

Tool 4: Risk Assessment Templates

What is risk assessment?

The risk assessment process is something that we all do every day in all aspects of our lives. In the workplace environment, risk assessment is at the heart of managing safety and health successfully.

It is a three step process:

Step 1. Identify the hazard.

Step 2. Assess the risk in proportion to the hazard.

Step 3. Put in place appropriate control measures to eliminate or reduce the risk.

How the risk assessment tool works

Under safety and health legislation, employers must complete (in writing) a risk assessment of their workplace. Risk assessment is a key component of the Safety Statement and essentially involves the 3 steps identified above.

This tool provides a series of risk assessment templates for many of the routine and non-routine activities in schools.

The risk assessment templates list some of the most usual hazards identified in the school environment and their associated risks. The templates also list a range of control measures that should be in place to eliminate such hazards or reduce their risks.

- These templates can be used directly by all staff in the school.
- Staff will select the risk assessment templates for the activities they are involved in. Two or more staff members may work together to complete risk assessment templates where they share the use of a classroom, teach the same subjects or share a similar job.
- The Board of Management/VEC will designate appropriate timescales for the completion of the risk assessment.

Note: the following risk assessment tool is a non-exhaustive list of all the hazards and risks present in your school. It may therefore be necessary to use the blank templates provided at the back of this tool, for those hazards not specifically dealt with. These templates should form a good foundation for identifying hazards, assessing risks and implementing controls. However, you must also pay close attention to your own school environment and identify and write down other hazards and controls that you have in place or are required to be put in place.

The steps involved in working with the risk assessment tool:

Getting started.

The person carrying out the risk assessment identifies from the risk assessment contents on page 41-43 which templates are relevant to their particular activities.

For example, teachers conducting a risk assessment in the Home Economics Room, complete the following templates:

Home Economics - General
General school risk assessments - Fire
General school risk assessments - Manual handling
General school risk assessments - Slips, trips and falls
General school risk assessments - First-aid

Step 1.

A walk-through of the area to be assessed should be completed, e.g. workshop, classroom, laboratory, office, canteen etc. to identify the hazards contained therein. The relevant risk assessment templates should be used to assist with the identification of hazards.

Step 2.

Work through the relevant template on the next page, left to right, looking at each column heading to complete the risk assessment.

- The risk assessment should be signed off and dated by the person who carried out the risk assessment and should include all outstanding actions that require attention.

Risk Assessment carried out by:

Complete Date:

- The risk assessments should then be passed to the Safety Committee/designated other to be collated so that a school wide plan can be developed for all hazards that are not controlled.

See Diagram 1. on next page for column headings and how to interpret them.

Hazards: A common hazard is listed for this environment

Is the hazard present? Indicate Yes or No on the form

What is the risk? This tells you what could happen as a result of the hazard

Risk rating - high, medium or low: This gives a general indication of the severity of the risk if the control is not in place and assists you in establishing priorities in applying control measures. This is a suggested rating system for the hazard. However, you need to take account of the situation in relation to your own school. For example, does this hazard pose a greater risk if it is combined with other hazards you have identified in a particular work area/classroom?

If the control measure is not in place, a risk rating is applied to help you assess the risk and create a priority action list.

The risk rating is HIGH, MEDIUM or LOW

A High Risk Rating = High priority action

If there are a number of control measures not in place and they have been given a risk rating of, for example, 'High' then the Priority action required is also 'High'.

Hazards	Is the hazard present Y / N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date completed

Risk Assessment carried out by:

Date:

Diagram 1.

Controls: These tell you the types of measures that must be implemented to eliminate or reduce the risk.

Is this control in place? Indicate Yes or No on the form as appropriate.

Action/to do list/outstanding controls: If you answered Yes to the previous question then no further action is required. If you answered No to the previous question, then you must write in what action is proposed.

Person responsible: Write in the name or names of the person(s) responsible to take the action(s). (If you have already indicated that controls are in place that are on-going, throughout the school year, you may still wish to write the name of the person responsible here. For example, the teacher who brings a specific safety and health policy to the attention of the pupils on a regular basis as part of class.)

