



Berkeley West Public School

WHS Handbook and School Based/Self Paced Induction Training Package

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Part 1

General Induction Training

This section deals with the generic requirements of WHS induction training and should be provided for all employees, including casual employees.

Topics in Part 1 include:

- **Work Health & Safety Legislation**
- **Consultation**
- **Risk Management & Hazard Reporting**
- **Injury Management**
- **Staff Welfare**
- **First Aid & Emergency Procedures**

Work Health & Safety Legislation

What is Work Health and Safety?

Work health and safety is about the health, safety and welfare of all people in the workplace. The overarching emphasis is on the prevention of work-related incidents, illness, disease and injury. Safe and healthy workplaces depend on safe people, safe systems of work, safe property and plant and safe work environments.

The Director-General and senior officers are committed to ensuring a safe and healthy working and learning environment for staff, students and workplace visitors across the organisation. In addition, the Director General and senior officers are committed to injury management aimed at the early and safe return to work of injured staff. The NSW Department of Education and Training and NSW TAFE Commission Work Health and Safety Policy can be viewed at:

http://detwww.det.nsw.edu.au/media/downloads/detoh_s/adminandmanage/ohands/ohspolicy.pdf

All staff are required to comply with the relevant legislation, the key laws being the *Work Health and Safety Act 2000* (The Act) and amendments, the *Occupational Health and Safety Regulation 2001* (The Regulation), the *Workers' Compensation Act 1987* and the *Workplace Injury Management and Workers' Compensation Act 1998*.

What are my employers' WHS responsibilities?

An employer must ensure the health, safety and welfare at work of all their employees. This duty extends to the following:

- Maintaining places of work under their control in a safe condition and ensuring safe entrances and exits
- Making arrangements for ensuring safe use, handling, storage and transport of plant and substances
- Providing and maintaining systems of work and working environments that are safe and without risk to health
- Providing information, instruction, training and supervision necessary to ensure the health and safety of employees
- Providing adequate facilities for the welfare of employees
- Ensuring consultation with employees.

An employer must also ensure that non-employees such as students, visitors, contractors etc are not exposed to risks to their health or safety arising from the conduct of the employer's undertaking while they are at the employer's place of work.

What are my WHS responsibilities and how can I support workplace safety?

Employees must:

- Take reasonable care of the health and safety of themselves and others at the workplace
- Co-operate with employers in their efforts to comply with the WHS legislation
- Report any unsafe conditions which come to their attention.

All persons at a workplace must not:

- interfere with or misuse things provided for the health, safety or welfare of persons at work
- obstruct attempts to give aid or attempts to prevent a serious risk to the health, safety or welfare of persons at work
- refuse a reasonable request to assist in giving aid or preventing a risk to health, safety or welfare
- disrupt a workplace by creating health and safety fears.

For further information refer to:

Work Health Safety & Injury Management – a guide for the principal or manager, Chapter 3

How can I support workplace safety?

In summary, you are required to actively support workplace safety by:

- cooperating in maintaining a safe and healthy work environment
- following workplace safety procedures

Revised May 2014

- being familiar with relevant Work health, safety and welfare policies, procedures, guidelines and programs
- taking reasonable physical and psychological care of yourself and others at the workplace
- understanding and respecting the roles and responsibilities of others
- being aware of the impact of your actions on the health and safety of others
- identifying workplace hazards, assessing the risks and taking action to eliminate or control the risks
- reporting accidents, incidents and workplace hazards
- ensuring that work spaces and storage areas are orderly and that risks to health and safety are eliminated
- participating in WHS consultation and training
- following safety signs
- using equipment safely
- wearing personal protective equipment when required
- supporting and assisting injured colleagues to achieve a safe and timely return to work
- advising your principal or supervisor if you are aware of any permanent or long standing condition which would require currently, intermittently or in the reasonably foreseeable future, an adjustment to your workplace.

Consultation

What is meant by consultation in relation to WHS and when does it happen?

The employer is obliged to consult with employees so that they can contribute to decisions affecting their health and safety at work. Consultation should promote a joint responsibility by employers and employees to ensure the health and safety of all at the workplace.

This requires:

- the sharing of relevant information about Work health, safety and welfare with employees
- employees be given the opportunity to express their views and to contribute in a timely fashion to the resolution of Work health, safety and welfare issues at their place of work
- that the views of employees are valued and taken into account by the employer.

There are specific situations where consultation will occur and include:

- when risks to the health and safety of employees are assessed or reviewed
- when decisions are made about the measures to be taken to eliminate or control risks
- when decisions are made about the adequacy of facilities for welfare of employees
- when there are changes proposed to the premises, systems or methods of work that may affect health, safety or welfare of employees
- when decisions are made about the procedures for consultation.

How does WHS consultation take place?

As outlined in the legislation, consultation can be undertaken by any one of the following means:

- WHS committee
- WHS representative
- Other agreed arrangements made by employer and employees

The agreed consultation arrangements for Berkeley West Public School are provided at the end of this handbook and school's WHS Consultation Statement is also permanently displayed in the staffroom and photocopy room.

What is the role of an WHS committee or representative?

An WHS committee member or representative:

- consults with the employer on behalf of the employees
- reviews measures taken to ensure health, safety and welfare of employees and may investigate any matter which may be considered a risk
- assists in negotiating with the employer on matters of health and safety as they arise and may recommend ways to resolve them in a timely and efficient manner.

The WH&S committee for this school is Andrew Attard, Jim Williams and Rob Dawson.

Does WHS consultation occur in other forums?

In addition to the formal WHS consultation arrangements as outlined above, WHS consultation also occur in other workplace forums such as staff meetings, team and committee meetings.

For further information refer to:

WH&S webpage (see section on consultation)

WHS Consultation Code of Practice, WorkCover NSW, 2001

Guidance in locating these references is given in the section, *Further Information*.

Risk Management

What is risk management?

The employer and all employees are required to adopt a risk management approach to managing workplace health and safety. Risk management is about finding and fixing hazards using a systematic process which involves:

Step 1: *identifying hazards* - knowing the WHS problems in the workplace.

Step 2: *assessing the risk* - being aware of the harm they can cause.

Step 3: *eliminating or controlling any reasonably foreseeable risks* - doing something about it to ensure that people are not harmed.

Step 4: *monitoring and reviewing* - ensuring that elimination or control measures continue to be effective.

How do you identify and report hazards?

A hazard is anything that has the potential to cause harm, illness, injury or damage. Hazards and the risk of injury can be inherent in many activities or when using equipment and machinery. Possible ways to identify hazards include observation, safety inspections, discussions at staff meeting, consultation, analysing tasks and reviewing injury, illness and near miss records.

It is important to be aware of potential hazards as you go about your daily work and if you cannot address the problem, report all hazards, including a near miss, to your supervisor using a Hazard Report Form found in the staff pigeon holes in the administration building.

Assessing the risk

The risk of harm can be assessed by the likelihood that a particular hazard will cause injury or illness and the severity of harm that would be most reasonably expected.

How severely could it hurt someone or how ill could it make someone? And how likely is it to be that bad?	very likely <i>could happen anytime</i>	likely <i>could happen sometime</i>	unlikely <i>could happen, but very rarely</i>	very unlikely
Kill or cause permanent disability or illness	1	1	2	3
Long term illness or serious injury	1	2	3	4
Medical attention and several days off work	2	3	4	5
First aid needed	3	4	5	6

Figure 1. Risk Assessment Matrix

Controlling the risk

All foreseeable hazards in the workplace that have been identified must be, where possible, eliminated. If it is not reasonably practicable to eliminate the risks, then controls will be needed to minimise or manage the risk to the fullest extent possible. Controls can include substituting another activity, isolating the hazard, using engineering controls, using administration controls such as training and procedures or using personal protective equipment. These form the hierarchy of controls.

Reviewing and monitoring the control measures.

Reviewing and monitoring the risk management process ensures that measures adopted to control risks continue to be effective.

For further information refer to:

Work Health Safety & Injury Management – a guide for the principal or manager, Chapter 4
WH&S webpage (see section on risk management)

Injury Management

The Department is committed to the effective management of workplace injury and illness through the implementation of injury management plans and return to work programs. Injured or ill workers will be assisted to return to work as soon as it is practicable to commence workplace based rehabilitation, consistent with appropriate medical advice.

Where available, appropriate duties and hours will be provided for an injured or ill worker to undertake a graduated return to work plan. Every effort will be made to fully rehabilitate workers in their substantive positions, dependent on advice from the treating medical practitioner. Workers' compensation legislation now heavily emphasises early return to work as the major pathway for recovery after an injury or illness.

The legislation is designed to ensure:

- prompt treatment, early intervention and effective return-to-work programs
- effective and proactive management and necessary medical and vocational rehabilitation following workplace injuries
- certainty about income support for injured workers
- timely and sound decisions by insurers
- a reduction in the number of disputed claims
- prompt resolution of any disputes.

