NASUWT CYMRU
Undeb yr Athrawon **The Teachers' Union**

A Guide to Risk Assessment of Violent and Abusive Behaviour

A guide for leaders and managers in Wales

health&safety
at work

Introduction

The purpose of this guide is to:

■ explain the legal duties on education employers and managers in relation to violence and abusive behaviour against staff;

■ outline the procedures that should be used by schools and colleges to tackle the problem; and

■ advise school/college leaders on the actions that they should take.

Although most schools and colleges remain relatively safe and secure, the working lives of teachers, headteachers/college principals and other members of the education workforce are adversely affected by a minority of pupils who challenge authority and behave disruptively, using threatening behaviour, abusive language and sometimes physical violence. Both employer and employees have an interest in ensuring that their school/college is a safe space.

The Impact of Poor Pupil Behaviour

Too many teachers have had their careers ended prematurely and their lives ruined as a result of violent incidents at work, causing significant long-term physical and psychological injuries, including stress, anxiety, depression, post-traumatic stress disorder and agoraphobia. Disruptive or violent pupils take up a considerable amount of staff and management time, increasing stress and workload and distracting teachers from focusing on other pupils. Violent incidents can have a detrimental impact on the school/college working environment for both staff and pupils, and can cause reputational damage, leading to falling pupil numbers and staff recruitment and retention difficulties. Additional costs may also be incurred as a result of increased sickness absence, higher insurance premiums and compensation payments.

The Importance of Effective Risk Assessment

Adequate risk assessments should be undertaken of pupils who persistently display high levels of aggression and violence in school/ college, and the details of those risk assessments should be shared with relevant staff, particularly when pupils move school/college. Pupils and staff are being put at risk where the employer fails to undertake an appropriate risk assessment, implement suitable control measures, share adequate information with staff about violent and disruptive pupils, and use the sanctions available when necessary.

Some schools and colleges should consider the full range of sanctions available to tackle unacceptable pupil behaviour, including dealing with low-level disruption or verbal abuse. Behaviour policies which include effective risk assessment procedures will help create conditions in which teachers can teach and pupils can learn effectively.

Research Evidence and Data

The NASUWT's extensive research, including annual surveys of teachers, consistently shows that violence towards and verbal abuse of teachers is all too common and that pupil behaviour is a major cause of excessive workload and stress.

> In 2018, the Union's Big Question survey of over 7,000 teachers throughout the UK found that in the past 12 months: more than one in ten teachers (11%) had been physically assaulted by a pupil, one in seven (14%) had been threatened with physical assault by a pupil, and more than half (51%) had been verbally abused by a pupil.
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> Almost a quarter of teachers (24%) reported having been verbally abused by a parent or carer in the past 12 months.

The NASUWT Position

The NASUWT recognises that pupils cannot learn and teachers cannot teach in an atmosphere of violence and disruption. The Union works to protect the safety and wellbeing of its members.

With the support of members, the NASUWT does not hesitate to ballot to 'refuse to teach' certain pupils in circumstances where schools/colleges and Independent Appeals Panels fail to have due regard for the health and safety of members. No teacher should be expected to put up with violence at work.

All teachers are entitled to a healthy and safe working environment.

The Responsibilities of Employers and Governing Bodies

Under the Health and Safety at Work Act 1974, employers have a legal duty 'to ensure, as far as is reasonably practicable, the health, safety and welfare of their employees and others'.

The Management of Health and Safety Regulations (1999) also places a legal duty on employers, through the **risk assessment** processes, to **examine workplace hazards, identify those at risk and take measures to control those risks**.

Education employers are required under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (2013) (RIDDOR) to record all incidents of violence. This means that all schools and colleges must have a reporting procedure, for which the headteacher or principal will have day-to-day responsibility. **School/college leaders and education managers should take appropriate steps to ensure that staff report all incidents of violence and abuse, using the established procedures.** Incident reports provide essential details to inform the risk assessment process. Acts of non-consensual violence to a person at work that result in death, a major injury or being incapacitated for over seven days are reportable to the Health and Safety Executive (HSE). Reportable specified injuries include:

- fractures, other than to fingers, thumbs and toes;
- amputations;
- any injury likely to lead to permanent loss of sight or reduction in sight;
- any crush injury to the head or torso causing damage to the brain or internal organs;
- serious burns (including scalding), which:
  - cover more than 10% of the body; or
  - cause significant damage to the eyes, respiratory system or other vital organs;
- any scalping requiring hospital treatment; and
- any loss of consciousness caused by head injury or asphyxia.