Signature & Date Completed: Completion dates must be inserted and signed by the person carrying out the risk assessment once the action is taken/control measure is in place.

Step 3.

- Where a risk assessment template does not deal with a hazard/risk/control that you have identified, this should be entered into the Blank Risk Assessment Template No. 69.
- Where there are pupils with special needs, pupils where English is not their first language or pupils with challenging behaviour, an additional risk assessment template may be completed (See Pupil Considerations Risk Assessment No. 46 on page 143)
- Where it is found that a control/s is not in place, the "Action/to do list" column must be completed indicating the necessary actions which are required to control the hazard. The risk rating on the control measure is the same as the risk rating assigned to the hazard and risk. A person is assigned responsibility for ensuring the control is in place
- When actions (controls) have been completed, then the "Signature and date completed" column should be completed by the person carrying out the risk assessment or a designated other.
- All actions that can not be closed off by the person carrying out the risk assessment must be brought to the attention of the appropriate person/s, e.g. principal, caretaker, safety committee, BOM/VEC etc. and a plan should be put in place to close out such actions
- Some actions may be on going and this can be indicated also in the "Signature and date completed" column (see examples of completed risk assessments on page 25-37)
- If the BOM/VEC has designated the Principal or the safety committee to act on its behalf, the Principal/safety committee must review and assign necessary action and completion dates. Finally the BOM/VEC sign off on all the risk assessments
- It is good practice that the action plan arising out of the risk assessment process be presented to the BOM/VEC for their information, approval and action, where required.

Sample 1: Completed risk assessment template for a Technologies Classroom Technologies - No.50 Powered Hand Tools

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced).	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date completed
Defective powered hand tools	N	Electrocution/ electric shock Fire	H	Defective powered hand tools shall be clearly identified, labelled as out of use and stored separately to prevent accidental use. Report defects to person in control of the workplace to ensure all items are repaired or replaced	✓	Teacher checks tools regularly and ensures defective tools are taken out of use until repaired or replaced	Jenny Jones (Teacher)	<i>Jenny Jones</i> (05/09/10) (ongoing)
			H	Powered hand tools are visually inspected before use and electrically tested by a competent person as necessary	✓	Teacher visually checks powered hand tools before use and tools are electrically tested by a competent person as necessary	Jenny Jones (Teacher)	<i>Jenny Jones</i> (05/09/10) (ongoing)
			H	Visual checks are carried out as follows: Tools/appliance <ul style="list-style-type: none"> • On/off switch is working correctly • No signs of damage to casing • No loose parts or missing screws • Live parts are properly guarded so as not to be inadvertently accessible • Ensure equipment is disconnected when not in use Cables <ul style="list-style-type: none"> • Securely anchored to the plug with no signs of cuts, frays, brittleness, leads kinked or coiled, taped joints, overloading (overheating indicated by colour change or smell), cable cores not externally visible Plug <ul style="list-style-type: none"> • Securely anchored, no sign of cracked casing, overheating, loose or bent pins Socket outlet <ul style="list-style-type: none"> • No cracks or damage or sign of overheating 	✓	Teacher visually checks powered hand tools before use	Competent person (electrical)	<i>Jenny Jones</i> (05/09/10) (ongoing)
Using electricity in damp areas	N	Electrocution/ electric shock	H	No powered hand tools or electrical equipment of greater voltage than 110 volts are used in external locations	✓	No action required	Jenny Jones (Teacher)	
Electrical Equipment becoming live	Y	Electrocution	H	Where power tools are used off the mains supply the source of supply must be fitted with an RCD (residual current device)	✓	Teacher notifies Principal.	Jenny Jones (Teacher)	<i>Jenny Jones</i> (05/09/10) (ongoing)
			H	Tools and other portable equipment are only plugged into a circuit protected by an RCD	✓	Routine repairs carried out by teacher. Non-routine repairs carried out by a competent person	Jenny Jones (Teacher) Competent person (electrical)	<i>Jenny Jones</i> (05/09/10) (ongoing)
			H	The operation of the RCD is checked by pressing the test button regularly and the RCD is tested periodically by a competent person to ensure that it operates at correct leakage current (leakage current not exceeding 30 mA in a time of not more than 0.3 seconds)	X	Teacher ensures RCD is tested appropriately	Jenny Jones (Teacher)	<i>Jenny Jones</i> (05/09/10) (ongoing)