What do I do if I am injured at work?

Injured employees must:

- call the Incident Notification Hotline on **1800 811 523**
- notify the principal, either orally or in writing as soon as possible after an injury, illness or disease occurs
- enter details of the injury in the Register of Injuries
- where necessary, consult a doctor to arrange treatment and obtain a WorkCover medical certificate
- authorise the doctor to provide relevant information to both the insurer (GIO acting for DEC) and the employer
- participate in and cooperate with the establishment of a return to work plan and
- make all reasonable efforts to return to work as soon as possible.

Note – the principal will notify GIO and relevant Regional/SEA staff using the Department's Notification of Incident or Injury form. The School Education Area staff support officer is the return to work coordinator for schools.

For further information refer to:

Work Health Safety & Injury Management – a guide for the principal or manager, Chapter 6

Guidance in locating these references is given in the section, *Further Information*.

Welfare of Staff

The Department is committed to developing a positive climate in workplaces, enhancing staff morale and promoting harmonious working relationships that are conducive to effective teaching and learning.

To meet this commitment, the Department has introduced important initiatives aimed at providing a welfare service for staff in Departmental workplaces. These initiatives include the appointment of staff support officers to each Region and state office, the provision of an Employee Assistance Program (EAP) to eligible staff and training and development courses aimed at assisting in the personal and professional development of staff.

What is the role of the Staff Support Officer?

The major role of the staff support officer is to provide information and assistance to staff with regard to work related issues. In addition, the staff support officer provides:

- advice on conflict prevention and resolution procedures for all staff in the district;
- a mediation service for the resolution of complaints and grievances or advice on available mediation services;
- advice and support to principals on risk management and Work health and safety (WHS);
- co-ordination of rehabilitation programs to achieve an early return to work for workers who have an injury or illness;
- co-ordination of training in WHS (for WHS committee members or WHS representatives), risk management and other welfare and WHS related matters.
- advice on adjustments in the workplace for staff who have special needs.

Staff support officers undertake school visits to meet with staff, respond to calls from individual staff members and provide assistance where possible.

What is the Employee Assistance Program (EAP)?

The EAP is a voluntary, confidential and free counselling service provided by the Department to assist eligible staff experiencing work related and personal problems. These problems may include relationship or family issues, interpersonal conflicts, alcohol and other drug problems, financial and gambling difficulties, emotional stress, harassment related to sex, race, religion or physical appearance, trauma and post traumatic shock, grief and bereavement.

What services are available under EAP?

Services include:

- individual face-to-face or telephone counselling;
- group counselling;
- serious incident debriefing;
- 24 hour crisis service;
- assistance to principals and managers; and
- home or work visits if appropriate.

Who is eligible for EAP?

Staff may be provided with up to six free counselling sessions over a two year period. Those eligible for counselling include permanent and long-term temporary staff located in schools, district office and state office locations and casual staff eligible for sick leave.

How do I access EAP?

Both self referral and supervisor referral are encouraged, while maintaining the voluntary and confidential nature of the program. There is no need for the staff member to advise anyone or ask for approval. To access the EAP, staff should refer themselves to counselling by:

- telephoning the provider for the district or state office location in which they work; and
- making an appointment outside of work hours.

Brochures providing contact information for EAP providers are available in all schools, from Regions and on the DEC intranet. Staff with other questions relating to EAP should telephone their staff support officer.

First Aid & Emergency Procedures

First aid is the initial emergency aid or treatment provided to injured or ill persons at the workplace. It is an important first step in the safe early return to work process. All first aid treatments must be recorded in the *Register of Injuries* which should be readily accessible.

Report all incidents to the appropriate supervisor for investigation.

Please ensure you are familiar with the local first aid procedures and follow instructions of the first aider.

What first aid procedures are in place?

The school has a number of first aid kits at various locations and employees are designated to provide first aid.

- The first aid officer at Berkeley West Public School is Amanda Mackey (SAM).
- The first aid kits (facilities) are located in the school administration building.
- The person(s) trained to administer prescribed medication and health care procedures is Amanda Mackey (SAM).

Emergency procedures

All schools have procedures to deal with a range of serious incidents, such as a fire, bomb threat or intruders. Please ensure you are familiar with the procedures relating to emergency evacuation, lock down and serious incidents at this school. Emergency Evacuation and Lock-Down procedures are found on yellow laminated charts in every classroom in the school. Robbery response procedures have also been distributed to all staff. See the Principal if you require replacement copies of these.

For further information refer to:

Work Health, Safety & Injury Management A guide for the principal or manager, Chapter 6

Guidelines for School and TAFE NSW colleges and campuses: management of serious incidents

<http://detwww.det.nsw.edu.au/adminandmanage/ohands/index.htm>

Guidance in locating these references is given in the section, *Further Information*.

Chemical Safety

Please note that training in chemical safety using DEC's Chemical Safety in Schools (CSIS) training package is compulsory for all staff. Use of chemicals in schools is in accordance with advice in CSIS. More information on Chemical Safety is located in Part 2 of this document.

Material Safety Data Sheets (MSDS) are located in the school's sick bay or can be accessed at the ChemWatch database website. This website can be accessed at- <https://edu.chemwatch.net/chemgold3>

- The school's MSDS sheets are also kept with the Principal.
- The Chemical Safety in Schools (CSIS) package, Volumes 1 and 2, is located on the bookshelf in the Principal's office.

Part 2

Site Specific Induction Training

This section provides schools with a range of training options and reflects the diversity of risks that individual schools or employees within the school may experience.

Topics available in Part 2 include:

- School WHS Programs
- Classroom Safety
- Voice Care
- Slips, Trips & Falls
- Manual Handling
- Ergonomics
- Psychological Health
- Workplace Violence
- Cash Handling
- Chemical Safety
- Biological Safety
- Electrical Safety
- Plant and Equipment
- Tractors, Lawn Mowers & Mobile Machinery
- Noise
- Working in Isolation
- Work-related Driving

School WHS Programs

Work health and safety has broad application within a school environment.

Schools implement departmental policy and manage risks at the local level through a range of procedures and programs which have health and safety implications.

For example:

- Duty rosters established at the beginning of each year by one of the Assistant Principals.
- Student welfare and discipline procedures as outlined in the Berkeley West Public School Student Welfare and Discipline Policy.
- Excursion procedures as outlined in the Berkeley West Public School Excursion Policy and related "Excursion Pack". Excursion packs are available from the Principal or SAM.
- Behaviour management plans written following a risk assessment of students requiring specific behaviour considerations.
- Health care plans written for students with specific health issues requiring specialised attention.
- Core school rules which are clearly stated on laminated charts found in all classrooms.

Your principal or supervisor will be able to advise you of key DEC policies and provide you with Details of relevant school programs and procedures.

WHS Corporate Policy

The DEC's WHS Corporate Policy is permanently displayed in the school staffroom. It is also available for download at-

<https://Detwww.det.nsw.edu.au/adminandmanage/ohands/safeworklearn/commit/index.htm>

Classroom Safety

A significant aspect of professional practice in teaching is duty of care. Duty of Care is a common law term that describes a teacher's responsibility for students. It means that teachers are required to take reasonable care to prevent students being injured as a result of some foreseeable danger. (Additional information on Duty of Care can be found in the references below.)

Teachers have a responsibility to manage the educational environment so it is safe ensuring that activities address safety issues and procedures. It is important to be aware of the hazards to health and safety that can occur in schools so that teachers can plan to eliminate or control them. This will ensure that the classroom is safe for teachers and students.

How do injuries occur?

Injuries may occur when learning experiences are not commensurate with the level of student ability, skill and maturity or when appropriate safety concerns have not been assessed prior to the activity. In planning learning experiences teachers should consider:

- their own ability and level of skill in the specific subject area
- classroom routines and procedures
- the amount of workspace required for individuals and groups of students to work safely

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- the most appropriate resources, including machinery and equipment
- sun protection during outdoor lessons
- behaviour management practices
- hazards in specific subject areas
- special needs groups in relation to workplace health and safety issues
- the learning outcomes against the hazards and inherent dangers of engaging in the activity
- the safe participation of all students in all activities
- personal protective equipment requirements for the activity.

Two key safety issues

- Employees (and students) must use appropriate ladders or approved devices if working above ground level eg when hanging displays. Employees (and students) should not undertake work where they are positioned with feet at heights over 2 metres.
- It is mandatory that guards on equipment are in good working order and properly positioned. Machinery must never be used without guards or other safety features in place.

Preventing the risk of injury

Clear systems for classroom organisation are essential to reduce risks to health and safety.