For further detail on what incidents are reportable under RIDDOR, visit www.hse.gov.uk/riddor.

Health and safety legislation[1] also requires that employers **consult and co-operate with Health and Safety Representatives**, including on the management of health and safety risks in the workplace.

Although health and safety tasks may be delegated to line management and employees competent to carry them out, the responsibility itself remains with the employer. The safety committee should regularly **review relevant school policies and statistical reports** (not naming individuals) and **examine and respond to any patterns of violence or abusive behaviour**. Workplace safety committees, convened during the working day, are an effective forum for consultation with trade union representatives.

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[1] *Safety Representatives and Safety Committees Regulations 1977 and The Health and Safety (Consultation with Employees) Regulations 1996.*

The Responsibilities of Headteachers/College Pprincipals

Those who 'have to any extent control of premises' – i.e. those governing bodies in schools or colleges where the employer is the local authority, or the headteacher/college principal also has the responsibility of managing health and safety on a daily basis. The headteacher/college principal may delegate the lead role on day-to-day health and safety implementation and management of the policy to a nominated senior manager, but they will retain overall responsibility. It is crucial that the headteacher or principal and governing body/board liaise closely on all issues that relate to health, safety and welfare.

The headteacher/college principal is also responsible for the following:

a. ensuring that suitable and sufficient risk assessments are carried out of employees' risk of exposure to violence and aggression and that appropriate control measures are implemented;

b. making appropriate arrangements for incidents to be reported, recorded and investigated;

c. regular monitoring of the level and general nature of any incidents of violence and abuse and the school/college response to them;

d. reviewing the effectiveness of the behaviour management procedures and health and safety policy, including risk assessment, control measures and responses to incidents;

e. provision of appropriate training for employees and volunteers;

f. producing an annual monitoring and evaluation report to the Governing Body/Board;

g. consulting with workers and the workplace trade unions.

Definition of 'Violence'

The HSE defines work-related violence as:

'any situation where a person is abused, threatened or assaulted in circumstances relating to their work'.

Such circumstances include any work-related activity, whether on school/college premises or off-site (such as educational visits). A pupil, colleague or member of the public could be responsible. Physical force, verbal abuse or threats, including prejudice-related incidents and damage to property, are all forms of violence.

Schools and colleges should have strategies to address, prevent and deal with work-related violence, including verbal and physical abuse of staff.

Risk Assessment

Employers have a legal duty, through the risk assessment processes, to examine workplace hazards, identify those at risk and take measures to control those risks.

Headteachers/principals have a duty to control and reduce risks to a level 'as low as is reasonably practicable' (ALARP).

Risk assessment can be applied to individual pupils or adults and is a necessary process to follow in situations where application of the school/college behaviour management policy has not resulted in improved behaviour, and a pupil's conduct continues to pose an ongoing and demonstrable risk to staff and other pupils. Pupils with a history of violent and abusive behaviour represent a demonstrable and foreseeable risk.

The conduct of risk assessment is fundamental to the management of risks in the workplace. A risk assessment identifies the hazards, for example, features of a pupil's violent or aggressive behaviour such as kicking or biting, the people who might be harmed, and sets out actions to be taken to prevent such harm.

The five-step approach to risk assessment recommended by the HSE is essential to the control of all risk situations. It can be applied to behavioural problems in all educational settings, including specialist establishments, where extremely violent young persons may be taught.

> The NASUWT pro forma, *Risk assessment form for completion by person responsible for pupil discipline/welfare,* is included at the end of this advice document and can be used to produce a risk assessment of violent and abusive behaviour for particular pupils who have been identified as presenting a potential risk.

Those undertaking risk assessments should have received suitable and sufficient training and be competent to do so. Staff undertaking pupil risk assessments should:

- be aware of the relevant regulatory frameworks and school/college policies, including those relating to child protection, health and safety, equality and discrimination, site security, pupil restraint and data protection;

- during the risk assessment process, consult union safety representatives and staff involved in providing education and care for the pupil;

- consider any parenting contracts/orders and liaise with parent(s)/carer(s), as appropriate (whilst there is no requirement to secure the

permission of a parent/carer to conduct a pupil risk assessment, it may be helpful to discuss common 'triggers' of behavioural problems and successful strategies in preventing and dealing with inappropriate behaviour); and

■ liaise with relevant external agencies, as appropriate, including behaviour support services, children and adolescent mental health services (CAMHS), drug counselling agencies, education welfare officers, educational psychologists, social services/child protection, local police – School Community Police Officers (SCPOs)/Youth Offending Teams and All Wales School Liaison Core Programme (AWSLCP).