Sample 1: Completed risk assessment template for a Technologies Classroom cont'd. **Technologies - No.50 Powered Hand Tools**

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date completed
Direct contact with moving parts	Y	Cutters, blades, abrasive wheels and sanding discs, contact with which can cause injuries	H	Before use a visual check should be carried out to ensure where applicable all guards and covers are fitted, in good order and there are no visible faults	✓	No action required	Jenny Jones (Teacher)	
			H	Tools are used in compliance with manufacturer's instruction	✓	No action required	Jenny Jones (Teacher)	
			M	Operators manual is available where required	✓	No action required	Jenny Jones (Teacher)	
			H	Dangling jewellery prohibited	✓	No action required	Jenny Jones (Teacher)	
			H	Long hair is tied back	✓	No action required	Jenny Jones (Teacher)	
Ejection of fragments	Y	Flying objects or fragments causing injury	H	Eye protection is worn and guarding is used where required	X	Principal ensures appropriate eye protection is provided	Tom Tuohy (Principal)	<i>Tom Tuohy (05/09/10)</i>
						Teacher ensures eye protection is worn correctly in class and guarding is used where required	Jenny Jones (Teacher)	<i>Jenny Jones (05/09/10) (ongoing)</i>
						All users look after any PPE provided to them and report any defects immediately to their teacher	All users	
Unsupervised use of tools	N	Unsupervised use leading to injury	H	Pupils are prohibited from using certain tools	✓	No action required	Jenny Jones (Teacher)	<i>Jenny Jones (05/09/10)</i>
			H	Pupils are supervised by teacher when using any tool	✓	Teacher ensures pupils are supervised when using any tools	Jenny Jones (Teacher)	<i>Jenny Jones (05/09/10) (ongoing)</i>
			H	Pupils are instructed by teacher before using any tool	✓	Teacher ensures pupils are informed about safe use of hand tools	Jenny Jones (Teacher) Jenny Jones (Teacher)	<i>Jenny Jones (05/09/10) (ongoing)</i>
			H	Tools to be used by teachers only should be clearly identified	✓	All users must comply with the teacher's instructions	All users	<i>Jenny Jones (05/09/10) (ongoing)</i>
Contact with the open end of a compressed air line, which can force air through the skin into the blood stream	Y	Death	H	All students should be supervised whilst working with compressed air	✓	Pupils are supervised when working with compressed air	Jenny Jones (Teacher)	<i>Jenny Jones (05/09/10) (ongoing)</i>

Sample 1: Completed risk assessment template for a Technologies Classroom cont'd. **Technologies - No.50 Powered Hand Tools**

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced).	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date completed	
Trailing cables and compressed air lines, which could be tripped over	Y	Trip hazard resulting in possible fall, fracture, concussion or contact with dangerous parts of machinery leading to amputation	H	Good Housekeeping	X	Teacher ensures no trip hazards present	Jenny Jones (Teacher)	<i>Jenny Jones (ongoing)</i>	
			H	Review permanent trip hazards with a view to eliminate same	✓	No action required	Jenny Jones (Teacher)		
Noise	Y	Hearing damage	H	Noise measurements carried out where necessary by a competent person	✓	No action required	Competent person		
			H	Warning signs are in place beside fixed noisy equipment and are visible	✓	No action required	Jenny Jones (Teacher)		
			H	Hearing protection is worn where necessary	✓	No action required	Jenny Jones (Teacher)		
Unsecured work piece	N	Movement of work piece leading to injury during use	H	Appropriate clamps in place to ensure that work pieces are secured, where applicable	✓	No action required	Jenny Jones (Teacher)		
Ingestion of contaminated material	N	Poisoning or ill health	M	Food and drink are prohibited in working area	✓	No action required	Jenny Jones (Teacher)		
Contact with hazardous materials	Y	Exposure to hazardous materials	M	Personal hygiene is promoted (washing of hands, use of barrier creams etc.)	✓	No action required	Jenny Jones (Teacher)		
Inappropriate/ unsafe use of powered hand tools	Y	Injury due to incorrect use Electrocution	H	Pupils are instructed and supervised by the teacher when using tools	X	Teacher ensures pupils are informed about safe use of hand tools Pupils are supervised when using hand tools. All users must comply with the teacher's instructions	Jenny Jones	<i>Jenny Jones (05/09/10) (ongoing)</i>	
			H	Any unauthorised use of powered hand tools is prohibited	✓		No action required		Jenny Jones (Teacher)
			H	Tools are used in the manner for which they were designed to be used	✓		No action required		Jenny Jones (Teacher)
			H	Tools are not left unattended when going for breaks and are secured in a set location when not in use	✓		No action required		Jenny Jones (Teacher)

