

Risk Assessment Template

This template is to be used with reference to the *OHS Risk Management Procedure*. For support in conducting a Risk Assessment contact the OHS Advisory Service on 1300 074 715 or email safety@education.vic.gov.au.

1. Background Information			
School/Workplace:	Mt Eliza Primary School	Date:	11/08/2023
Title of Assessment:	Whole School Visual Arts Woodwork Unit – woodworking component following curriculum standards. Workplace controls and hazards along with risks involved.	Name of person conducting assessment:	Jodie Croft - Visual Arts Teacher

Overview

Students at Mt Eliza PS are taught skills in woodwork that engage, challenge and promote responsibility and resilience. Woodwork is a unique activity for children to work with materials and use real tools to solve unexpected problems. They can also express themselves and follow their curiosities while tinkering with wood. At Mt Eliza PS we encourage ongoing woodwork 'projects' instead of doing one-off activities. These projects can last over several weeks and allow children to extend their learning through in-depth experimentation with tools, techniques and materials.

Beginning in Prep, students actively learn correct safety and skill development to create wooden projects designed to further their knowledge of simple machines. The Early Years (Prep to Year 2) program is highly directed while students learn woodworking procedures and limitations. During Middle school, students are introduced to creativity during the design process, and Senior students are encouraged to draw upon all learnings and limitations to make a machine with moving parts.

Children can safely work with authentic woodwork equipment. Hammers, coping saws, pliers, drills, clamps, sandpaper and wood working benches are sequentially introduced throughout the program. Whilst woodwork has its potential risks, as a school we have mitigated the foreseen risks, which can be evidenced in this MEPS Woodworking Risk Assessment. A strong focus on safety measures and the training of students to use appropriate tools supports the program's success. Students are encouraged to demonstrate exemplary behaviour and high expectations at the woodwork bench. It is also important that children get to experience risk and challenge within a controlled environment so they learn to make decisions and judgments to protect themselves.

Making links to the Visual Arts Victorian Curriculum, students learn through making and responding. Making includes learning about and using knowledge, skills, techniques, processes, materials and technologies in visual arts practices, and to make visual artworks that express ideas and intentions. Making involves students expressing their ideas and intended meanings in different art forms. They develop knowledge, understanding and skills as they learn and apply techniques and processes using materials to achieve their intentions in two-dimensional (2D), three-dimensional (3D) and four-dimensional (4D) forms. In developing knowledge and skills in Visual Arts, students learn to manipulate and adapt a wide range of physical materials and technologies, woodwork in this case.

Risk Assessment Template

2. Risk Assessment				
Identify and list Hazards		List Current Risk Controls	Risk Rating	List Additional Controls (if any - where current controls are not adequately managing the level of risk)
1	Students not knowing procedures and feeling unsure	<ul style="list-style-type: none"> - Classroom supervision, instruction and guidance on how to use tools safely - Safety sheet visible in classroom to remind students of safety expectations - Clear expectations including, walk when transporting tools and hold by side - Safe work procedures embedded, including use of PPE. - First Aid Kit and Level 2 qualified staff available in Sick Bay - Provision of adapted tasks if necessary where the student is unsure or demonstrating anxiety regarding the task. 	Low	
2	Impact with tools Tripping	<ul style="list-style-type: none"> - Locate tools in observable area - Monitored at all times by staff member/Visual Arts teacher (either in vicinity or close proximity) - Locate the woodwork area in a position that reduces flow/ traffic. Locate away from distractions. - Ensure that the floor is clear of obstacles that could cause tripping. - Limit number of children working if small area 	Low Low/Medium	
3	Tools fail to comply to standards	<ul style="list-style-type: none"> - Ongoing maintenance of hand tools (including non-technical inspection of hand tools on a regular basis) e.g., hammer head is not loose - Work equipment checked each lesson. Coping saw blades/ drills/ workbenches - Maintenance of work areas daily. - Quarterly workplace inspections of environment and equipment. 	Low	
4	Students remove tools from Art Room creating safety risk	<ul style="list-style-type: none"> - Visual Arts teacher reiterates that all equipment is to remain in the woodwork area in the Art Room and not to be taken to other parts of the school. - Art room door is to be locked at recess and lunchtime. 	Low	<ul style="list-style-type: none"> - No students allowed in the art room without supervision. This area is out of bounds without teacher supervision.
5	General injury	<ul style="list-style-type: none"> - Students with additional needs highlighted before the program commences. - Higher supervision ratio where appropriate i.e., use of Integration Aide to support student/s - Frequent breaks provided during each session to ensure that all students maintain focus 	Low/Medium	<ul style="list-style-type: none"> - Max number of students working together is 2 for younger year levels and then individual work to ensure that there is no overcrowding or inappropriate behaviour.