The HSE risk assessment process should be followed when undertaking a risk assessment, it includes the following steps:

> **Step 1: Identify the hazards**
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> The first step in your risk assessment is to identify the hazards - things that can cause harm to people in your school/college, for example, features of a pupil's violent or aggressive behaviour such as threatening violence, kicking, biting or carrying weapons. Gather information and evidence about previous incidents of violent and disruptive behaviour involving the pupil. For violence, it is helpful to think in terms of risk factors at the same time.
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> A **hazard** is something that can cause harm. In the case of violence at work, threats or intimidation, and verbal abuse, think about the potential perpetrator of violence, aggression or abuse and the situations that may arise in the school/college.
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> **Risk factors** are aspects of the work that make violence more likely. Common factors that can lead to violent or aggressive behaviour and create a risk may include:
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> ■ a history of violence or aggression or mental health issues (sometimes people with mental health issues may present a risk of violence, but this is not common);
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> ■ dysfunctional home life (external pressures, gangs);
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> ■ impatience (due to waiting, lack of information, or lack of challenge);
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> ■ frustration (due to lack of understanding a lesson, learning difficulties, or lack of challenge);
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> ■ anxiety (learning difficulties, worried about a test/exam, external pressures, hunger);

- resentment (learning difficulties, lack of rights, perceived lack of attention);
- alcohol and drugs (external pressures, gangs, problems at home); and
- poor design of premises/poor quality learning environment (overheating, overcrowding, poor lighting, inadequate ventilation).

There are a number of ways you can gather information about hazards and risks in your workplace:

- ask your employees and union representatives about their experiences with the pupil and what they think are the likely hazards and risk factors;
- read information on HSE's website, including the *Risk assessment for work-related violence* toolkit – see https://www.hse.gov.uk/violence/toolkit/riskassessment.htm; and
- look back at your accident/incident and ill health records to identify previous incidents of violence and aggression, patterns of behaviour and previous offenders.

Individual risk assessments where individuals pose a risk of violence and aggression.

If the pupil has previously been aggressive or violent and/or is receiving behavioural support, the risk assessment should be completed and regularly reviewed as part of the additional learning needs (ALN) planning process. The assessment should consider:

- the mental, emotional and physical condition of the pupil;
- the effect of medical conditions or ingestion of energy drinks, drugs, alcohol or medicines;
- their stress levels;
- whether they have a history of challenging, violent or aggressive behaviour;
- the likelihood of them causing harm to themselves or others; and
- whether they consider others a threat.

All staff likely to be exposed to potentially violent individuals should be informed of the potential trigger situations and the prevention measures identified by the assessment and care plan. Particular care is needed when:

- new members of staff or agency staff are involved;

- new pupils are admitted, especially those with a history of challenging behaviour; and
- there has been a change in a pupil's mental or physical state, medication, behaviour and mood.

Step 2: Decide who might be harmed and how

Think about where and when violence is more likely to occur in your school/college and who is at risk. Entrances are often 'hot spots' for violence and events that are open to parents/carers, and members of the public present distinct risks and hazards that need to be considered.

You should ask staff and their union representatives about what types of violence and aggressive behaviour have been experienced and the situations where they feel threatened, as well as situations that might pose a risk, even if they do not cause concern to staff at the moment. This may include:

1. verbal abuse and abuse of staff on social media;
2. inappropriate sexual and abusive behaviours (such as lewd comments, 'up-skirting' and 'down-blousing');
3. aggressive or threatening behaviour, intimidation and threats of violence;
4. physical assaults, including use of weapons; and
5. discrimination and harassment (relating to age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity).

You need to identify which groups of people in your school/college could be harmed by physical assaults, threats, intimidation or verbal abuse. Think about all the individuals you have in your workplace at any time. This will include teachers and support staff and may include people who do not have regular shifts or work patterns – for example, maintenance staff, cleaners, catering staff, lunchtime supervisors, security staff and other contractors. You must also consider pupils, guests and members of the public.