If there is one or more **High Risk (H)** actions needed, then the risk of injury could be high and immediate action should be taken. **Medium Risk (M)** actions should be dealt with as soon as possible. **Low Risk (L)** actions should be dealt with as soon as practicable.

Risk Assessment carried out by: Jenny Jones

Date: 05/09/10

Sample 1: Completed risk assessment template for a Technologies Classroom cont'd.

Sample 1 - No. 46 Pupil Considerations

	Yes or No	If yes, what additional actions may be required	Person responsible	Signature and date completed
Are there pupils with disabilities including physical disability, vision impairment, hearing impairment, intellectual disability or mental health condition?	Y	The suitability of the task is risk assessed Ensure pupils understand teacher's instruction Ensure access/egress is not restricted	Jenny Jones (Teacher)	<i>Jenny Jones (05/09/10)</i> <i>(ongoing)</i>
Are there pupils whose first language is not English and who may require extra focus with respect to safety and health?	Y	Ensure pupils understand teacher's instructions	Jenny Jones (Teacher)	<i>Jenny Jones (05/09/10)</i> <i>(ongoing)</i>
		Place signage in appropriate locations as directed by teacher	Bob Burke (Caretaker) Jenny Jones (Teacher)	<i>Bob Burke (05/09/10)</i> <i>Jenny Jones (05/09/10)</i>
Are there pupils with challenging behaviour that could increase the potential for injury to occur?	Y	Develop a school policy for handling challenging behaviour and circulate to all employees	Tom Tuohy (Principal)	<i>Tom Tuohy (05/09/10)</i>
		Ensure pupils are aware of hazards and risks associated with using hand tools	Jenny Jones (Teacher)	<i>Jenny Jones (05/09/10)</i> <i>(ongoing)</i>
		Provide information and instructions to pupils regarding safe use of hand tools	Jenny Jones (Teacher)	<i>Jenny Jones (05/09/10)</i> <i>(ongoing)</i>

Risk Assessment carried out by: *Jenny Jones*Date: *05/09/10*

Sample 2: Completed risk assessment for the General School Area **General School Risk Assessments - No.13 Manual Handling**

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced).	Is this control in place?	Action/to do list/outstanding controls <small>*Risk rating applies to outstanding controls outlined in this column</small>	Person responsible	Signature and date completed
Transporting heavy loads, e.g. caretaker transporting heavy load to stores For example ask: Is the weight too heavy? Is the load too big? Is the shape unwieldy or difficult to grasp?	Y	Back or upper limb injury Over-frequent or over prolonged physical effort involving in particular the spine	H	When purchasing stock such as clay, ingredients the guideline weights are taken into account and smaller weight items purchased where possible, e.g. 5kg bag of clay instead of 12.5 kg bag	✓	No action required	Tom Tuohy (Principal) All relevant staff	
			H	An appropriate trolley is used to transfer heavy loads	✓	No action required	Tom Tuohy (Principal) All relevant staff	
			H	Appropriate instruction is provided to staff on how to lift loads safely on to and off the trolley	✓	No action required	Tom Tuohy (Principal)	
Lifting a heavy load above shoulder height, e.g. lifting cooking utensils from shelves in canteen or Home Economics room	N	Back or upper limb injury	H	Storage of regularly accessed utensils are arranged so that heavier items are stored on middle shelves not on floor or above shoulder height	✓	No action required	All relevant staff	
Injury sustained due to lack of knowledge, instruction or training to complete manual handling tasks appropriately	N	Back or upper limb injury	H	Carry out risk assessment of tasks prior to manual handling and ensure staff receive training from a competent instructor where necessary	✓	No action required	Tom Tuohy (Principal)	

