

## Corporate Safety Risk Assessment - PRHM Education Program

Permits required		Isolations required	
<input type="checkbox"/> Confined space	<input type="checkbox"/> High risk work rescue plan	<input type="checkbox"/> Mechanical	<input type="checkbox"/> Hydraulic
<input type="checkbox"/> Work at height	<input type="checkbox"/> Excavation and trenching	<input type="checkbox"/> Electrical	<input type="checkbox"/> Pneumatic
<input type="checkbox"/> Hot work	<input type="checkbox"/> Grid mesh, flooring and guard rail removal	<b>Site access required</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Other (please specify):		<input type="checkbox"/> Details (if applicable):	

### Task Hazards (Each hazard identified below must be assessed)

Chemicals/hazardous substances		High-risk activities	
Name/s of chemicals or hazardous substance: • • • <input type="checkbox"/> Safety Data Sheet (SDS) available		<input type="checkbox"/> Confined space <input type="checkbox"/> Hot work <input type="checkbox"/> Construction work <input type="checkbox"/> Other:	
		<input type="checkbox"/> Work at heights <input type="checkbox"/> Excavation, trenching or penetrations <input type="checkbox"/> Demolition	
Plant and equipment		Work location	
<input type="checkbox"/> Fixed plant	<input type="checkbox"/> Mobile plant	<input checked="" type="checkbox"/> Plants, animals or insects	<input type="checkbox"/> Contaminated / flammable atmosphere
<input type="checkbox"/> Vehicles/boats	<input type="checkbox"/> Hand tools	<input checked="" type="checkbox"/> Slips, trips and falls	<input type="checkbox"/> Work occurring in other areas
<input type="checkbox"/> Other:		<input type="checkbox"/> Biological hazards	<input type="checkbox"/> Fire
Manual tasks		People	
<input type="checkbox"/> Repetitive tasks	<input type="checkbox"/> Heavy lifting	<input type="checkbox"/> Remote or isolated work	<input type="checkbox"/> Contractors
<input type="checkbox"/> Awkward posture	<input type="checkbox"/> Sustained posture	<input type="checkbox"/> Fatigue	<input type="checkbox"/> Visitors/land owners/public
<input type="checkbox"/> Other:		<input type="checkbox"/> Competency or training required	<input type="checkbox"/> Licence required
Facilities/built environment		Other Hazards	
<input type="checkbox"/> Buildings and fixtures	<input checked="" type="checkbox"/> On, in or adjacent to roadways	<input type="checkbox"/> Details (if applicable):	
<input type="checkbox"/> Open pits, trenches or tunnels	<input type="checkbox"/> Other:		

Formal Risk Management Steps			
<b>Step 1</b> Identify Hazards	<p>Identifying hazards in the workplace involves finding things and situations that could potentially cause harm to people, plant, equipment or the environment. Hazards generally arise from the following aspects of work and their interaction:</p> <ul style="list-style-type: none"> <li>Physical work environment.</li> <li>Equipment, materials and substances used.</li> <li>Work tasks and how they are performed.</li> <li>Work tasks design and management.</li> <li>Work tasks location.</li> </ul>	<b>Step 3</b> Control Risks	<p>The most important step in managing risks involves eliminating them so far as is reasonably practicable, or if that is not possible, minimising the risks so far as is reasonably practicable.</p> <p>In deciding how to control risks you must consult workers who will be directly affected by this decision. Their experience will help choose appropriate control measures and their involvement will increase the level of acceptance of any changes that may be needed to the way the work is done.</p>
<b>Step 2</b> Assess Risks	<p>A risk assessment involves considering what could happen if someone is exposed to a hazard and the likelihood of it happening. A risk assessment can help you determine:</p> <ul style="list-style-type: none"> <li>The severity of a risk.</li> <li>Whether any existing control measures are effective.</li> <li>What action you should take to control the risk.</li> <li>How urgently the action needs to be taken.</li> </ul>	<b>Step 4</b> Monitor and Review	<p>The control measures that are put in place should be reviewed regularly to make sure they work as planned. If problems are found, go back through the risk management steps, review your information and make further decisions about risk control.</p> <p>Priority for review should be based on the seriousness of the risk. Control measures for serious risks should be reviewed more frequently.</p>

Hierarchy of controls			
<b>1. Elimination</b>	<b>First option – most effective:</b> The most effective control measure involves eliminating the hazard and this removes all the associated risk. When managing risks, you must allow the hierarchy of control, starting at the top working downward.	<b>4. Engineering</b>	An engineering control is a control measure that is physical in nature, including a mechanical device or process. For instance, use mechanical devices such as trolleys or hoists to move heavy loads; place guards around moving parts of machinery.
<b>2. Substitution</b>	Substitute the identified hazard for something safe that will perform the same function for instance, replace solvent-based paints with water-based ones.	<b>5. Administrative</b>	Administrative controls are work methods or procedures that are designed to minimise exposure to a hazard. For instance, develop procedures on how to operate machinery safely, limit exposure time to a hazardous task and use signs to warn people of a hazard.
<b>3. Isolation</b>	Isolate the risk from the individuals. This involves physically separating the source of harm from people by distance or using barriers. For instance, install guard rails around exposed edges and holes in floors; use remote control systems to operate machinery; store chemicals in a fume cabinet.	<b>6. PPE</b>	Examples of PPE include ear muffs, respirators, face masks, hard hats, gloves, aprons and protective eyewear. PPE limits exposure to the harmful effects of a hazard but only if workers wear and use the PPE correctly.