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Identify and list Hazards		List Current Risk Controls	Risk Rating	List Additional Controls (if any - where current controls are not adequately managing the level of risk)
				- Misuse of tools will not be accepted. Follow the school's behaviour management plan (4Rs) - straight to #3 Relocate and Reflect.
6	Impact to fingers/hand by hammer	<ul style="list-style-type: none"> - Instruction on how to use a hammer safely. - Dangers clearly explained. - Adult supervision - Eliminate distractions 	Low/Medium	
7	Cuts and impact injury to another child from hand saws	<ul style="list-style-type: none"> - Instruction on how to use saw and supervised at all times. - Sawing – ensure children saw down into the wood working bench. - After being used - saw to immediately be put out of reach. - Where necessary, wood clamped in vice when being sawn. 	Low/Medium	
8	Injuries from wood e.g., splinters which could lead to infection	<ul style="list-style-type: none"> - Avoid working with very splintery wood - Adults to sand very rough edges, if necessary, first before children use wood - Children to initially sand any rough edges, or sand after sawing if rough - Avoid plywood. It is hard for young children to work with and plywood splinters badly 	Low/Medium	
9	Injury to eye from nail rebound, debris in eye	<ul style="list-style-type: none"> - Safety glasses are always to be worn. - Wear goggles if there is excessive dust. Children that already wear glasses to keep those on and add goggles if excessive dust. - Avoid using hardwood - as it is hard and very difficult for children to work. More chance of nail rebounding. Also children would have to hammer extremely hard increasing risk 	Low/Medium	
10	Injury to body due to drill issues	<ul style="list-style-type: none"> - Ensure work is clamped (G clamp or vice) before drilling 	Low	
11	Dust - inhaled and eyes	<ul style="list-style-type: none"> - Any significant amounts of cutting/ sanding to be done outdoors. - Eye protection – goggles if there is a lot of dust. - Doors open to minimise dust - Hand sanding outside 	Low	
12	Pierce skin due to nail sharpness Swallow nail	<ul style="list-style-type: none"> - Any protruding nails to be made safe (hammered over) or removed - All nails/ screws to be collected off floor after session - Use of 12mm nails - Do not hold nails/ screws in the mouth. 	Low/Medium	

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Identify and list Hazards		List Current Risk Controls	Risk Rating	List Additional Controls (if any - where current controls are not adequately managing the level of risk)
	Impact injuries and cuts, bruises etc due to misc tools – such as wrench, spanners, screwdrivers, hand drills, nail puller.	<ul style="list-style-type: none"> - Children to be given clear instruction for safe use of any new tool. - Emphasise that tools are not toys. - Children initially to be supervised by the Art teacher. - Nail puller to be used as a lever. 		
13	Toxicity due to treated wood	<ul style="list-style-type: none"> - Avoid using painted or treated wood. If in doubt the wood should not be used. 	Low	
14	Injury to fingers with electric/battery drills	<ul style="list-style-type: none"> - Clear instructions for safe use and then only used with close adult supervision. - Eliminate distractions. - Material being drilled to be clamped. 	Medium	
15	Environment inappropriate for the task/s	<ul style="list-style-type: none"> - Building is free from external hazards and is structurally sound. - Emergency management procedure outlined and clearly visible. - Storage. All storage is maintained and safe. Equipment and materials are kept below eye level and at appropriate heights for students. Designated areas are clearly marked and students are communicated these. - Housekeeping such as making sure the floor is swept after use and areas around the art room are kept neat, clean and tidy. - Suitable ergonomic workbench for students to use - Fire extinguisher ready available and accessible. 	Medium Level Risk	<ul style="list-style-type: none"> - Ensure children wearing suitable clothing to move freely. Long hair, coats, scarves identified and either removed or tied up. Shoes to be worn.
16	Students unskilled in tasks required	<ul style="list-style-type: none"> - Woodworking skills introduced sequentially from p-6. - Use of buddies and set tasks up until Year 2. - Emerging design and independence in Year 3 and 4. - Independent problem solving based on simple machines and product limitations in Year 5 and 6 	Medium Level Risk	
17	Families are unaware of the woodwork program and potential risks	<ul style="list-style-type: none"> - Principal to notify the community regarding woodwork program in newsletter end of Term 3 in preparation for implementation in Term 4 - Risk Assessment and Program Overview to be placed on website 	Low	<ul style="list-style-type: none"> - Parents made aware that the school has mitigated the foreseen risks through the risk Assessment as much as possible.

Risk Assessment Template

1. **Consequence** - Evaluate the consequences of a risk occurring according to the ratings in the top row

Descriptor	Level	Definition
Insignificant	1	No injury
Minor	2	Injury/ ill health requiring first aid
Moderate	3	Injury/ill health requiring medical attention
Major	4	Injury/ill health requiring hospital admission
Severe	5	Fatality

2. **Likelihood** - Evaluate the **likelihood** of an incident occurring according to the ratings in the left hand column

Descriptor	Level	Definition
Rare	1	May occur somewhere, sometime (“once in a life time / once in a hundred years”)
Unlikely	2	May occur somewhere within the Department over an extended period of time
Possible	3	May occur several times across the Department or a region over a period of time
Likely	4	May be anticipated multiple times over a period of time May occur once every few repetitions of the activity or event
Almost Certain	5	Prone to occur regularly It is anticipated for each repetition of the activity of event

3. **Risk Matrix** – Using the matrix calculate the level of **risk** by finding the intersection between the likelihood and the consequences

Likelihood	Consequence				
	Insignificant	Minor	Moderate	Major	Severe
Almost Certain	Medium	High	Extreme	Extreme	Extreme
Likely	Medium	Medium	High	Extreme	Extreme
Possible	Low	Medium	Medium	High	Extreme
Unlikely	Low	Low	Medium	Medium	High
Rare	Low	Low	Low	Medium	Medium

4. Risk Level/Rating and Actions

Descriptor	Definition
Extreme:	Notify Workplace Manager and/or Management OHS Nominee immediately. Corrective actions should be taken immediately. Cease associated activity.
High:	Notify Workplace Manager and/or Management OHS Nominee immediately. Corrective actions should be taken within 48 hours of notification.
Medium:	Notify Nominated employee, HSR / HSC . Nominated employee, OHS Representative / HSC is to follow up that corrective action is taken within 7 days.

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Low

Notify **Nominated employee, HSR / HSC**. Nominated employee, HSR / HSC is to follow up that corrective action is taken within a reasonable time.