Personal Care of Students Risk Assessment (example)

This template is recommended to be completed using the [Manual Handling Procedure](https://www2.education.vic.gov.au/pal/manual-handling/procedure) and the [OHS Risk Planning and Management Policy](https://www2.education.vic.gov.au/pal/occupational-health-and-safety-ohs-risk-management/policy) for guidance. For further support in conducting a risk assessment, contact the OHS Advisory Service on 1300 074 715 or email safety@education.vic.gov.au.

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| **1. Background information** |
| **School** |  | **Date:** |  |
| **Person/s conducting risk assessment** |   | **HSR:** |  |

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|  | **Assessment of T.I.L.E:****Task****Individual** **Load****Environment** | **Based on the information gathered from the T.I.L.E assessment, where is there a risk? I.e. what could go wrong?** | **What controls should be put in place?*****(add or remove controls as needed)*** | **Considering the controls in place, are you satisfied that the risk is low or medium?** **See risk matrix below.**  |
| **1** | **Task**/s to be undertaken | *e.g., toileting student who uses wheelchair* | *e.g., student could be dropped, wheelchair could move, not enough space for proper technique for lifting* | * *Student health support plans completed in consultation with parents/carers*
* *Support of student fits with assigned staff duties*
* *Support of student fits with the scope of their position*
* *More experienced staff model and train others to develop skills of coworkers*
* *Further training requirements (work with Occupational Therapist or other health care specialist to specify)*
* *Staff are aware of policies and procedures*
* *Staff have completed the mandatory Hazardous Manual Handling and Ergonomics policy*
* *Regular inspection of workplace for potential hazards*
* *Staff are encouraged to report all hazards and incidents to the principal using eduSafe Plus*
* *The school promotes a culture of safety, where staff are encouraged to speak up*
* *Equipment and mechanical aids are checked before use, are in good condition and maintained as per manufacturers recommendations.*
* *Safe Work Procedure is developed and displayed.*
* *The use of Personal Protective Equipment is practiced prior to use to induct student and employee to use*
 | *If the risk is still high further controls need to be put in place (go back to reassessment stage and seek support from the Manual Handling Policy or the OHS Advisory Service).*  |
| **2** | **Individual**/sPerson/s who will undertake the task* are you familiar with the task?
* what is your physical capacity to undertake the task?
* do you have any previous or existing injuries that may be exacerbated by the task?
* is supervision required?
* What positions/postures are required to undertake the task?
* is more than one person required?
 | *e.g., Sally will be the main support – an experienced staff member with no pre-existing injuries. Will need to bend down to support student with transfer. Requires support from additional person to undertake lifting.* |  |
| **3** | **Load** Consider:* weight
* dimensions
* rigid or unstable
* fixed or moving
* direction and distance
* if there is repeated exposure to loading or force.
* if a mechanical aid can be used to assist and if it is fit for purpose (wheels move smoothly over the surface, it can easily support the weight of the load and the load is stable?)
 | *Student weighs 45kgs and has movement of arms and legs and can assist with the transfer.*  |  |
| **4** | **Environment** Consider where the task will be undertaken and what in the surrounding area may be a hazard:* what space the task will occur in
* whether the task occurs in or between different locations
* the surface condition e.g., carpet will require more force to move trollies across, lino or tiles may be slippery
* any obstacles that may be in the way
* climate (heat and cold can change the way a person moves and performs)
* ventilation
* lighting.
 | *E.g., bathroom 3 is suitable for this task, has space and a hoist available if required. Flooring is non-slip flooring.*  |  |





