

# Health, safety and wellbeing



## Slips, Trips and Falls Checklist

This checklist has been developed to assist in the identification of slips, trips and fall hazards in departmental environments.

After completing the checklist consult with your Health and Safety Advisor (HSA) and/or local workplace health and safety committee about actions to fix identified hazards if needed.

While completing the checklist remember to consider the environment, the activities and the users of the area, for example, young students (Prep year), students with disabilities, staff and visitors.

Consider if any person may be:

- carrying, pushing/pulling loads, including on stairs or ramps
- rushing or running, particularly in high traffic areas
- applying high force to push/pull tasks (for example, heavy/awkward trolleys on ramps)
- involved with wet tasks generating contaminants on the floor/ground
- carrying loads that obstruct vision or may upset balance.

### Floors

	Y/N
Can water be tracked through on to smooth floors on rainy days? – foyers, stadiums, entrance to admin block	
Are there any hard, smooth floors in wet, dusty or oily areas? – manual arts, art rooms, kitchens, toilets, change rooms	
Are there any leaks of fluid on to the floor from activities or machines? – manual arts, soap in toilet areas, facilities storage areas	
Is poor drainage causing pooling of fluids? – storage or agricultural sheds, science prep rooms and labs, pool areas	
Are there any floor surface transitions that are sudden or not easily noticed? – change in flooring or floor surface, for example, carpet to tiles/lino	
Are there floor surfaces that are slippery when wet? – tuckshops, change rooms, foyers, entrances	
Are any anti-slip paint, coating profiles or tapes worn smooth or damaged?	
Are there any isolated low steps? – for example, a single step that people may not be expecting — commonly in doorways	
Are there any raised carpet edges, corners of mats or holes worn in carpets, lino?	
Are there any broken or raised tiles?	
Is there delay in having damaged surfaces repaired?	



## Lighting

Is there insufficient lighting? – passageways, outdoor walkways, flooring transitions, ramps or stairs – remember after school activities at night, for example, meetings, interviews	
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## Outdoor areas

Is there a build-up of soil, moss or other vegetation on pathways?	
Are there areas of poor drainage or recurrent leaks near footpaths or walkways?	
Are there potholes in footpaths or walkways, raised, missing or broken pavers?	
Are there protruding or uncovered grates or drains in pedestrian access areas?	
Are there any changes in surface levels not easily noticed, for example, ridges?	

## Stairs and ramps

Is the lighting insufficient for ramps or steps to be seen clearly and without glare? – stairwells, landings, exits	
Do any steps have a rise or tread that is too small or too large?	
Is the step slippery, hard to see or damaged?	
Are the steps uneven or are there excessive variations in step dimensions?	
Are handrails inadequate on stairs?	
Are ramps steep or slippery? – changes in elevation not easily identified	

## Housekeeping

Is there a build-up of polish on floors?	
Is there an excessive residue of detergent?	
Do staff/students walk on wet floors after cleaning?	
Is there inadequate signage about hazards, for example, wet floors, steep steps?	
Are spills — paper, rubbish, liquids — left on the floor?	
Are walkways cluttered and poorly marked? – mobile displays in foyers, walkways used for storage	
Are there any trip hazards lying on the ground? – equipment, other movable objects, bags, boxes, deliveries, cords/leads	
Do spills (wet or dry) occur regularly during classroom activities? – dust in manual arts, water, oil in art rooms, kitchens	
Is there delay in cleaning up contaminants?	

## Footwear

<p>Is inappropriate footwear being worn for the activity being undertaken or the flooring or outdoor surface being accessed?</p> <p>Consider:</p> <ul style="list-style-type: none"><li>• activity: for example, steep, or uneven areas of playground or other pedestrian area</li><li>• surface: for example, ice in access areas, moss on walkways, slippery tiles</li></ul> <p>If a hazard is identified (above) is there a school footwear policy or procedure for identified 'at risk' activities or in 'at risk' areas?</p>	
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## Resources

Slips, Trips, Falls (WHSQ)

<https://www.worksafe.qld.gov.au/injury-prevention-safety/workplace-hazards/slips-trips-and-falls>

Creating Healthier Workplaces

[www.education.qld.gov.au/health](http://www.education.qld.gov.au/health)