Certain people may be more at risk of experiencing work-related violence:

- **Young workers, trainees and NQTs/beginning teachers** may be more at risk because they have had less training/experience in how to deal with poor pupil behaviour, angry parents/carers, potentially violent situations and sexual harassment. They may also have more difficulty recognising dangerous situations through lack of experience.

- **Temporary workers/supply staff** may be more at risk because they have received less training or information on work-related violence than permanent staff.
- **Night/shift workers**, including late-evening workers, can be at greater risk as more violent incidents occur at night time. Also, certain days of the week or certain times are more hazardous; for example, lunch-time and opening and closing times are particularly risky times when key holders can feel particularly vulnerable.
- **Lone/isolated workers** can be at greater risk as they do not have the support of colleagues who can act as a deterrent to a potential assailant or provide immediate help and support if there is a problem. Also, if there is a violent incident and the member of staff is injured, it may take longer for help to arrive. Therefore, lone workers need particular consideration in terms of training and the provision of personal communication devices, which may form part of a number of reasonably practicable control measures to help manage the risk. These include: telephones, mobile phones, radios, automatic warning devices and emergency alarms. HSE advice on lone workers is available at www.hse.gov.uk/violence/loneworkers.htm.
- **Teachers in a special school or similar environment** may be at greater risk if there is an increased likelihood of coming into contact with pupils with a history of violent and abusive behaviour.

For these groups of staff, you may need to consider additional control measures.

Step 3: Evaluate the risks and decide on precautions

The aim of this stage is to think about how you can manage the risks of harm from work-related violence. That can mean avoiding a particular hazard altogether, reducing the likelihood of harm that does occur less serious. You need to make sure that you have reduced risks 'so far as is reasonably practicable'.

The risk is the chance, high or low, that somebody could be harmed by hazards identified in step 1, together with an indication of how serious the harm could be. A risk factor is something that can increase the chance of the hazard occurring.

At this stage of your risk assessment you need to establish whether there is a significant risk of violence in your workplace, including from a

particular pupil. You can do this in a number of ways, but perhaps the easiest way initially is to speak to your staff and safety representatives about their experiences. You can also look at sickness absence figures, staff turnover, injury illness records, and accident/incident reports (particularly for incidents of work-related violence).

Your school/college may also have specific risk factors that are associated with a higher risk of violence:

■ you have lone workers, isolated staff, or small numbers of staff;

■ your staff are under pressure. Exceptional workloads or staff shortages may slow employee performance and lead to delays, impatience and hostility;

■ pupils and parent/carers that have a history of violence or are likely to be under the influence of drink or drugs;

■ your school/college may be in a high-crime area. Schools and colleges with previous experience of robbery, assaults or threats are more at risk of repeat incidents;

■ your school/college may be quite isolated;

■ your premises may have easy access/escape routes;

■ your school/college layout/lighting is poor;

■ you do not have any (obvious) security measures, which may suggest to potential assailants or criminals that there is a low risk of detection and minimum protection.

The next step is to decide whether there is anything more you can do. Have you reduced the risks 'so far as is reasonably practicable'? To do this, you will need to consider undertaking proactive measures such as:

■ reviewing the effectiveness of existing control measures to ensure they are working as intended;

■ consulting your staff about their ideas. Employees have practical experience and insight into their workplace and particular pupils. They are, therefore, a good source of information and ideas. Involving your staff will also encourage them to adopt and own the arrangements you put in place. You should include your employees by getting them to:

    • participate in developing and devising procedures to minimise violence risk;

    • participate in the evaluation of any control measures;

- share on-the-job experiences to help other employees recognise and respond to violence.

■ undertaking a staff training needs assessment to identify whether additional training is necessary: for example, in behaviour management and de-escalation techniques, emergency breakaway techniques and team-based physical restraint for emergency situations;

■ comparing yourself to current good practice, which is included in the HSE's *Quick guide to control measures* – see http://www.hse.gov.uk/violence/toolkit/controlmeasures.htm;

■ identifying any further control measures necessary to reduce the risk to the lowest possible level. This may include:

- ensuring that standard security measures are in place and working effectively. Measures, which do not all have to be expensive to be effective, could include:
    i. restricting pupils and visitors to a single entry point;
    ii. controlled entry systems (such as coded security locks on doors to restrict access to the premises and to keep pupils and the public out of staff areas);
    iii. staffed reception area;
    iv. visitor badging; and
    v. providing staff with panic alarms or other appropriate communication devices.