Teachers should strive to:

- provide a relevant curriculum
- maintain healthy and safe procedures and practices
- assess and manage risks in specific subject areas
- provide students with appropriate workplace health and safety information and training
- ensure appropriate use is made of all safeguards, safety devices and personal protective equipment
- implement the school's student welfare and discipline policy
- develop class behaviour rules and consequences
- establish clear and workable routines for entering and leaving rooms, distributing and collecting materials and resources and working independently or in groups.

For more specific information on local workplace hazards, risks, safety procedures and training related to classroom safety talk to your principal or supervisor.

For further information refer to:

Induction of Teachers, DEC, 2001, Modules 1, 5, 7, 8, 9 & 10.

Code of Conduct, DEC 2004 – section 14

Work Health Safety & Injury Management –a guide for the principal or manager, Chapter 8

Guidance in locating these references is given in the section, *Further Information*.

Voice Care

As a teacher it is important to look after your voice so that it will last throughout your entire teaching career. Poor vocal habits can result in long-term voice problems. To avoid voice problems use your voice in the most efficient and effective ways possible and be aware of the effects of fatigue, stress and illness on your voice.

How do injuries occur?

Risk factors for developing a voice problem include:

- using a strained or tight voice
- frequent coughing or clearing of the throat
- talking while the throat is infected, when the vocal chords are inflamed and swollen
- hormonal imbalance, allergies, sinusitis, frequent colds, influenza and acid reflux
- certain medications as well as tobacco and alcohol.

Preventing the risk of injury

To prevent vocal strain:

- use gesture and other non-verbal signals to give instructions

Revised May 2014

- ensure students are listening before speaking
- turn down, shut out or move away from noise while talking
- keep in close proximity to students when talking to them
- use amplification systems when appropriate e.g. microphone, megaphone
- use routines such as playing a particular piece of music to signal changes in classroom activity
- position noisy or attention seeking students at the front of the class
- speak clearly and precisely to avoid repeating yourself
- use methods of behaviour management which don't involve raising your voice
- plan the day so that you build in vocal rest periods
- drink water frequently throughout the day
- sip water whenever you feel the urge to cough or clear the throat
- avoid smoky, dusty environments
- see a doctor if you have a hoarse voice or sore throat for more than ten days.

For further information refer to:

www.eduweb.vic.gov.au/hrweb/ohs/health/voice.htm

Guidance in locating these references is given in the section, *Further Information*.

Slips Trips & Falls

Slips, trips and falls is the general term used to describe accidents involving falls on the same level, stepping on an object or falling from a height. Slips, trips and falls are the most common workplace accidents and are often the easiest to avoid by taking good housekeeping and safety seriously.

How do injuries occur?

Slips, trips and falls can occur in many different ways. They may result from:

- slippery surfaces (particularly when they are wet)
- surfaces being dirty, or having some slippery substances or material on them such as oil, food, beverages, fine dust, water and rollable solids
- people wearing unsuitable footwear
- people climbing onto tables and chairs
- people tripping over objects left on the floor.

A key safety issue

Injuries have occurred where staff have used inappropriate and dangerous methods for accessing display or storage areas out of reach while standing on the floor. Chairs on tables must never be used. Please talk to your principal or supervisor about the location of and safe use of ladders for this purpose. Employees (and students) should not undertake work where they are positioned with feet at heights over 2 metres.

Preventing the risk of injury

The following recommendations will help prevent injuries from occurring:

- keep storerooms tidy
- check that walkways are clear before you walk
- close drawers completely after every use
- avoid excessive bending, twisting and leaning backwards while seated
- secure electrical cords and wires away from walkways
- always use a stepladder for overhead reaching
- clean up spills immediately
- pick up objects left on the floor
- report loose carpeting or damaged flooring
- wear stable shoes with non-slip soles.

Some examples of elimination and control strategies to help prevent injuries include:

- regular inspections of the workplace undertaken to identify slip, trip or fall hazards

- a system to ensure that all accidents, incidents and near misses, involving slip or trip hazards are reported, investigated and recorded
- good housekeeping practices, such as ensuring that all spills are cleaned up immediately and that objects do not obstruct walkways
- elimination and control of trip hazards.

For more specific information on local workplace hazards, risks, safety procedures and training related to slips, trips, falls and working at heights talk to your principal or supervisor.

For further information refer to:

Fall Prevention, WHS Regulation 2000, Chapter 4, p.62

Work Health Safety and Injury: A guide for the principal or manager, DEC 2000, Chapter 4, p.30

Safe use of ladders, WHS web page on the DEC intranet

Guidance in locating these references is given in the section, *Further Information*.

Manual Handling

Manual handling means any activity requiring the use of force exerted by a person to lift, lower, push, pull, carry or otherwise move, hold or restrain any animate or inanimate object. Manual handling can include a wide range of activities such as pulling a lever, typing, holding or operating a power tool or positioning a student with a physical disability. **For information on local manual handling risks and controls talk to your principal or supervisor.**

How do injuries occur?

Risk situations arise when systems of work are poorly designed or where handling involves awkward or constrained posture, for example work involving too much bending, reaching, twisting or holding the same posture for extended periods of time; work that is fast and repetitive or work involving heavy weights. Unsafe manual handling may cause a variety of injuries and conditions including:

- injuries to muscles, ligaments, spinal discs and other structures in the back
- injuries to soft tissues such as nerves, ligaments and tendons in the wrists, arms, shoulders, neck or legs
- abdominal hernias and other chronic pain.

Preventing the risk of injury

General manual handling guidelines include assessing the risk of injury by considering:

- actions and movements (including repetitive actions and movements)
- workplace and workstations layout
- working posture and position
- duration and frequency of manual handling
- location of loads and distances moved
- weights and forces
- characteristics of loads and equipment
- work organisation and environment
- skills and experience
- age
- clothing
- special needs (temporary or permanent)
- any other factors considered relevant

Other safety tips:

- use mechanical lifting equipment, e.g. trolley
- get assistance for heavy, bulky or awkward loads
- split the load into lighter loads where possible
- do not twist your body while you lift, lower, carry, push or pull a load
- push or roll the load where possible, using your body weight
- when pushing, start in a lunge position and use your body weight to help propel the load and to reduce fatigue and strain on the arms
- vary handling tasks with lighter work to allow active muscles to recover.

Additional guidelines for working with students with disabilities:

Revised May 2014

- promote student independence by ensuring that practices with the least risk are employed and unnecessary lifting avoided
- personalise the lift by communicating to the student
- anticipate that the child could suddenly move or slip, especially those with little head control or control of their movements
- use agreed lifting procedures relating to the student's physical management needs.

If team lifting is required:

- choose team lifting mates of similar height
- agree on an action plan and nominate a team leader to co-ordinate the lift
- using clear instructions to ensure communication with the team

For further information refer to:

WHS Regulation 2001, Chapter 4, pp.83-84; *BackPak*, WorkCover NSW, 1998
 WHS Bulletin, *Taking Safety Seriously*, February 2004
 WHS web page on the DEC intranet
 National Work Health and Safety Commission (NOHSC)

Ergonomics

Working at a desk in an office environment can pose a variety of hazards. It is important to be aware of these and adjust your work area to make sure you are comfortable. **For information on local risks and controls related to ergonomics talk to your principal or supervisor.**

How do injuries occur?

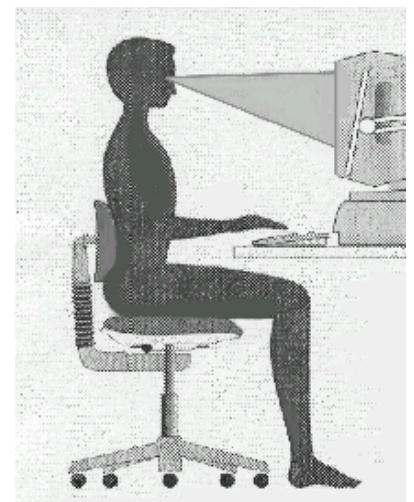
Injuries such as back discomfort and strain, eyestrain, Work overuse syndrome and headaches can occur in many different ways. They may result from:

- awkward body positions
- prolonged or repetitive activities
- visual fatigue
- poor work station layout.

Preventing the risk of injury

Strategies to eliminate or control the risk of injury need to take into account your body type and how you approach tasks. The following suggestions will help prevent injuries from occurring:

- check that you are sitting right into the back of the chair and that your lower back is supported at belt level
- adjust your chair height so that your feet are flat on the floor and the weight of your legs is supported by the floor. Your legs should not be supported by the chair as this places undue pressure beneath the thighs
- check that your back and lower legs are comfortably straight and feet and thighs are horizontal
- sit well under your desk
- if you have an adjustable desk then adjust it to be close to the top of the legs, leaving a few centimetres clearance, forearms should be about horizontal to the desk
- with fixed height equipment, you will need to adjust the chair to suit the work height. The chair height should bring your forearms about horizontal to the desk. If you find that this causes your legs to dangle then you need to adjust the floor height by using a footrest or other elevation items such as telephone books
- check that your shoulders are down and upper arms relaxed by your side
- hands and wrists need to be straight onto the desk and keyboard, elbows tucked in by your sides. There should be a one outstretched hand-width between the keyboard and yourself
- when using a computer monitor, a slightly downwards gaze is most comfortable, so check that the top of the screen is at eye level. If needed, the monitor can be raised by using a screen raiser or other object of suitable height such as a telephone book. Your neck should be slightly bent and head almost straight
- take rest breaks to reduce fatigue by moving around and stretching
- to avoid eye strain, blink your eyes regularly and look across the room every 10 minutes.