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Assess the likelihood and consequences from the hazards or risks						
		CONSEQUENCES				
		Insignificant No injury	Minor First aid injury	Moderate Medical treatment	Major Serious injury	Catastrophic Death
LIKELIHOOD	Almost Certain Is expected to occur most times	16 Med	10 High	6 Ext	3 Ext	1 Ext
	Likely Will probably occur most times	19 Med	14 high	9 High	5 Ext	2 Ext
	Moderate Might occur at some time	22 Low	18 Med	13 High	8 Ext	4 Ext
	Unlikely Could occur at some time	24 Low	21 Low	17 Med	12 High	7 Ext
	Rare/Impossible May occur in rare circumstances	25 Low	23 Low	20 Med	15 High	11 High

RANKING	RISK
1-8.	<b>Extreme</b> - Extreme risk, immediate action required
9-15.	<b>High</b> - High risk, prioritised action required
16-20	<b>Medium</b> - Moderate risk, planned action required
21-25	<b>Low</b> - Low risk, actioned by routine procedures

Note: When conducting a risk assessment always assess the risk before any control measure is put in place and identify the risk score. After control measures, have been considered risk levels must have been lowered to a Medium or preferably a Low.

Once Risk Assessment has been completed, transfer risks and controls to the Risk Control Action Plan (RCAP) for monitoring and review.

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Identify the Hazards		Risk Level before Controls	Control the Risk	By Who	By When
Identify the Task/s	What are the hazards associated with each task	Is the risk Low, Medium, High or Extreme	How will Hazards and Risks be Controlled	By whom (person and/or position)	By what date
All program & activities	Injury to body from trips and falls and using stairs.	Low	Students to be supervised at all times by teachers and accompanying adults. Students informed by museum staff please walk quietly when moving from activities and at any stage within the museum.	Museum staff, teachers, accompanying adults.	Ongoing
All program & activities	Risk of injury from objects that may be heavy or have sharp edges or from bumping or climbing onto objects.	Low	Students to be supervised at all times by teachers and accompanying adults. Objects that students can handle have been checked to make sure they are safe. Any touching of historic objects will be under the direct supervision and instruction of museum guide. Students must not be allowed to climb on any objects.	Museum staff, teachers, accompanying adults.	Ongoing
All programs and activities	Injury from a pre-existing medical condition such as asthma, allergies, diabetes	Low	Teachers are requested to advise the museum prior to arrival of students with any medical conditions such as asthma, diabetes, allergies. Teachers advised to bring first aid kit and any required medications.	Museum staff & teachers.	Ongoing
All programs and activities	Cuts, abrasions, insect bites/stings, grass, pollen and other allergies	Low	Students to be supervised at all times by teachers and accompanying adults, under instruction of a museum guide. Teachers to bring insect spray. Teachers advised to bring a first aid kit.	Museum staff & teachers	Ongoing
All programs and activities	Getting lost	Low	Students to be supervised at all times by teachers and accompanying adults, under instruction of a museum guide. All students are given clear instructions before starting activities. Students are not permitted to leave the group unless given permission and accompanied by an adult or teacher.	Museum staff, teachers, accompanying adults.	Ongoing
All programs and activities	Covid-19	Med	Adhere to all QLD Health directives regarding Covid-19.	Teachers, accompanying adults and museum staff	Ongoing

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Identify the Hazards		Risk Level before Controls	Control the Risk	By Who	By When
Identify the Task/s	What are the hazards associated with each task	Is the risk Low, Medium, High or Extreme	How will Hazards and Risks be Controlled	By whom (person and/or position)	By what date
Lunch Breaks	Injury from a vehicle whilst crossing the road in the park	Med	Students to be supervised at all times by teachers and accompanying adults. Students alerted to the close proximity of the road and directed to not go near or cross the road without a teacher.	Museum staff, teachers, accompanying adults.	Ongoing
Through the wringer	Injury to fingers if a student gets their fingers caught in the turning mechanism of the wringer when in use.	Med	Students to be supervised at all times by teachers and accompanying adults, under instruction of a museum guide All students are given clear direction before starting the activity. Only the activity supervisor is allowed to feed the clothing into the wringer and all students must await instruction before proceeding to turn the handle. Students approach the machine one by one.	Museum staff, teachers, accompanying adults.	Ongoing
Through the wringer	Covid-19	Med	Adhere to all QLD Health directives regarding Covid-19.	Museum staff, teachers, accompanying adults.	Ongoing
Goat busters	Covid-19	Med	Adhere to all QLD Health directives regarding Covid-19.	Museum staff, teachers, accompanying adults.	Ongoing
The 3 P's	May get fingers caught in wooden chairs which lift up.	Low	Students are asked to be careful of where they place their fingers when lifting the chairs and to sit still during class.	Museum staff, teachers, accompanying adults.	Ongoing
The 3 P's	Covid-19	Med	Adhere to all QLD Health directives regarding Covid-19.	Museum staff, teachers, accompanying adults.	Ongoing

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**Note:** If the risk level is not reduced to an L or M, the risk assessment must go to your Supervisor to approve before any work starts.

Additional Comments:			
Signature of Person Conducting the Assessment:		Date:	
Supervisor Comments:			
Supervisor Signature:		Date:	

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