L	R	
Aggressive or intimidating behaviour (cont'd) 		<ul style="list-style-type: none"> Health and Safety Representatives (HSR)/EDU HSR Notifiable Incident reportable to the ACT WHS regulator, who may investigate and make improvement recommendations Unwelcome visitors to schools handbook EDU Unwelcome visitors. 								

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						Can new/additional controls further reduce the risk Yes/No If Yes: Proposed control(s) to reduce risk			RR with new controls in place			Review date
			C	L	R	C	L	R	C	L	R	
Contaminants sent via mail 	<ul style="list-style-type: none"> Physical harm. Psychological stress 	<ul style="list-style-type: none"> Mailroom procedures EDU Emergency response guide RISKMAN's/reviews/trend analysis Health and Safety Representatives (HSR)/EDU HSR Notifiable and Dangerous Incident reportable to the WHS ACT regulator (WorkSafe ACT), who may investigate and make improvement recommendations. 	3	1	M	<ul style="list-style-type: none"> Suspect mail/package awareness training Undertake quarterly RISKMAN's reviews Undertake site specific mechanisms of injury/incident trend analysis. Review and implement processes to reduce risk. 	3	1	M			

Agency/business unit:		Education									
Principal/Manager:											
Location description:		Enter school or office location here									
Identified hazard (Examples can be found in the Hazard Identification Table)	Risk factor(s) What can happen and how it can happen? (Examples can be found in the Hazard Identification Table)	Current controls used to reduce risks Refer to the hierarchy of controls	RR with current controls in place 1			Continuous Improvement and Review Process Note: Controls must be reviewed after any accident/incident or change in work practice					
						Can new/additional controls further reduce the risk Yes/No If Yes: Proposed control(s) to reduce risk	RR with new controls in place			Review date	
							C	L	R		C

Cash Handling Administration areas 	<ul style="list-style-type: none">Psychological stress from increased likelihood of assault or robbery.	<ul style="list-style-type: none">Internal training and procedures (some staff only)Armed robbery training courses (some staff only)EDU Emergency response guideHealth and Safety Representatives (HSR)/EDU HSRNotifiable incident reportable to the ACT WHS regulator (WorkSafe ACT), who may investigate and make improvement recommendations.	3	3	M	<ul style="list-style-type: none">Ensure relevant staff receive cash handling training with refresher training biennially (every 2nd year)Review and minimise cash limitsReview cash handling procedures then development of further Standard Operating Procedure (SOP)Review and monitor lighting for work environment (lux)Undertake quarterly RISKMAN reviewsUndertake site specific mechanisms of injury/incident trend analysis. Review and implement processes to reduce identified increasing and existing trendsInstall duress alarms for common areas/foyers and other known high risk locations (if deemed necessary for security purposes).	3	3	M	
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Agency/business unit:	Education									
Principal/Manager:										
Location description:	Enter school or office location here									
Identified hazard (Examples can be found in the Hazard Identification Table)	Risk factor(s) What can happen and how it can happen? (Examples can be found in the Hazard Identification Table)	Current controls used to reduce risks Refer to the hierarchy of controls	RR with current controls in place 1			Continuous Improvement and Review Process Note: Controls must be reviewed after any accident/incident or change in work practice				
						Can new/additional controls further reduce the risk Yes/No If Yes: Proposed control(s) to reduce risk	RR with new controls in place			Review date
			C	L	R		C	L	R	
Banking Large and small amounts of cash 	<ul style="list-style-type: none"> Physical harm resulting from assault/robbery Psychological stress from increased likelihood of assault/robbery. 	<ul style="list-style-type: none"> Collection by security if large quantities of money Cash handling procedures used. For small amounts of cash EDU Emergency response guide Process for monitoring cashier floats Hand washing sanitary procedures Health and Safety Representatives (HSR)/ EDU HSR Notifiable Incidents reportable to the ACT WHS regulator (WorkSafe ACT), who may investigate and make improvement recommendations. 	3	3	M	<ul style="list-style-type: none"> Review cash handling procedures then development of further Standard Operating Procedure (SOP) Increase security measures Implement a process to review banking procedures 6 monthly/annually Undertake quarterly RISKMAN reviews Undertake site specific mechanisms of injury/incident trend analysis. Review and implement processes to reduce risk. 	3	3	M	