Monitor and review your work habits using the above guide. It is a good idea to work with a colleague to check for tension and bad posture habits and to assist each other with correction.

For further information refer to:

WHS Bulletin, *Taking Safety Seriously*, November 2001 Vol1 No4

Guidance in locating these references is given in the section, *Further Information*.

Psychological Health

Maintaining psychological health is as important to general wellbeing as is physical health and safety. The Department provides an Employee Assistance Program to support the welfare of its employees.

How do injuries occur?

Many factors can have a negative affect on our psychological health, creating a state of imbalance between the demands of everyday life and our capacity to fulfill those demands. This imbalance can lead to negative feelings and in some cases, illness. Generally there are various contributing factors, some of which are related to personal experience and personality, some related to social environment and some related to work.

Preventing the risk of injury

There are many possibilities for managing and controlling this state of imbalance. It all requires working towards change, changing the source of the problem and/or changing your reaction to it.

Become aware of your stressors and your emotional and physical reactions:

- Notice your distress – don't ignore it and don't just *gloss over* your problems.
- Determine what events distress you and what you are telling yourself about the meaning of these events
- Determine how your body responds. Do you become nervous or physically upset? If so, in what specific ways?

Recognise what can change.

- Can you change your stressors by avoiding or eliminating them completely?
- Can you reduce the intensity of stressors by managing them over a period of time instead of on a daily or weekly basis?
- Can you break stressful tasks into manageable steps?
- Can you devote the time and energy needed to making a change by setting goals or undertaking time management techniques?
- Discuss the situation with your supervisor or colleague
- Ask for professional and collegial support - peer support is recognised as a vital and successful control strategy
- contact your EAP provider or Staff Welfare Officer.

Reduce the intensity of your emotional reactions.

- Protect yourself by avoiding other people's negative reactions
- Are you viewing your stressors in exaggerated terms and/or taking a difficult situation and making it a disaster?
- Use and develop your sense of humour. Positive attitudes really help under difficult circumstances.

Learn to moderate your physical reaction.

- Slow, deep breathing will bring your heart rate and respiration back to normal
- Relaxation techniques can reduce muscle tension

Build your physical reserves.

- Exercise for cardiovascular fitness three to four times per week – moderately prolonged rhythmic exercise is best such as walking, swimming, cycling or jogging
- Eat well-balanced, nutritious meals
- Avoid nicotine, excessive caffeine and other stimulants
- Mix leisure with work
- Get enough sleep and develop consistent patterns of sleep.

Maintain you emotional reserves

- Develop some mutually supportive friendships/relationships
- Pursue realistic goals which are meaningful to you.

Where workplace issues are affecting psychological health it is important that staff discuss these with their principal or supervisor.

For further information refer to:

Work Health, Safety & Injury Management A guide for the principal or manager, Chapter 4, p4 & 19; Chapter 5 pp1-3.

WHS Bulletin, *Taking Safety Seriously*, July 2001 Vol 1 No1

DN/01/00024, *Responding to Suggestions Complaints and Allegations Procedures*

Workplace Violence

Violence is the attempted or actual exercise by a person of any force so as to cause injury to a worker and includes any threatening statement or behaviour which gives a worker reasonable cause to believe he or she is at risk (NOHSC 1999,p.1).

The underlying causes may be constitutional (genetic, disability, psychiatric or psychological disturbance) or environmental (neglect, abuse, dysfunctional care).

It can be related to actions that are directed at employees brought about by

- a. internal factors associated with the nature of education such as the aggressive or threatening actions of students or their carers
- b. intra-organisational conflict where there are tensions between staff or between students
- c. an external source e.g. vandalism, robbery, bomb threats, trespassing with physical or verbal abuse, written or telephone abuse, intimidation and threats.

How do injuries occur?

Injuries can be physical and/or psychological and may include:

- psychological eg verbal abuse, threats, bullying and intimidation, invasion of personal space or stalking
- physical attacks such as punching, hitting, kicking, biting, scratching, hair pulling etc
- attacks using 'weapons' such as scissors, knives, sports equipment, pencils etc
- sexual harassment or abuse
- being hit by projectiles either directly or indirectly
- property damage which may be random or specifically targeted eg employee property, fire related

Preventing the risk of injury

Recognising who may be responsible for violence enables schools to establish strategies to help deal with aggression to help keep yourself safe make sure you:

- understand and consistently implement strategies for dealing with unacceptable behaviour consistent with the school Welfare and Discipline Policy
- know which students have individual Behaviour Management Plans or Crisis Management Plans
- consistently implement individual Behaviour Management Plans or Crisis Management Plans and know
 - how to recognise escalating behaviours
 - what to do during a violent incident
 - what to do after a violent incident.
- consider classroom layout to avoid exacerbating risks in times of crisis
- develop personal management strategies that will help keep you safe
- in an emergency know who to contact for assistance and how to do it
- understand the communication with parents procedures
- understand the *Responding to Suggestions, Allegations and Complaints* procedures
- participate in staff buddy support programs
- participate in training and development programs
- report any incidents of violence to your supervisor

Staff must report any incidents of workplace violence to their principal or supervisor.

For further information refer to:

Violence in the Workplace Guide 2002, WorkCover NSW.

Work Health, Safety & Injury Management A guide for the principal or manager, Chapter 4, p4 &19, Chapter 5, pp10-12

DN/01/00024, *Responding to Suggestions Complaints and Allegations Procedures*

DEC Legal Issues Bulletins

Revised May 2014

Guidance in locating these references is given in the section, *Further Information*.

Chemical Safety

Please note that training in chemical safety using DEC's Chemical Safety in Schools (CSIS) training package is compulsory for all staff. Use of chemicals in schools must be in accordance with advice in CSIS. **For further information on local workplace hazards, risks, safety procedures and training related to chemical safety talk to your principal or supervisor.**

Hazardous chemicals can be

- flammable liquids (such as petrol, methylated spirits)
- oxidising substances (such as dry pool chlorine, ammonia nitrate fertiliser)
- poisons (such as herbicides, insecticides)
- corrosives such as hydrochloric acid and sodium hydroxide

Hazardous chemicals may be in the form of a solid, liquid, gas or fume, vapour, dust or mist.

How do injuries occur?

Besides fire and explosion, to cause injury or illness, a chemical simply has to make contact with or enter the body. There are five pathways for entry of a chemical:

- inhaling into the lungs
- absorbing through the skin
- eating or drinking
- splashing into the eyes
- by injection.

Preventing the risk of injury

"Good housekeeping" helps everyone. Be alert for chemical hazards and consider the following to help prevent injuries:

- know the location of the Material Safety Data Sheets (MSDS)
- ensure all chemicals used are clearly labelled
- ensure chemicals are stored correctly, away from food
- use suitable containers/utensils when preparing, decanting or storing a chemical substance – never use items that have other common functions ie food containers
- ensure chemical containers are sealed when not in use
- return chemicals to the correct storage areas after use
- purchase all chemicals in accordance with school purchasing policy
- handle chemicals carefully
- keep clean all work surfaces, including the floor
- clean up spilt chemicals quickly and in accordance with the MSDS
- regularly wash down work surfaces where chemicals are used
- use mechanical ventilation or exhaust systems provided to avoid inhalation of chemical vapours
- avoid skin contact by wearing protective gloves, clothing and footwear
- wash hands after using or handling hazardous substances
- if there is a risk of eye injury, wear eye protection
- know the location of nearest fire extinguishers/blanket and first aid facilities
- eating or drinking must not be permitted at any time that chemicals are used
- use only the minimum quantity of a hazardous substance to achieve the educational outcome required
- distribution of chemicals should be organised to minimise congestion
- dispose of all surplus chemical waste appropriately
- be consistent in applying safety rules in the classroom.

For further information refer to:

Chemical Safety in Schools, (CSIS) Volumes 1 & 2

WHS Regulation 2001, Chapter 6, pp 147-157

Work Health, Safety & Injury Management A guide for the principal or manager, Chapter 4, p21 & 28, Chapter 5, p4

Labels and manufacturers information on packaging

Guidance in locating these references is given in the section, *Further Information*.