Sample 2: Completed risk assessment for the General School Area cont'd. **General School Risk Assessments - No.13 Manual Handling**

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced).	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date completed
Poor housekeeping, e.g. cleaner using floor cleaning equipment	Y	Awkward and repetitive bending postures leading to injury	H	The vacuum hose is extended to the appropriate length to eliminate the need for unnecessary awkward bending posture	✓	No action required	All relevant staff	
		Poor suction in the vacuum leading to over frequent physical effort	H	Cleaning equipment is in good working order and repaired or replaced when necessary	✓	No action required	Tom Tuohy (Principal) Contract Cleaning Company	
Carrying loads over distances, e.g. storage of classroom supplies such as Art room materials	Y	Back strain, slipped disc, hernia	H	Re-organise work area to ensure materials are stored close to point of use or source a handling aid	✓	No action required	All staff	
Pushing/pulling heavy or awkward items	Y	Back strain, slipped disc, hernia	H	Appropriate trolley provided for moving items	✓	No action required	Tom Tuohy (Principal)	
			H	Items are made lighter or less bulky where possible	✓	No action required	All staff	
			H	Individuals ask for help when moving heavy items	✓	No action required	All staff	
			H	All potential obstructions are removed	✓	No action required	All staff	
			H	Choose safest route for moving items, particularly where there may be variations in the level of the floor, requiring the load to be manipulated on different levels, e.g. use of ramp	✓	No action required	All staff	

If there is one or more **High Risk (H)** actions needed, then the risk of injury could be high and immediate action should be taken. **Medium Risk (M)** actions should be dealt with as soon as possible. **Low Risk (L)** actions should be dealt with as soon as practicable.

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Risk Assessment carried out by: Jenny Jones

Date: 05/09/10

Sample 2: Completed risk assessment for the General School Area cont'd.

Sample 2 - No. 46 Pupil Considerations

	Yes or No	If yes, what additional actions may be required	Person responsible	Signature and date completed
Are there pupils with disabilities including physical disability, vision impairment, hearing impairment, intellectual disability or mental health condition?	Y	The suitability of the task is risk assessed Ensure pupils understand teacher's instruction Ensure access/egress is not restricted	Jenny Jones (Teacher)	<i>Jenny Jones (05/09/10)</i> <i>(ongoing)</i>
Are there pupils whose first language is not English and who may require extra focus with respect to safety and health?	Y	Ensure pupils understand teacher's instruction Place signage in appropriate locations as directed by teacher	Jenny Jones (Teacher) Bob Burke (Caretaker) Jenny Jones (Teacher)	<i>Jenny Jones (05/09/10)</i> <i>Bob Burke (05/09/10)</i> <i>Jenny Jones (05/09/10)</i>
Are there pupils with challenging behaviour that could increase the potential for injury to occur?	Y	Develop a school policy for handling challenging behaviour and circulate to all employees	Tom Tuohy (Principal)	<i>Tom Tuohy (05/09/10)</i>

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Risk Assessment carried out by: *Jenny Jones*

Date: *05/09/10*

Sample 3: Completed risk assessment for a Technologies Classroom Technologies - No.55 Bench/Pedestal Grinder

