|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| School/workplace |  | Assessed by |  | **Date** |  |
| Principal/workplace manager |  | Approved by |  | **Date** |  |
| Condition, task, activity or event | Solving Organic Waste Project: Stage 1 to Stage 6 | WHS Risk Register updated |  | Date |  |
| Location |  |  |  | | |
| Review date |  |  |  | | |
| Prepared in consultation with |  |  |  | | |

**NOTE:** This proforma is provided by the Rumbalara Environmental Education Centre (REEC) as advice to assist teachers in their risk management planning.

It is the responsibility of the school to complete their own risk assessment. If the school considers the procedures detailed below to be suitable then they may add them to their own risk assessment when submitting for sign-off.

#### Risk Management Process

| Hazard/s | Risk/s | Risk rating | Control action/s | Risk rating after controls | Responsible | Due | Complete |
| --- | --- | --- | --- | --- | --- | --- | --- |
| What presents the potential risk to health and/or safety? | What might happen, how likely is it and what could be the consequence/s? | Apply WHS Risk Matrix | What action/s will be taken to eliminate the risk/s or at least reduce them to an acceptable level? | Apply WHS Risk Matrix | Who is responsible for putting controls in place? | When should the controls be put in place? | When were controls implemented? |
| Unmanaged student behaviour | Physical injury, psychological harm | 3 | Ensure that students’ Behaviour Support Plans are followed. | 1 | Teachers | Prior to compost & worm farming (C&WF) activities |  |
| Multiple, due to outdoor activity | Physical injury, psychological harm | 6 | Conducting safety briefings for all participants including safety rules and procedures when C&WF. | 2 | Teachers and support staff | Prior to C&WF activities |  |
| Lack of supervision | Physical injury | 4 | Teachers will supervise students during Solving Organic Waste project activities. | 2 | Teachers and support staff | During C&WF activities |  |
| Anaphylactic or allergic reaction | Medical emergency | 9 | Teachers must be aware of existing medical conditions of students and have current training such as CPR, E-emergency care, Anaphylaxis and Administration of Medication.  Healthcare plans are in place for students with known health conditions (asthma plan, ASCIA plan) and medications are available such as EpiPen,  Teachers monitor students with known anaphylaxis. | 3 | Teachers and support staff | Prior to and during food scrap collection and C&WF activities |  |
| Illness or injury from diagnosed healthcare condition | Medical emergency | 6 | Healthcare plans are in place for students with known health conditions (asthma plan, ASCIA plan) and medications are available such as EpiPen. | 2 | Teachers and support staff | Prior to and during C&WF activities |  |
| Bites and Stings | Anaphylaxis or physical injury | 6 | Training such as CPR, E-emergency care, Anaphylaxis and Administration of Medication  First Aid kit available.  Teachers ensure students wear appropriate clothing (hats, gloves and covered footwear). Students are advised to be aware of any redback spiders near worm farms and compost bins and to tell teacher. | 2 | Teachers and support staff | Prior to and during C&WF activities |  |
| Trip hazards, slip hazards | Physical injury: cuts, abrasions, lacerations, fractures, dislocations, sprains and strains | 6 | COMPOST or activity AREA to be assessed by teachers to ensure a safe site.  Participants must have appropriate clothing, hats if working in open, sunscreen and wear PPE provided.  Give clear and concise instructions on safety and ensure these instructions are followed.  Students are advised on safe tool handling procedures and the importance of storing tools correctly when not in use. | 2 | Teachers and support staff | Prior to and during C&WF activities |  |
| COVID 19 infection. | Illness | 4 | Putting COVID-19 controls in place as necessary | 2 | School principal and staff | At each change of phase during COVID 19 |  |
| **Program Specific** | | | | | | | | |
| Contact with sharp or toxic waste | Physical injury or illness | 6 | Conducting safety briefings for all participants including safety rules and procedures when C&WF. Students told not to touch anything that looks sharp or dangerous and to tell a teacher if they see a hazard.  Students use gloves, tongs and masks (if handling dry compost material).  Ensure safety equipment is used correctly. | 3 | Teachers and support staff | Before and during the C&WF activity |  |
| Contact with liquid waste | Eye injury or local skin irritation | 6 | Conducting safety briefings for all participants including safety rules and procedures when C&WF. Students are advised to take care when washing food scrap buckets and wash hands with soap afterwards. | 3 | Teachers and support staff | Before and during the activity |  |
| Injury from use of C&WF tools | Physical injury - cuts, abrasions, lacerations, bruises, fractures, dislocations, sprains and strains | 4 | Conducting safety briefings for all participants including safety rules and procedures when C&WF.  Teachers demonstrate safe use of tools for turning compost and to emphasise safe storage of tool when not in use (trip hazard if left on ground). | 3 | Teachers and support staff | Before and during the activity |  |
| Exposure to bacteria and moulds | Illness or infection | 6 | Conducting safety briefings for all participants including safety rules and procedures when C&WF.  Provide masks, gloves and tongs to students managing food waste and ensure correct usage.  Students are directed to wash hands thoroughly with soap at the end of the activity. | 3 | Teachers and support staff | Before and during the activity |  |
| Exposure to bad odours | Nausea | 4 | Conducting safety briefings for all participants including safety rules and procedures when C&WF.  The school is advised to roster students and support staff to empty food scrap bins regularly.  Food waste can smell as it begins to break down/rot. When it is mixed with carbon material and aerated it should not smell bad.  Students who are affected should stand back. | 2 | Teachers and support staff | When collecting and emptying food scrap buckets |  |

