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Classroom - No.1 Slips, Trips and Falls (List additional hazards, risks and controls particular to your school using the blank template no.55)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 when action completed |
| Spills, e.g. liquid spills, drinks, art/crafts materials |  | Injury due to slip, trip, fall | H | Spills dealt with immediately |  |  |  |  |
| H | Absorbent material used to soak up the spill |
| H | Absorbent materials located near high spill risk areas |
| High-risk slip and trip areas |  | Injury from slip, trip or fall | H | High risk areas for slips, trips, and falls are identified and dealt with |  |  |  |  |
| Inadequate storage  of school equipment and personal belongings |  | Injury from slip, trip or fall | H | School equipment is stored tidily |  |  |  |  |
| H | School bags stored tidily |
| H | Student belongings on hooks, placed in lockers or safely under desks |
| H | Floors and access routes are kept clear |

Classroom - No.1 Slips, Trips and Falls cont’d. (List additional hazards, risks and controls particular to your school using blank template no.55)

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| 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 when action completed |
| Inadequately fitted mats or rugs |  | Injury from slips, trips and falls | H | Mats and rugs are properly designed/fitted |  |  |  |  |
|  |  | H | Heavy mats are used as necessary |
|  |  | H | Mats are recessed into flooring where possible |
|  |  | H | Weighted edges are used where possible or edges are fixed in place |
| Areas prone to constant wetting |  | Injury from slips, trips and falls | H | All areas prone to constant wetting are identified |  |  |  |  |
| H | There is adequate local drainage |
| Transition areas |  | Injury from slips, trips and falls | H | Areas where pedestrians move between surfaces with very |  |  |  |  |
| (Transition |  | different levels of grip are |
| areas are |  | identified, e.g. from wet surface to |
| areas with a sudden  change in the level of grip) |  | a dry surface or vice versa |
| H | Precautions are taken to remove excess moisture from footwear |
|  | H | Mats are properly designed and installed |

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Classroom - No.1 Slips, Trips and Falls cont’d. (List additional hazards, risks and controls particular to your school using blank template no.55)

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| Level changes |  | Injury from slips, trips and falls | H | Areas are identified where levels change, e.g. slopes, ramps, steps/ stairs, unexpected holes, bumps, drainage channels |  |  |  |  |
| H | Slip resistant surfaces are ensured |
| H | Proper lighting is provided |
| H | Changes in levels are highlighted |
| H | Drain covers are in place |
| H | The top and bottom of stairways are kept clean and tidy |
| Cables and hoses |  | Injury from slips, trips and falls | H | No trailing cables and hoses |  |  |  |  |
| H | Electrical outlets sited to avoid trailing cables |
| H | Retractable reels used |
| Damaged flooring/ paving |  | Injury from slips, trips and falls | H | Poorly maintained or damaged floors or paving identified |  |  |  |  |
| H | Repairs carried out and steps taken to prevent future damage |
| Slippery surfaces |  | Injury from slips, trips and falls | H | Slippery surfaces are identified - as a rule of thumb, high gloss, highly reflective = high risk |  |  |  |  |
| H | Consideration is given to changing or treating floor surfaces - this might include addition of slip resistant materials |
| H | Particular attention is paid to areas that may become slippery during severe weather |

Classroom - No.1 Slips, Trips and Falls cont’d. (List additional hazards, risks and controls particular to your school using blank template no.55)

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|  |  |  |  |  |  |  |  |  |
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| 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 when action completed |
| Cleaning and washing floors |  | Injury from slips, trips and falls | H | As far as possible, dry cleaning replaces wet cleaning |  |  |  |  |
| H | A system is used to keep pedestrians away from wet/ moist floors, e.g. physical barriers |
| H | Cleaning is organised to provide dry paths through areas being cleaned |
| H | Where wet cleaning, detergent is used and water is at the right temperature |
| H | Excess liquid is removed to assist the floor drying process. As far as possible, the floor is cleaned until dry |
| Over-used warning signs |  | Injury from slips, trips and falls | H | Where warning signs are used these are removed when no longer required |  |  |  |  |
| Shoes/ footwear with poor slip resistance |  | Injury from slips, trips and falls | H | Suitable slip resistant footwear is provided and worn as needed |  |  |  |  |
| Broken, tables, chairs or other furniture items |  | Falls and related injuries | H | Broken furniture removed from service until repaired or replaced |  |  |  |  |
|  |  |  |  |  |  |  |  |  |

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: Date: / / © All Rights Reserved