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced).	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date completed
Contact with moving parts	Y	Laceration of fingers due to contact with moving parts	H	Notice setting out the dangers arising from the use of grinding wheels and the precautions to be observed in relation to them is prominently displayed close to the grinder	X	Teacher ensures signage is placed in correct position in classroom and informs pupils about this	Jenny Jones (Teacher)	<i>Jenny Jones</i> (05/09/10) (ongoing)
			H	Work rests fitted with a gap <3mm between the edge of the work rest and the wheel	✓	No action required	Jenny Jones (Teacher)	
			H	Guard enclosing the grinding wheels and spindles, with an appropriate gap at the front to allow access to the work piece	✓	No action required	Jenny Jones (Teacher)	
			H	The stop control is more prominent than the start control to facilitate ease and speed of access when it is necessary to turn off the machine	✓	No action required	Jenny Jones (Teacher)	
			H	Machine is fitted with an emergency stop control (usually red domed mushroom type head on yellow housing) in an appropriate location, which is easily accessible in an emergency	✓	No action required	Tom Tuohy (Principal) Jenny Jones (Teacher)	
			H	The flap type emergency stop control (flap-stop is a normal start and stop contact, which is equipped with a yellow flap and red mushroom-type push buttons, covering both the start and stop contacts) is not acceptable where there is a need for an emergency stop	✓	No action required	Tom Tuohy (Principal) Jenny Jones (Teacher)	
Disintegration of wheel	Y	Laceration of fingers, flying objects / debris from disintegrating grinding wheel	M	Maximum speed of the spindle clearly marked on the machine	✓	No action required	Jenny Jones (Teacher)	
			M	Maximum operating speed of a wheel should never be exceeded	✓	No action required	Jenny Jones (Teacher)	
			H	Only persons trained in the fitting of grinding wheels are permitted to do so	✓	No action required	Jenny Jones (Teacher)	

Sample 3: Completed risk assessment for a Technologies Classroom cont'd. **Technologies - No.55 Bench/Pedestal Grinder**

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced).	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date completed
Contact by persons other than the operator with moving machinery	Y	Entanglement, pinching, amputation of body parts	H	Safe operational areas should be marked out clearly around machines	✓	No action required	Tom Tuohy (Principal) Jenny Jones (Teacher)	
Direct contact with moving parts	Y	Cutters, blades abrasive wheels and sanding discs, contact with which can cause injuries	H	Before use a visual check should be carried out to ensure where applicable all guards and covers are fitted, in good order and there are no visible faults	✓	No action required	Jenny Jones (Teacher)	
			H	Tools are used in compliance with manufacturer's instructions	✓	No action required	Jenny Jones (Teacher)	
			H	Dangling jewellery prohibited	✓	No action required	Jenny Jones (Teacher)	
			H	Long hair is tied back	✓	No action required	Jenny Jones (Teacher)	
			M	Operator's manual is available where required	✓	No action required	Jenny Jones (Teacher)	
Ejection of flying debris when grinding	Y	Eye injury	M	Eye screen is constructed, fastened to the fixed flange guard and appropriately adjusted so that the operator shall see the working part of the wheel only through the screen	✓	No action required	Jenny Jones (Teacher)	
			M	Suitable eye or face protection worn	✓	No action required	Jenny Jones (Teacher)	
Sparks from grinder	Y	Source of ignition leading to fire	H	Ensure correct precautions are taken when using grinder including good housekeeping to prevent accumulation of any combustible material nearby	✓	No action required	Jenny Jones (Teacher)	

Sample 3: Completed risk assessment for a Technologies Classroom cont'd. **Technologies - No.55 Bench/Pedestal Grinder**

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced).	Is this control in place?	Action/to do list/outstanding controls <small>*Risk rating applies to outstanding controls outlined in this column</small>	Person responsible	Signature and date completed
Electric shock, electrocution, burns, death	Y	Electric shock/fire/burns	H	Visual check carried out prior to use	✓	No action required	Jenny Jones (Teacher)	
			H	Machines are serviced by a competent person and service records kept as part of the maintenance schedule	✓	No action required	Jenny Jones (Teacher) Competent maintenance personnel	
			H	Defective electrical equipment shall be clearly identified, labelled as out of use Ensure all faults are recorded in log book. Ensure any previous faults have received attention. Report defects to person in control of workplace to ensure all items are repaired or replaced	✓	No action required	Jenny Jones (Teacher)	
			H	The operation of the RCD is checked by pressing the test button regularly and the RCD is tested periodically by a competent person to ensure that it operates at correct leakage current (leakage current not exceeding 30 mA in a time of not more than 0.3 seconds)	✓	No action required	Jenny Jones (Teacher)	
			H	Ensure cables are free from damage, do not have any non-standard joints or show any signs of overheating	✓	No action required	Jenny Jones (Teacher)	
			H	Ensure cable and plug are in good condition	✓	No action required	Jenny Jones (Teacher)	
			H	Ensure equipment is disconnected or isolated when not in use	✓	No action required	Jenny Jones (Teacher)	
Unsecured machine / unsecured work piece	N	Movement of machine or unsecured work piece leading to injury during use	H	Machine is securely fixed to the floor or bench and appropriate clamps in place to ensure that work pieces are secured, where applicable	✓	No action required	Jenny Jones (Teacher)	

