

# HLTWHS001

## Participate in workplace health and safety

I am going to  
and I know  
ride my  
bike. I  
have my  
the  
doll



Learner Guide



Updated to include  
National Quality  
Framework changes



HLTWHS001

# Participate in workplace health and safety

Release 3

Learner Guide

Aspire Version 3.1



### **HLTWHS001 Participate in workplace health and safety, Release 3**

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## Before you begin

This Learner Guide is based on the unit of competency *HLTWHS001 Participate in workplace health and safety*, Release 3.

Your trainer or training organisation must give you information about this unit of competency as part of your training program. Information regarding how this Learner Guide relates to this unit of competency is detailed in our mapping guide.

## How to work through this Learner Guide

This Learner Guide contains a number of features that will assist you in your learning. Your trainer will advise which parts of the Learner Guide you need to read, and which Practice Tasks and Learning Checkpoints you need to complete.

Feature of the Learner Guide	How you can use each feature
Learning content	<ul style="list-style-type: none"> <li>➤ Read each topic in this Learner Guide. If you come across content that is confusing, make a note and discuss it with your trainer. Your trainer is in the best position to offer assistance. It is very important that you take on some of the responsibility for the learning you will undertake.</li> </ul>
Examples	<ul style="list-style-type: none"> <li>➤ These highlight learning points and provide realistic examples of workplace situations.</li> </ul>
Practice Tasks	<ul style="list-style-type: none"> <li>➤ Practice Tasks give you the opportunity to put your skills and knowledge into action. Your trainer will tell you which Practice Tasks to complete.</li> </ul>
Summaries	<ul style="list-style-type: none"> <li>➤ Key learning points are provided at the end of each topic.</li> </ul>
Learning Checkpoints	<ul style="list-style-type: none"> <li>➤ There are Learning Checkpoints at the end of each topic. Your trainer will tell you which activities to complete. These activities give you an opportunity to check your progress and apply the skills and knowledge you have learnt.</li> </ul>

This table maps each topic in this Learner Guide to the National Quality Standard and national learning framework: Early Years Learning Frameworks (EYLF).

T = Topic

Topics	National Quality Standard (NQS)
	Quality Area 1: Educational program and practice
T1-T3	Quality Area 2: Children's health and safety
T1-T3	Quality Area 3: Physical environment
T1-T3	Quality Area 4: Staffing arrangements
	Quality Area 5: Relationships with children
	Quality Area 6: Collaborative partnerships with families and communities
T1-T3	Quality Area 7: Governance and leadership
	Early Years Learning Framework
	Principles
	Secure, respectful and reciprocal relationships
	Partnerships
	Respect for diversity
	Aboriginal and Torres Strait Islander perspectives
	Equity, inclusion and high expectations
	Sustainability
	Critical reflection and ongoing professional learning
T1-T3	Collaborative leadership and teamwork
	Practice
	Holistic, integrated and interconnected approaches
	Responsiveness to children
	Play-based learning and intentionality
	Learning environments
	Cultural responsiveness
	Continuity of learning and transitions
	Assessment and evaluation for learning, development and wellbeing
	Learning Outcomes
	1. Children have a strong sense of identity
	2. Children are connected to and contribute to their world
	3. Children have a strong sense of wellbeing
	4. Children are confident and involved learners
	5. Children are effective communicators





## Topic 1

In this topic you will learn about:

- 1A** Health and safety requirements
- 1B** Improving WHS

# Understanding WHS responsibilities

*All workers must be aware of their responsibilities and be able to assist each other to implement the correct procedures for maintaining a safe and healthy workplace, including following emergency procedures.*

Following safe work practices requires an awareness of:

- workplace hazards and risks
- your service procedures for monitoring health and safety
- your role in following health and safety procedures.

To work safely and effectively, you must work in accordance with the following:

- health and safety legislation
- Commonwealth, state and territory health and safety authorities
- regulations and standards
- codes of practice/compliance codes
- policies and procedures
- participative arrangements.

# 1A Health and safety requirements

*Everyone in the workplace needs to understand the importance of health and safety.*

The workplace relies on commitment, consultation and cooperation from everyone as they carry out their responsibilities and obligations under health and safety laws.

Understanding and applying health and safety legislation will help you to:

- prevent workplace injury and illness, including injuries from manual-handling tasks
- control the spread of infection
- avoid unnecessary costs
- avoid damage to the organisation's reputation.

The *Work Health and Safety Act 2011* (Cth) was designed by the Commonwealth Government as a model law aimed at harmonising health and safety laws across all states and territories. The aim was to make sure that, regardless of where a person works, they have the same rights and protection. All states and territories (also called jurisdictions) except Western Australia and Victoria have adopted harmonised work health and safety (WHS) laws in line with the Commonwealth legislation.

Western Australia works under the *Occupational Safety and Health Act 1984* (WA), while Victoria operates under the *Occupational Health and Safety Act 2004* (Vic.).

## Duty of care

*Duty of care is a legal obligation to ensure that no one in the workplace is harmed by your actions or inaction (failure to act).*

Under health and safety legislation, the term 'person conducting a business or undertaking' (PCBU) is used to describe a range of individuals, including employers, principal contractors or a person with management or control of a workplace.