- installing security equipment, such as CCTV[2];

- reviewing how you manage the ways pupils move around your premises and considering how you can prevent the build-up of crowds or queues;

- ensuring appropriate staff:pupil ratios;

- ensuring that pupils are provided with appropriate behavioural support and access to specialist support services (such as external agencies, as appropriate, including behaviour support services, CAMHS, drug counselling agencies, education welfare officers, educational psychologists, social services/child protection, local

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[2] Staff and their union representatives should always be consulted prior to installing Closed-circuit television (CCTV) surveillance in a school/college and you should also consider consulting parents. CCTV should never be used as a tool to monitor staff behaviour. If CCTV is to be effective it should be monitored by staff trained in how to respond to an incident, have a recording facility; and be efficiently serviced (e.g. recording media changed systematically).

police – School Community Police Officers (SCPOs)/Youth Offending Teams and All Wales School Liaison Core Programme (AWSLCP).

Procedures should be in place to ensure that staff working with pupils with a history of violent and abusive behaviour are both properly trained and aware of what early interventions and control measures are appropriate for individual pupils.

Step 4: Record your findings and implement them

Once you have identified the control measures and interventions that you are already taking to keep your staff safe, as well as actions that you could take to improve their safety further, you need to determine how you will implement them.

Remember, paperwork on its own does not protect people; you need to take action and implement your control measures. Risk assessment is a means to an end, not an end in itself.

At this stage you need to:

- appoint a responsible person to ensure the control measures are implemented;
- ensure control measures are realistic and implemented within specific timescales. Make sure you prioritise and decide who is going to do what and by when;
- decide how you will effectively and consistently inform, instruct and train staff in implementing the control measures; and
- record your findings in a written risk assessment and share this with appropriate staff.

Legal requirements

Those undertaking risk assessments should have received suitable and sufficient training and be legally competent to do so. If you employ five or more people, you have a legal duty to record the significant findings of your risk assessment. You will also need to share the results of your findings with your employees.

The HSE advises that risk assessment findings should be fit for purpose. It is the quality of the findings and not the quantity that matters. If you wish, you can refer to other documents such as a health and safety manual, or your school/college policies and procedures, rather than writing them out in full in the assessment findings.

Step 5: Review your risk assessment and update if necessary

Risk assessments should be regularly reviewed and amended to take account of any new incidents of violent or abusive behaviour. School/college leadership should regularly communicate with staff, monitor incident rates and control measures to enable them to judge whether control measures are effective.

School/college management should:

- give unequivocal support to staff subjected to violence;
- investigate all reported incidents of violence;
- assess risks and devise strategies for the prevention of violence;
- devise, in consultation with staff, and implement a behaviour management and anti-bullying policy and a formal system for reporting and recording all incidents of violence;
- confirm that reporting an incident will not reflect on staff competence;
- monitor the effectiveness of staff interventions and control measures; and
- take into account the fact that women are disproportionately subjected to violence.

The risk assessment should be regularly reviewed to ensure that the risk of staff being abused or assaulted at work has not increased and that no additional control measures are necessary. In all cases where a new pupil with a history of violent and abusive behaviour is admitted to the school/college, a pupil risk assessment should be undertaken.

There is no legal time frame for when you should review your risk assessment. However, the HSE advises that it should be treated as a working document that should be updated as circumstances change. As a guide, it is recommended that risk assessments be reviewed on an annual basis.

Monitor and review

- Check that your control measures are working.
- Review your assessment in case the sitation has changed, and record the significant findings with your risk assessment documents.
- Communicate any changes with staff.

Employers have ultimate responsibility for health and safety. Headteachers, principals and heads of centres are usually responsible for the day-to-day discharge of the employers' health and safety functions and should reach agreement with NASUWT Health and Safety Representatives on simple-to-use risk assessment procedures.

The NASUWT recommends that the pro forma: **Risk assessment form for completion by person responsible for pupil discipline/welfare,** included in this advice document, be used in schools and colleges. They have been designed to minimise bureaucratic burdens and workload associated with the conduct of risk assessments.

A systematic approach to tackling a problem should involve:

- an analysis of the **problem**;
- gathering of **information**;
- a **plan** of action.

Safety Policy

It is a fundamental legal requirement for an employer to have a health and safety policy. In most maintained schools, the local authority will have a policy which can be customised to suit the particular school. It is a legal requirement for staff or their representatives to be consulted on the policy, ideally through a safety committee. By doing so, school/college leaders and managers can secure significant added value to the credibility and practicality of such arrangements and reinforce the confidence of those involved. The policy should commence with a statement of intent in which the employer acknowledges their responsibility for providing a safe and healthy working environment. It should also make reference to the relevant health and safety legislation and be the subject of regular review in consultation with the recognised trade unions.