Sample 3: Completed risk assessment for a Technologies Classroom cont'd. **Technologies - No.55 Bench/Pedestal Grinder**

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced).	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date completed
Unsupervised use of machines	N	Unsupervised use leading to injury	H	Pupils are instructed by teacher before using any machine	✓	No action required	Jenny Jones (Teacher) All users	
			H	Pupils are supervised by teacher when using any machine	✓	No action required	Jenny Jones (Teacher) All users	
			H	Pupils are prohibited from using certain machinery	✓	No action required	Jenny Jones (Teacher)	
			H	Machinery to be used by teachers only should be clearly identified	✓	No action required	Jenny Jones (Teacher)	
Noise	Y	Hearing damage	H	Noise measurements carried out where necessary by a competent person	✓	No action required	Competent person	
			H	Warning signs are in place beside fixed noisy equipment and are visible	✓	No action required	Jenny Jones (Teacher) Bob Burke (Caretaker)	
			H	Hearing protection is worn where necessary	✓	No action required	All users	
Inadequate signage	N	Inadequate information and warnings leading to unsafe use of machine and injury	M	Warning signs are prominently located and maintained in good condition	X	Signage is visible and placed in appropriate locations as directed by teacher Teacher ensures pupils are informed about signage and understand this information	(Caretaker) Jenny Jones (Teacher)	<i>Jenny Jones</i> <i>(05/09/10)</i> <i>(ongoing)</i>
Ingestion of contaminated material	N	Poisoning or ill health	M	Food and drink are prohibited in working area	✓	No action required	Jenny Jones (Teacher)	
Contact with hazardous materials	Y	Exposure to hazardous materials	M	Personal hygiene is promoted (washing of hands, use of barrier creams etc.)	✓	No action required	Jenny Jones (Teacher)	

If there is one or more **High Risk (H)** actions needed, then the risk of injury could be high and immediate action should be taken. **Medium Risk (M)** actions should be dealt with as soon as possible. **Low Risk (L)** actions should be dealt with as soon as practicable.

Risk Assessment carried out by: *Jenny Jones*

Date: *05/09/10*

Sample 3: Completed risk assessment for a Technologies Classroom cont'd.

Sample 3 - No. 46 Pupil Considerations

	Yes or No	If yes, what additional actions may be required	Person responsible	Signature and date completed
Are there pupils with disabilities including physical disability, vision impairment, hearing impairment, intellectual disability or mental health condition?	N			
Are there pupils whose first language is not English and who may require extra focus regarding safety and health?	Y	<p>Provide information and instructions to pupils regarding safe use of machinery and equipment</p> <p>Place signage in appropriate locations as directed by teacher</p>	<p>Jenny Jones (teacher)</p> <p>Jenny Jones (teacher)</p> <p>Bob Burke (Caretaker)</p>	<p><i>Jenny Jones (05/09/10) (ongoing)</i></p> <p><i>Jenny Jones (05/09/10) (ongoing)</i></p> <p><i>Bob Burke (05/09/10)</i></p>
Are there pupils with challenging behaviour that could increase potential for injury to occur?	Y	<p>Develop a school policy for handling challenging behaviour and circulate to all employees</p> <p>Ensure 'teacher use only' machines are clearly highlighted and marked out and pupils are made aware of this</p> <p>Provide information and instructions to pupils regarding safe use of machinery and equipment</p>	<p>Jenny Jones (teacher)</p> <p>Jenny Jones (teacher)</p> <p>Jenny Jones (teacher)</p>	<p><i>Jenny Jones (05/09/10)</i></p> <p><i>Jenny Jones (05/09/10)</i></p> <p><i>Jenny Jones (05/09/10) (ongoing)</i></p>