#### Risk matrix and evaluation

Table 1: THE WHS RISK MATRIX

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | | **CONSEQUENCE (Severity)** | | | | |
| **LIKELIHOOD (Probability)** | | **Insignificant**  **1** | **Minor**  **2** | **Moderate**  **3** | **Major**  **4** | **Critical**  **5** |
| No treatment required. | Injury/illness requiring first aid treatment only. | Injury/illness requiring hospitalisation on going treatment. | Life-threatening injury/illness or multiple hospitalisations. | **Death or multiple life-threatening injuries.** |
| **Almost certain   5** | Expected to occur in most circumstances. | MEDIUM  5 | HIGH  10 | EXTREME  15 | EXTREME  20 | EXTREME  25 |
| **Likely   4** | High probability of occurring in most circumstances. | MEDIUM  4 | MEDIUM  8 | HIGH  12 | EXTREME  16 | EXTREME  20 |
| **Possible   3** | Might occur occasionally. | LOW  3 | MEDIUM  6 | HIGH  9 | HIGH  12 | EXTREME  15 |
| **Unlikely   2** | Could occur at some time, doubtful. | LOW  2 | MEDIUM  4 | MEDIUM  6 | MEDIUM  8 | HIGH  10 |
| **Rare   1** | May occur but only in exceptional circumstances. | LOW  1 | LOW  2 | LOW  3 | MEDIUM  4 | MEDIUM  5 |

Table 2: WHS Risk Evaluation

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Risk level** | **Acceptability** | **Priority for action to control risk** | **Sign-Off Authority: Schools** | **Sign-Off Authority: Other workplace** |
| Low  1-3 | Acceptable | PROCEED while monitoring existing controls. Manage the exposure to the hazard using existing procedures in consultation with workers and respond to any changes. | School Principal or delegate | Immediate Supervisor or Workplace Manager |
| Medium  4-8 | Tolerable | PROCEED with the activity and/or allow the hazard to persist only after identifying and implementing any additional controls reasonably practicable. Monitor all controls and manage the exposure to the hazard using existing procedures in consultation with workers and respond to any changes. | School Principal or delegate | Senior Manager or Director |
| High  9-14 | Unacceptable | **DO NOT PROCEED** and/or allow the hazard to persist until all risks/hazards are identified and the most effective control methods are documented in a risk assessment. Seek support from the workplace manager and WHS Advisor or the Incident Report and Support Hotline. | Principal to sign off.  Principal to talk to staff about eliminating or reducing the risk, and contact:   * Health, Safety & Staff Wellbeing Directorate for review * Legal as required. | Executive Director or delegate to talk to staff about eliminating or reducing the risk and contact:   * Health, Safety & Staff Wellbeing Directorate for review * Legal as required. |
| Extreme  15+ | Unacceptable | **STOP IMMEDIATELY** and contact your WHS Advisor or the Incident Report and Support Hotline to plan a coordinated response in consultation with key subject matter experts to eliminate or control exposure to the hazard. | Principal to advise staff about eliminating or reducing the risk, and contact:   * Director Educational Leadership for review * Health, Safety & Staff Wellbeing Directorate for review * Legal as required. | Executive Director or delegate to advise staff about eliminating or reducing the risk, and contact:   * Health, Safety & Staff Wellbeing Directorate for review * Legal as required. |

**Hierarchy of controls**

|  |  |  |  |
| --- | --- | --- | --- |
| **CONTROL** | **EFFECTIVENESS** | **DESCRIPTION** | **EXAMPLES** |
| ELIMINATION | BEST | **Eliminate** the hazard entirely. | Eliminating the risk of a fall from height by doing the work at ground level. |
| SUBSTITUTION | VERY GOOD | **Substitute** the hazard with safer options. | Replacing hazardous cleaning chemicals with equivalent non-toxic products. |
| ISOLATION | GOOD | **Isolate** the hazard from causing harm. | Placing a barrier around an area of wet floor as a slipping hazard. |
| ENGINEERING | GOOD | **Use engineering** controls to reduce the risk. | Installing guards, rails, or handrails to prevent falls. |
| ADMINISTRATIVE | POOR | **Administrate** and document safe work practices. | Training workers in safe work procedures, Safe Operating Procedures. |
| PPE | WORST | **Protect** workers with Personal Protective Equipment (PPE). | Providing goggles and gloves to people handling hazardous chemicals. |

**Need help?**

**Speak to your** [**Work Health Safety Advisor**](https://education.nsw.gov.au/inside-the-department/health-and-safety/our-services/contact-us/risk-management) **for support and advice or contact the Incident Report and Support Hotline on 1800 811 523.**

*The Solving Organic Waste project is a partnership between the NSW Environment Protection Authority and NSW Department of Education.*