Schools and colleges may include within their general safety policy a section about violence, or have a separate policy appended to it. This should contain its own statement of intent, including:

- commitment to introduce measures, reducing the risks of violence;
- declaration of support for victims of assault and abuse;
- encouragement of use of reporting systems;
- confirmation that all reports will be investigated and followed through, with reference to the police as necessary;

- offers of support following incidents, including legal advice and representation;

- commitment to advise the perpetrators of abuse of the legal actions that might be taken against them. In addition, there should be a protocol for monitoring incidents, including taking account of equality and anti-discrimination implications.

Behaviour Management Policy

The Behaviour Management Policy should be clear that the school/college will always treat seriously any violent, aggressive and abusive behaviour and incidents, including cyber-bullying and behaviour that undermines the dignity of staff or pupils such as 'up-skirting'. The behaviour management procedures should make it clear that the school/college will impose strong sanctions on those pupils who behave in this way towards staff or pupils.

Staff should be provided with regular and appropriate behaviour management training and development which should cover: implementing the employer's behaviour policy; logging and recording of incidents; leadership of behaviour; strategies for managing behaviour in the classroom; lunchtime supervision; pupil behaviour and educational visits; legislation affecting behaviour management (such as detention, exclusion, child protection, pupil restraint and pupil searches); pupil support; equal opportunities; anti-discrimination and techniques for promoting positive behaviour.

NASUWT Behaviour Management guidance is available on the Union's website: https://www.nasuwt.org.uk/advice/in-the-classroom/behaviour-management.html.

Reporting

All instances of threatening or violent behaviour should be recorded and reported using the school or college procedure. Managers or heads of centres, should ensure that the appropriate documents are made available to staff.

Education employers are required under the RIDDOR (2013) to record all incidents of violence. This means that all schools and colleges must have a reporting procedure, for which the headteacher or principal will have day-to-day responsibility. Acts of violence to a person at work that result in death, a major injury or being incapacitated for over seven days are reportable to the HSE. For detail on what incidents are reportable under RIDDOR, visit www.hse.gov.uk/riddor.

Where the local authority is the employer, its safety committee should regularly review the statistical reports (not naming individuals) and examine and respond to any patterns of violence. Where the employer is the school or college governing body/board, the same review process should be undertaken by the governing body or school/college safety committee. **Therefore, it is important that school/college leaders and education managers instruct and encourage staff to report all incidents of violence and abuse, using the established procedures.**

All cases of criminal violence must also be reported by the school/college to the police.

Further Information

The NASUWT has a wide range of information and materials related to behaviour management issues, as well as training courses.

For details of other NASUWT publications and behaviour management courses, visit the Union's website: www.nasuwt.org.uk.

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Pupil Behaviour

The 'Behaviour and attendance' section of the Learning Wales website: http://learning.gov.wales/resources/improvementareas/behaviourandattendance, contains useful guidance for schools in Wales.

Risk Assessment

The HSE website: www.hse.gov.uk, includes guidance on the risk assessment of work-related violence.

Risk assessment form for completion by person responsible for pupil discipline/welfare

Pupil name:	Year Group:	Teacher(s): Support staff:	Date:

Step 1: Identify the hazards	
Is there a history of violent or abusive behaviour?	Provide a list of previous incidents.
Describe the forseeable hazards and risk factors	

Step 2: Decide who might be harmed and how	
If the risk arises, who is likely to be injured or hurt?	Provide a list of persons at risk.
What kind of injuries or harm is likely to occur?	
How likely is it that the risk will arise?	
How serious are the potential adverse outcomes?	

Step 3: Evaluate the risks and decide on precautions	
Proactive interventions/ control measures to prevent risk	

Early interventions/ control measures to manage risk	
Reactive interventions/ control measures to respond to adverse outcomes	

Step 4: Record your findings and implement them

Measures implemented		Date:
Proactive interventions/ control measures to prevent risk		
Early interventions/ control measures to manage risk		
Reactive interventions/ control measures to respond to adverse outcomes		
Measures not implemented		Risk:
Provide details of interventions/ control measures not implemented and state the reasons why		

Step 5: Review your risk assessment and update if necessary

Review date:	Reviewed by:

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