Revised May 2014

Biological Safety

Biological hazards arise from contact with biological agents, usually micro-organisms through:

- administration of first aid e.g. body fluids including blood products, urine and faeces
- managing and supporting students' personal care programs e.g. toileting
- implementing health care procedures e.g. administering epi-pen, catheterisation
- exposure to bacteria, moulds, fungi and viruses
- science experiments e.g. dissections, growing cultures of bacterial, fungi or yeast
- disposal of carcasses, offal and placental materials from newborn livestock.

How do injuries or illnesses occur?

To cause injury or illness, transmission of a biological organism simply has to make contact with or enter the body. There are five pathways for entry:

- inhaling into the lungs
- absorbing through the skin, especially broken skin
- eating or drinking
- splashing into the eyes
- by injection or needle stick injury.

Preventing the risk of injury

Be alert for biological hazards and consider the following to help prevent injury or illness:

- routine wearing of protective disposable gloves, personal protective clothing and other equipment when dealing with biological hazards
- maintain a high standard of personal hygiene (hand washing before and after dealing with biological hazards)
- ensure personal cuts and abrasions are covered with water-proof dressings before assisting in first aid or personal care programs (use latex gloves)
- use a face mask to avoid inhalation of microbial aerosols (air borne water droplets)
- clean up body fluids and blood spills quickly (using disposable gloves and other protective equipment)
- dispose of biological waste and soiled equipment in accordance with DEC guidelines
- dispose of needles and syringes in dedicated waste bins according to DEC guidelines
- dispose of damaged equipment eg glassware, reusable rubber gloves
- encourage and guide students to administer own first aid for minor cuts and abrasions
- encourage and teach students personal hygiene
- immunisation (e.g. Hepatitis A or B) is recommended in areas of high risk
- ensure all work surfaces and equipment for food preparation areas are clean
- store food correctly to avoid cross contamination of certain foods
- ensure that students wash their hands with soap or alternative before food preparation and after practical lessons involving animals or enclosed areas where there is animal dust, potting mixes, soils or compost.

For more specific information on local workplace hazards, risks, safety procedures and training related to biological safety talk to your principal or supervisor.

For further information refer to:

Prevention of the Viral Transmission of Hepatitis DEC policy document.

Chemical Safety In Schools, Vol 2, (CSIS) 3.2.6 (Science) DEC 1999

Procedures for the Safe Handling and Disposal of Needles and Sharps DEC policy document 2001

Guidance in locating these references is given in the section, *Further Information*.

Electrical Safety

Using electricity is a major part of everyday life in the workplace. Due to the silent and invisible nature of electricity, many people do not easily identify it as a hazard. It does not need to be at high voltage to cause serious injury. All accidents involving electricity can be prevented. Every workplace must promote safe work practices for working with electrical equipment.

Revised May 2014

How do injuries occur?

Hazards may include:

- worn electrical cords or plugs
- exposed wiring
- presence of any liquid in close proximity to the power source or electrical cords
- broken or damaged switches or casings
- overhead electrical wires
- irregular sounds or smells emanating from an appliance
- warning tags indicating a hazard (voltage requirements etc)
- using an appliance for a purpose other than that for which it was intended.

Preventing the risk of injury

Be alert and check the workplace on a regular basis to ensure that:

- electrical appliances are maintained in a safe condition
- unused electrical equipment is stored safely
- obsolete equipment is disposed of safely
- circuits are not overloaded
- power cords and switches have no obvious signs of wear
- defective equipment is not in use
- all operators are instructed in the safe use of equipment
- leads and cables are not a trip hazard
- safe work practices are promoted and reviewed
- all employees undertake a simple risk assessment by visually checking for any obvious signs of a hazard before using any electrical appliance
- any item that requires repair is switched off, unplugged, taken out of use and clearly tagged, *Out of Service – Not to be Operated* and
- electrical repairs are only carried out by a qualified electrician.

For more specific information on local workplace hazards, risks, safety procedures and training related to electrical safety talk to your principal or supervisor.

For further information refer to:

WHS Regulation 2001, Chapter 4, pp.75-76

Work Health, Safety & Injury Management A guide for the principal or manager, Chapter 4, p28, Chapter 8, p12

Electrical Testing of Portable Electrical Equipment – update advice

[Detwww.DEC.nsw.edu.au/directorates/properties/propnews/schonews/genemana/dn0300106.htm](http://www.DEC.nsw.edu.au/directorates/properties/propnews/schonews/genemana/dn0300106.htm)

WHS Bulletin, *Taking Safety Seriously*, July 2002

Guidance in locating these references is given in the section, *Further Information*.

Plant and Equipment

Plant and equipment includes any machinery, equipment, appliance, implement or tool including machine tools, fixed plant (band saws, kiln) and portable power tools (portable drills, screwdrivers).

Teachers are responsible for managing a safe educational environment for staff and students and ensuring that activities in workshops address safety issues and procedures. Other school staff including General Assistants and School Administrative Support Staff are responsible for following safe procedures when working with plant and equipment.

How do injuries occur?

Many machinery-related accidents result from human error. The operator failed to follow manufacturer's instructions, failed to adjust guards correctly, took a shortcut, ignored a warning, wasn't paying close attention, failed to follow safety rules or regular inspection and maintenance programs were not implemented.

Injuries from plant and equipment can be significant if not prevented and could include:

- amputation, laceration, puncture eg from contact with blade or pointed instrument

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- abrasions eg from contact with sanding disc
- impact eg from ejected work or broken blade
- entanglement from unprotected rotating mechanism eg food processor
- entrapment eg between pulley or belts
- strain injury eg from moving large work pieces
- crush eg from between clamps
- burns eg from hot metals or liquid wax.

Preventing the risk of injury

(a) Ensure safe systems of work by the following:

- adhere to all safety instructions and directions given in relation to an activity and use of equipment
- be aware of any safety related instruction, signage or written information
- secure or remove any loose apparel, jewellery, hair and other ornaments that may predispose to entanglement with equipment
- wearing personal protective equipment when required
- using plant and equipment only for the purpose for which it was designed; and
- using as intended any safety features or warning devices incorporated into plant.
- ensuring that there is enough space for employees and students to work safely
- recognising employees' ability and levels of skill in specific areas
- assessing the appropriateness of all activities for employees and students relevant to their age, knowledge and skill in line with ESIS Guidelines, DEC Usage Control
- using signage where required.

(b) Ensure safe equipment and machinery:

- inspect guards regularly to ensure that they are used appropriately and comply with Australian Standards
- inspect and maintain machinery and equipment regularly
- withdraw damaged plant that poses a risk to health and safety from operation until the risk is eliminated or controlled
- use appropriate signage.

(c) Provide information, instruction, training and supervision for health and safety through:

- ensure appropriate instruction, clear safety procedures and direct supervision is provided in accordance with ESIS and DEC Usage Controls.

For more specific information on local workplace hazards, risks, safety procedures and training related to plant and equipment talk to your principal or supervisor.

For further information refer to:

Equipment Safety in School (ESIS) DEC 2004, Properties Directorate
<http://Detwww.DEC.nsw.edu.au/directorates/properties/schools/compenvi/safety/safeguar.htm>
 WHS Bulletin, *Taking Safety Seriously*, August & September Vol1 Nos 3 & 4

Tractors, Lawn Mowers and Other Mobile Machinery

How do injuries occur?

Injuries from tractors can be significant if not prevented and could include:

- crush
- amputation, laceration
- entanglement or entrapment from unprotected rotating mechanism
- abrasions
- burns eg contact from hot metals.

Preventing the risk of injury

Know how to use your tractor/mower

- check all equipment before use and make sure that guarding is in place and operational
- ensure that maintenance schedules are followed
- review safety precautions in the operator's manual on a regular basis

Revised May 2014

- check that the fitted tyres are appropriate for the task and that tyre pressure is correct.

Use safety features including guards and warning devices as intended

- securely fasten the seatbelt if the tractor has a roll-over protective structure (ROPS)
- seat belts should never be worn when using a tractor without a ROPS
- wear clothing that cannot be entangled in moving parts
- wear appropriate personal protective equipment when required.

Used the tractor/mower so as to minimise the risk of overturning or coming into contact with a person

- avoid operating the tractor/mower near ditches, embankments and holes
- reduce speed when turning, crossing slopes and on rough, slick or muddy surfaces
- the brakes should always be locked together for highway or fast field operation
- avoid slopes too steep for safe operation:
 - if it is necessary to descend a steep embankment, do so in low forward gear
 - if it is necessary to ascend a steep slope, back up slowly
 - if it is necessary to work across a steep slope, set the rear wheels at full width
 - with large tractors, dual rear wheels can be helpful
- stay alert, especially at row ends, on roads and around trees
- operate the tractor/mower smoothly without sharp turns, starts or stops.

Do not allow riders

- there is one simple rule with tractors that must be followed at all times: *No seat, no rider*
- riders must not be on any attachment, implement or trailer towed by the tractor unless a seat has been provided by the manufacturer and the rider is essential for the task.

Hitch only to the drawbar and hitch points recommended by the manufacturers

- use for the purpose for which it is designed
- never attach a load to the rear axle or on the three-point-hitch or draft arms.

When the tractor is stopped, set the brakes securely and use park lock if available

- remove the keys if the tractor will be unattended for any time
- stay clear of moving parts and ensure the safety of others.

For more specific information on local workplace hazards, risks, safety procedures and training related to tractor safety talk to your principal or supervisor.

For further information refer to:

Work Health, Safety & Injury Management A guide for the principal or manager,
NSW Supply Contract 036/0369 (Teaching and Learning Tractors), Properties Directorate

Noise

The loudness of noise and its duration are key factors to consider when assessing the risk that noise poses to health and safety. As an informal guide, when it is necessary to use a raised voice to communicate with a person about one metre distant then it poses a risk.

Control measures are required to prevent exposure where noise levels:

- (a) exceed an 8 hour noise level equivalent of 85 dB (A); or
- (b) peak at more than 140 dB (C)

Note - dB (A) and dB(C) refers to decibels which measures noise loudness

How do injuries occur?

There are two main factors which determine whether noise is harmful:

- how loud noise is; and
- how long you are exposed to it each day.

Noise starts to be a problem for hearing when it is about as loud as heavy traffic (about 85 decibels) and exposure exceeds an eight hour period. Above 85 decibels the risk increases rapidly as the noise gets louder. Exposure at 100 decibels, for example, should be no more than 15 minutes a day.

Sustained exposure to excessive noise over a long period can cause permanent hearing loss and *tinnitus*. Impulse noise or noise that consists of a distinct single or multiple pressure peaks can also cause harm. It is important to remember that the effects of noise exposure can be cumulative.

Consider noise controls when using starting pistols, amplifiers, plant and machinery with related noise emission such as abrasive cutters, grinders and lawn mowers.

Some indications that noise could be a problem in the workplace include:

- difficulty understanding normal conversations
- having to raise your voice to communicate with someone who is one metre away
- people complaining you have the volume turned up too loud on the radio or television
- ringing in the ears after work
- reduced hearing capacity for a short period after noise exposure
- failing to hear background noises such as the doorbell or the telephone

Preventing the risk of injury

To minimise Work noise and thereby minimise noise induced hearing impairment consider:

- taking a cooperative interest in workplace noise problems
- developing an awareness of noise hazards
- developing policies, plans and work practices for dealing with noise problems
- communicating clear safety rules in classrooms to students, setting appropriate limits on the loudness of noise and the duration of exposure
- ensuring music groups practice in adequate spaces
- using hearing protective devices such as ear plugs and ear muffs, in extreme case
- correctly using and maintaining plant and equipment
- move noisy equipment or machinery away from areas where people may be at risk.

For more specific information on local workplace hazards, risks, safety procedures and training related to noise management talk to your principal or supervisor.

For further information refer to:

WHS Regulation 2001, Chapter 4, Clause 49

Work Noise Management, Standards Australia, AS 1269/1998, (Parts 0-4)

Code of Practice: Noise management and protection of hearing at work. WorkCover NSW 1997.

Chemical Safety in Schools Handbook Vol 2 (CSIS) 3.1.5.6 (Creative Arts) DEC 1999

WHS Bulletin Taking Safety Seriously, May 2003

Guidance in locating these references is given in the section, *Further Information*.

Working in Isolation

Employees who are working alone, working in the field in remote locations, travelling alone in motor vehicles and visiting students in their homes may be exposed to increased risks to health and safety. A risk assessment should be carried out to Determine the appropriate controls for dealing with the risk(s) when working in isolation.

How do injuries occur?

The following factors are likely to increase risk for the person working in isolation:

- location of the work and unfamiliar surroundings
- lack of immediate assistance in the event of an injury, sudden illness or other emergency
- pre-existing medical conditions of the person working alone
- level of information, instruction and training provided for the person to be able to work alone safely
- types of communication systems available to the person
- high risk activity such as working at heights, working with electricity, working in enclosed spaces, working near water, working with hazardous substances or with hazardous machinery, equipment or tools
- access to immediate first aid treatment and emergency supplies such as drinking water

Revised May 2014

- road worthiness of motor vehicles
- personal characteristics of the person who is to work alone

All employees are responsible for:

- taking reasonable care of themselves and for taking reasonably practicable steps to ensure their personal safety when working in isolation.
- disclosing any medical conditions to their supervisor that may give rise to a dangerous or life threatening situation
- co-operating by following departmental and local procedures designed for safety
- reporting all incidents in relation to working in isolation
- participating in relevant training
- reporting any dangers they identify or any concerns they might have to their supervisor

Preventing the risk of injury

- be aware of potential hazards and preventative measures prior to working in isolation
- familiarise yourself with geographic locations, security systems, after hours building services issues, lock up and restrictive access issues
- establish documented procedures and protocols for tracking staff movements and inform employees of these procedures
- provide effective communication systems for regular contact and tracking of staff movements
- ensure employees have no pre-existing medical conditions that may make them unsuitable for working alone
- provide adequate and appropriate first aid facilities
- be aware of emergency response procedures
- report incidents and ensure that they are documented, investigated and corrective measure taken.

For further information on local workplace hazards, risks, safety procedures and training related to working in isolation/working alone talk to your principal or supervisor.

Work-related Driving

Safe work related driving prevents injury, loss of life and damage to property. Therefore Work health and safety integration with fleet management is essential. Risk assessments for work-related driving should follow the same principles as risk assessments for any other work activity. Consultation with relevant employees or their representatives is required as they have first hand experience of what happens in practice.

How do injuries occur?

Driving hazards may include:

- poor weather and road conditions
- fatigue associated with driving for long periods over long journeys
- driving unfamiliar vehicles and vehicle breakdowns
- travelling alone in unfamiliar or isolated rural areas
- wildlife
- lack of reliable communication devices in an emergency
- unfamiliarity with surroundings and location of destination
- glare from the sun

Driver related Work health and safety issues to be considered include, posture and ergonomic factors, eyestrain, fatigue, noise, vibration, strain, manual handling, first aid, thermal comfort and personal protective equipment (sun glasses, sun screen and drinking water).

All employees are responsible for:

- taking reasonable care of themselves and other people who may be affected by their actions;
- co-operating by following departmental and local procedures designed for safe driving
- reporting all incidents in relation to work-related driving
- participating in driver training
- reporting any dangers they identify or any concerns they might have about work related driving.

Preventing the risk of injury

Revised May 2014

- develop local driver safety procedures and provide necessary information, instruction and training
- provide effective communication systems for regular contact and tracking of staff movements
- carry out risk assessments before beginning any journey including assessing the condition of the vehicle, weather conditions, route and their own fitness to drive.
- consider alternative travel methods and appropriateness of itineraries
- provide adequate and appropriate first aid facilities
- be aware of emergency response procedures
- report incidents and ensure that they are documented, investigated and corrective measures taken.

For more specific information on local workplace hazards, risks, safety procedures and training related to work related driving talk to your principal or supervisor.

For further information refer to:

DEC Motor Vehicle Best Practice Guide and Motor Vehicle Risk Management Strategies

(detwww.DEC.nsw.edu.au/directorates/admiserv/busiserv/mvman/index.htm)

Safer Work Driving (www.rta.nsw.gov.au/roadsafety/saferworkdriving/index.html)

Guidance in locating these references is given in the section, *Further Information*.

Further Information

Where do I go for further assistance or advice?

For assistance in WHS, staff welfare, workers' compensation, injury management and rehabilitation enquiries should be directed to your principal, supervisor or your staff support officer (telephone 131 536).

Further information can be viewed at:

- WHS web page on the DEC intranet
<http://detwww.det.nsw.edu.au/adminandmanage/ohands/index.htm>
- *Work Health Safety and Injury: A guide for the principal or manager*, DEC 2000, Chapter 4, p.30
<http://detwww.det.nsw.edu.au/directorates/personnel/ohseaps/ohs.htm#guide>
- WHSBulletin, *Taking Safety Seriously*
<http://detwww.det.nsw.edu.au/adminandmanage/ohands/bulletins/index.htm>
- *Chemical Safety in Schools*, Volumes 1 and 2
<http://detwww.det.nsw.edu.au/directorates/properties/chemicals/index.htm>
- DEC Legal Issues Bulletins
<http://detwww.det.nsw.edu.au/directorates/leglserv/legal%20unit/bulletins.htm>
- *Guidelines for schools and TAFE colleges and campuses – Management of Serious Incidents*
<http://detwww.det.nsw.edu.au/adminandmanage/ohands/index.htm>
- DN/01/00024, *Responding to Suggestions Complaints and Allegations Procedures*
<http://www.det.nsw.edu.au/policies/complain/respsugg/index.htm>
- WorkCover web site
<http://www.workcover.nsw.gov.au>
- *WHS Regulation 2001*
<http://www.workcover.nsw.gov.au/Publications/LawAndPolicy/Regulations/regohs2001.htm>
- *WHS Act 2000*
<http://www.workcover.nsw.gov.au/Publications/LawAndPolicy/Acts/ohsact2000.htm>

- *WHS Consultation Code of Practice*
<http://www.workcover.nsw.gov.au/Publications/LawAndPolicy/CodesofPractice/ohsconsult.htm>
- National Work Health and Safety Commission
www.nohsc.gov.au
- Equipment Safety in School (ESIS) DEC 2004
<http://detwww.det.nsw.edu.au/directorates/properties/schools/compenvi/safety/safeguar.htm>
- DEC Motor Vehicle Best Practice Guide and Motor Vehicle Risk Management Strategies
<http://detwww.det.nsw.edu.au/directorates/admiserv/busiserv/mvman/index.htm>
- Safer Work Driving
www.rta.nsw.gov.au/roadsafety/saferworkdriving/index.html

Part 3

Induction Training

Safety Briefing & Evacuation Procedures

For short term Casual Staff
Visitors, Volunteers and
Contractors

Emergency Procedures

In a life threatening emergency

DIAL 000

For Fire, Police and Ambulance

In ALL CASES, advise the Principal.

Exits

For your safety, make sure you know the location of your nearest exit.

EVACUATE- GO TO THE EMERGENCY ASSEMBLY AREA

INTERNAL SIGNAL- Repeated short blasts of the internal alarm screamers in each building +
EXTERNAL SIGNAL- Repeated Short Blasts of a Fast Rising Sound from the external siren on the library building

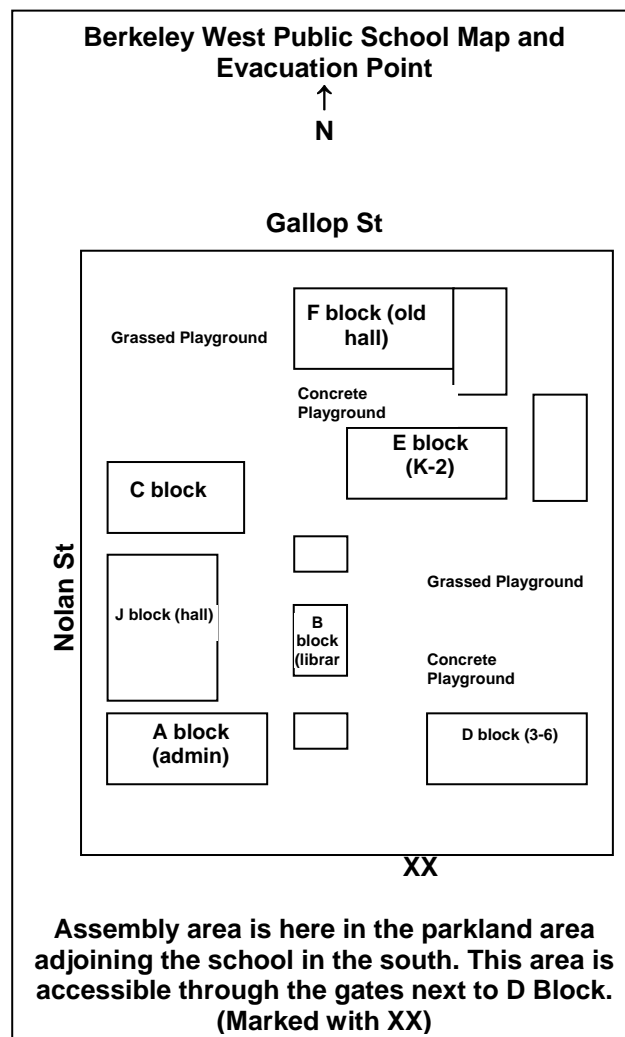
LOCKDOWN- GET INSIDE THE NEAREST CLASSROOM OR BUILDING

INTERNAL SIGNAL- Continuous alarm from internal screamer alarms in each building +
EXTERNAL SIGNAL- Continuous Slow Rising Sound from the external siren on the library building.

Evacuation Procedures

When the evacuation alarm sounds:

- Evacuate the building and proceed to the assembly area identified in the map.
- Do not re-enter until advised to do so.



WELCOME TO BERKELEY WEST PUBLIC SCHOOL



Safety Briefing

The New South Wales Department of Education and Training is committed to the Work health and safety of employees, students, contractors and visitors.

For your safety and the safety of others, it is a condition of entry to this site that you take a few minutes to read this brochure.

Mandatory site requirements :

- All visitors are required to report to the main office on arrival.
- Observe all speed, parking and vehicular restrictions.
- Obey all safety signs and barricades.
- Violent, threatening or other unacceptable behaviour is not tolerated on NSW Department of Education and Communities premises.

Smoking

Smoking is not permitted on DEC premises.

Alcohol and Illegal Drugs

Alcohol and illegal drugs are not permitted.

Weapons

Weapons, including knives, are not permitted.

Dangerous Goods and Hazardous Substances

Visitors and contractors intending to bring dangerous goods on site must declare these at the main office prior to entering the site.

Injuries/Hazard Reporting

All hazards and incidents must be reported to the Principal or someone in the main office.

Injuries will be recorded in the *Register of Injuries*. First Aid treatment is available on site.

Other

All keys signed out from the school's front office must be returned before leaving the site.

Contractors

All Department of Commerce contractors report to the principal or delegate to:

- indicate the location and duration of the job.
- sign the school's Site Visit Log book.
- advise the status of the job before leaving the site.

All non Department of Commerce contractors must in addition:

- produce a copy of their safety management plan including use of personal protective equipment and controls for site specific hazards
- produce public liability insurance documentation before work is commenced
- complete a Prohibited Employment Declaration.

I have complied with all WHS issues

Signed:.....
Contractor

Name of Contractor:

Company:

Date:



BERKELEY WEST PS- LOCKDOWN AND EVACUATION PROCEDURES

Berkeley West Public School is protected by an Emergency Lockdown and Evacuation Warning System.

1. LOCKDOWN- GET INSIDE THE NEAREST CLASSROOM OR BUILDING

INTERNAL and EXTERNAL SIGNAL- “Beep Beep” sound that rises slowly

For violent acts, or an intruder on site, staff member contacts the Principal or School Admin Manager by phone or sends the nearest available student/s to office (if possible) to seek assistance- Principal or manager on site will attend and if necessary will activate LOCKDOWN ALARM using designated switch found in admin office- school gates will also be locked if the school is alerted to any nearby dangers in the local community.

Stop what you are doing and move students and yourself inside the nearest classroom or building- if possible, lock doors and windows- close all blinds- move yourself and other away from sight of windows- the alarm may sound continuously or it may stop sounding after a few minutes- you must remain in your safe zone until the “ALL CLEAR” signal is given by voice over the school’s public announcement (PA) system- staff should have their mobile phones turned on if they have one with them- report any known missing students to front office via phone (4271 1478) or intercom handset located in your room (if possible).

2. EVACUATE- GO TO THE EMERGENCY ASSEMBLY AREA

INTERNAL and EXTERNAL SIGNAL- “Whoop Whoop” sound

Possible evacuation situations include: FIRE, BOMB THREAT, EXPLOSION, GAS, CHEMICAL HAZARD- Evacuation Warden is the Assistant Principal (Primary)- all teachers are responsible for discussing this plan with their class including practising evacuation techniques eg. keeping low if smoke, keeping to one side, Buddy System etc.

Stop what you are doing and in an orderly fashion move to the emergency assembly area (parkland adjacent to the southern boundary of the school)- leave building through normal entrance stairs, hallways etc closing windows, doors and checking toilets in building as you leave- if possible take fire extinguishers- once at emergency assembly area, mark roll and inform Evacuation Warden of missing people (search if possible).

Administration staff will ring emergency services, lock safe and turn off admin computers, taking students from sick bay, take any student attendance material and close admin doors before leaving- Principal will take out copies of class lists- check staff toilets, library, canteen, mobile preschool, Reading Recovery block, community room, hall and primary and infants toilet blocks- Principal and Fire Warden will conduct search of any missing students whilst selected staff will return to source of fire to put out with extinguishers if safe to do so. Everyone will remain in the emergency assembly area until the “ALL CLEAR” signal is given by the fire warden or emergency services personnel.



BERKELEY WEST PUBLIC SCHOOL- EVACUATION PLAN

The possible evacuation situations include: FIRE, BOMB THREAT, EXPLOSION, GAS, CHEMICAL HAZARD- Evacuation Warden is the Assistant Principal (Primary)

1. All teachers responsible for reading and discussing this action plan with class.
2. Read and practice evacuation techniques eg. keeping low if smoke, keeping to one side, Buddy System etc.
3. External evacuation alarm is sounded (**“Whoop Whoop” sound**) from internal and external speakers in classrooms and outside play areas.
4. If teachers are in own classroom the following procedure is carried out;
 - a. buddy system – student buddies up with person/s they sit with
 - b. leave building through normal entrance stairs, hallways etc closing windows and doors as you leave
 - c. take class to safe area (park next to the school on southern perimeter)
 - d. mark roll - missing people, inform Evacuation Warden (search if possible)
5. If not in own classroom;
 - a. take head count (should know numbers from morning roll)
 - b. leave building through normal entrance stairs, hallways etc closing windows and doors as you leave
 - c. take class to safe area (park next to the school- see map)
6. Teachers on top floor check toilets & cleaners storerooms as they leave building
7. Teachers collect fire extinguishers as they leave the building
8. **Office Staff**
 - School Admin Manager**
 - Ring emergency services, lock safe, turn off computers
 - School Admin Officer (if on duty, otherwise, School Admin Manager)**
 - Check staff room, sick bay and offices, staff toilets closing windows and doors as you leave
 - take pink slips, early leavers & late arrivals
 - take any sick children and return to class group once in the park
 - Principal**
 - takes out copy of all class rolls
 - Library, Computer Room, Resource Room (Wed, Thurs & Fri)
 - Mobile Preschool, Canteen, Hall, Toilets (Primary & Infants)
 - Librarian (if on duty, otherwise Principal)**
 - Library, Computer Room, Resource Room
9. Search for missing people if possible - (Principal & Evacuation Warden)
10. Selected teachers will return to source of fire (if required) and put out fire if possible
11. Only return to buildings after instructions to do so from Emergency Services Personnel or Evacuation Warden

BERKELEY WEST PUBLIC SCHOOL



LOCKDOWN OR LOCKOUT PLAN FOR VIOLENCE/INTRUDERS/NEARBY THREAT

1. All teachers responsible for reading and discussing this action plan with class.
2. If a staff member has become aware of violent act or intruder and needs urgent assistance, staff member contacts the Principal or School Administration Manager by phone or sends the nearest available student/s to office (if possible) to seek assistance.
3. Principal/willing staff attend scene or lockdown/lockout alarm is sounded if too dangerous.
4. Police called if situation requires it.

In the case where an intruder is seen heading into the school grounds with the intention to cause harm/abduction, the school's lockdown alarm will be activated from the office ("Beep Beep" sound that rises slowly). Police will be notified.

When the lockdown alarm is activated, teachers and their students need to lock themselves in their rooms, close all blinds and remove themselves from sight from windows and doors until further notice via the school's PA system from the Principal, Assistant Principals or Emergency Services Personnel. Students outside of classrooms need to go to the nearest classroom (safe zone) immediately. Whilst waiting for instructions from the Principal, Assistant Principals or Emergency Services Personnel, all staff should have their mobile phones turned on and with them if possible.

If the alarm is sounded during recess or lunch, Years 3-6 students and duty staff are to make their way into the main primary building through the glass doors, up to the first floor and locking both doors at either end of the building. Years K-2 students and duty staff will make their way into the infants building through the door located next to the infants play equipment and then lock it.

Once locked down, if it is clear that any of your students are missing, you have picked up some extra students or there are any other urgent problems, call the school number immediately on 4271 1478 or use the intercom handset in your room and explain the situation briefly to the Principal or SAM. Do not call in if everyone is safe and secure. Once all is deemed safe the "All Clear" signal is given over the PA system. Classes can then resume as normal. A debriefing on the matter and implementation of the school's serious incidents procedures will take place as soon as practicable.

In the case of the school being informed of a nearby threat in the community a lockout will take place using the same procedures above but with the additional measure of locking the school gates until the threat passes.

Work Health and Safety Consultation at Berkeley West Public School

The Commitment

Berkeley West Public School is committed to protecting the health, safety and wellbeing of all our employees and others undertaking work such as volunteers and contractors. Our school will consult with its employees and others undertaking work in implementing safety practices and systems. The involvement of employees at all levels and of others undertaking work such as volunteers and contractors is critical for ensuring a safe workplace.

The consultation arrangements have been established to enable effective consultation to occur and to promote safety and health at Berkeley West Public School.

Consultation Arrangement

Berkeley West Public School has elected that agreed informal procedures take place as its principle means of consultation in the school. A Health and Safety Committee has been elected to discuss or remedy any urgent WHS matters if they arise or cannot be addressed adequately through agreed informal procedures.

Agreed Informal Procedures

Agreed informal procedures are the preferred method by which consultation is to take place at Berkeley West Public School. Health and safety is placed on all staff meeting agendas. In these meetings anyone can raise a health and safety issue concerning them, and the Principal or other manager holding the meeting invites health and safety issues to be raised, discusses solutions and informs staff about health and safety matters.

In addition, employees and others undertaking work are directly consulted about health and safety matters concerning them.

Where it is not possible to hold a meeting to discuss a health and safety matter, the Principal or their delegate sends out an email (or other communication) and seeks feedback. All employees and others undertaking work participate in health and safety matters.

Health and Safety (HS) Committee

The HS Committee consists of four members (3 representatives of employees and others undertaking work and one employer representative, the Principal). The size of the committee was agreed as part of the consultation process.

The employee/others undertaking work members of the Committee are selected from each of the following groups (select appropriate groups for other workplaces):

1. Teaching staff
2. SASS staff

The members who are employees or others undertaking work self-nominate/volunteer, and where there is more than one person interested in a position, an election is held at a staff meeting. Members who are employees or others undertaking work have a 3 year term, however they may resign at any time and they may stand for another term. Committee members will receive training and instruction in work health and safety, including consultation, through on-line e-learning and from the employer representative and/or from others such as the local WHS Consultant. The Principal or their delegate is responsible for organising the training and instruction in consultation with the Chairperson.

The committee members are Rob Dawson (Teacher Representative), James Williams (Teacher Representative) and Amanda Mackey (SASS Representative). The Chairperson is Andrew Attard. The employer representative is Andrew Attard- Principal.

The HS Committee meets informally and a summary of WHS matters for the term is distributed to all staff four times a year. If an urgent WHS issue arises between meetings then an extraordinary meeting will be held.

The HS Committee will assist with the development and monitoring of safe work practices and systems for managing health and safety and discuss issues that affect the health, safety and wellbeing of all employees and others undertaking work at Berkeley West Public School. A member of the committee will conduct a workplace safety inspection twice a year. The committee will review incident investigations and risk management in consultation with the group they represent. The school will respond to any HS Committee recommendations within a reasonable period of time, obtaining advice and assistance from appropriate state office staff including WHS Consultants.

How employees and others undertaking work will be consulted about health and safety

All employees and others undertaking work have a collective and individual responsibility for workplace safety. If unable to resolve issues by themselves, staff should raise any hazards or health and safety concerns with their supervisor or manager so the matter can be properly addressed. Matters not resolved by the supervisor or manager should be addressed through the Department's WHS Issue Resolution Procedures by raising it with their Principal, through the agreed informal arrangement (e.g. at a staff meeting) or with the Health and Safety Committee.

Consultation on health and safety matters is also to occur as part of daily work activities, between employees and others undertaking work and supervisors, in particular when planning and implementing new work systems and practices. When a health and safety issue is raised the Principal or HS Committee will consult with the relevant employees and others undertaking work.

Consultation methods will include noticeboard flyers, electronic correspondence and regular staff meetings used for discussion. Consultation arrangements will be publicised among existing employees, new employees and others undertaking work at the workplace.

Alternative agreed informal consultation arrangements will be used to assist the Principal consult with those who do not have ready access to staff meetings, particularly volunteers and contractors who have an ongoing work role at Berkeley West Public School. Specifically, as they are a regular source of volunteers, and as an organization with shared health and safety responsibilities, the Principal (or delegate) will, on invitation, attend P&C meetings to consult on health and safety matters. Cleaners will communicate via a "Cleaner's book" or their cleaning supervisor (who meets each term with the Principal), and if requested, a meeting can be organised through any staff member to discuss issues of concern. The Principal (or delegate) will also meet with canteen staff at least twice a year, and more often on request.

Establishment of consultation arrangements

A presentation on health and safety consultation arrangements was given to staff during a fortnightly staff meeting. At subsequent meetings staff members discussed the types of consultation arrangements and decided on the establishment of agreed informal procedures as appropriate for the school. Volunteers and contractors were included in the consultations.

Review of consultation arrangements

It has been agreed by the school that these WHS consultation arrangements will be monitored and reviewed on an ongoing basis to ensure that consultation with all employees and others undertaking work is effective and that all safety issues are being addressed.