PCBUs and workers have different health and safety rights and responsibilities based on the concept of duty of care. PCBUs have a primary duty of care, while workers have a duty to take reasonable care for the safety of themselves and others. The differences are explained in the following table.



You are required to understand and follow health and safety legislation in the workplace.

Employer duties	Worker duties
<ul style="list-style-type: none"> <li>➤ Provide and maintain a safe and healthy workplace</li> <li>➤ Provide and maintain safe plant (equipment) and structures</li> <li>➤ Provide and maintain safe systems of work</li> <li>➤ Ensure safe use, handling and storage of plant, structures and substances</li> <li>➤ Provide adequate facilities for the welfare of workers</li> <li>➤ Provide information, instruction and supervision</li> <li>➤ Monitor workplace conditions and the health of workers</li> </ul>	<ul style="list-style-type: none"> <li>➤ Take reasonable care for their own health and safety</li> <li>➤ Take reasonable care of others</li> <li>➤ Comply with any reasonable instruction given by the PCBU</li> <li>➤ Cooperate with the PCBU in matters of health and safety</li> </ul>

## Health and safety authorities

Each state and territory has its own authority responsible for administering workers' compensation, enforcing jurisdictional laws and putting actions in place to improve health and safety.

Safe Work Australia is a national policy-making body that attempts to improve health and safety and workers' compensation across the country. Comcare is also funded by the Commonwealth Government and focuses on workers' compensation in government industries and self-insured organisations.

The following table provides a list of health and safety authorities, including Comcare. You can find plenty of information online, including:

- forms
- factsheets and other publications
- contacts and guidelines for injuries and claims
- safety and prevention information.

Jurisdiction	Name of authority	Website
<b>Commonwealth</b>	Comcare	<a href="https://aspirelr.link/comcare">aspirelr.link/comcare</a>
<b>ACT</b>	WorkSafe ACT	<a href="https://aspirelr.link/worksafe-act">aspirelr.link/worksafe-act</a>
<b>NSW</b>	SafeWork NSW	<a href="https://aspirelr.link/safework-nsw">aspirelr.link/safework-nsw</a>
<b>NT</b>	NT WorkSafe	<a href="https://aspirelr.link/worksafe-nt">aspirelr.link/worksafe-nt</a>
<b>Qld</b>	Workplace Health and Safety Queensland	<a href="https://aspirelr.link/worksafe-qld">aspirelr.link/worksafe-qld</a>
<b>SA</b>	SafeWork SA	<a href="https://aspirelr.link/safework-sa">aspirelr.link/safework-sa</a>
<b>Tas.</b>	WorkSafe Tasmania	<a href="https://aspirelr.link/worksafe-tas">aspirelr.link/worksafe-tas</a>
<b>Vic.</b>	WorkSafe Victoria	<a href="https://aspirelr.link/worksafe-vic">aspirelr.link/worksafe-vic</a>
<b>WA</b>	WorkSafe WA	<a href="https://aspirelr.link/worksafe-wa">aspirelr.link/worksafe-wa</a>

## Regulations and standards

*Each state and territory has its own regulations and standards regarding a range of work health and safety issues.*

Regulations are rules that support the general requirements of legislation. They are mandatory, which means employers and workers must follow them. The regulations or standards that apply to your organisation are guided by the relevant industry requirements.

Standards are documents produced by national bodies, health and safety regulators or industry bodies that describe actions required to achieve quality procedures, including practices to avoid occupational deaths, injuries and illnesses.



You must comply with all regulations and standards that apply to the service.

Standards set out details and procedures that make products and services safe, and provide guidance for those working in various areas or industries. Standards are only legally binding when they are included in legislation; however, most services choose to address standards to achieve a high level of health and safety, and it is recommended that standards be followed for your own protection and the protection of those you work with.

Your service should have a copy of the relevant regulations and standards for you to access at all times.

## National Quality Framework (NQF)

*The National Quality Framework (NQF) specifically targets children's health and safety issues.*

The NQF includes Education and Care Services National Law and Regulations as well as National Quality Standards (NQS). These regulations and standards are mandatory and relate to the requirements of your work in an education and care service.

Part 4.2 of the Education and Care Services National Regulations, and Quality Area 2 of the National Quality Standard (NQS), relate to Children's Health and Safety.

The regulations concern:

- health, safety and wellbeing of children (Regulations 77 to 84)
- incidents, injury, trauma and illness (Regulations 85 to 89)
- medical conditions policy (Regulations 90 and 91)
- administration of medication (Regulations 92 to 95)
- emergencies and communication (Regulations 97 and 98)
- collection of children from premises and excursions (Regulations 99 to 102).

You must be aware of and refer to these regulations as you participate in your daily work. They complement WHS regulations and standards by providing guidance when working specifically with children.

Every education and care service must have relevant NQF documents and supporting materials on-site at all times. They can also be accessed online at the ACECQA website at: [aspirelr.link/acecqa](https://aspirelr.link/acecqa)

## Codes of practice

*Codes of practice (called compliance codes in Victoria) are industry guidelines that help in the management of a service based on existing regulations or best practice.*

A code of practice is not a law, but should be followed unless there is an alternative course of action that achieves the same or better standards. These can also be used where no legislation exists.

Safe Work Australia provides model codes of practice, including:

- How to Manage Work Health and Safety Risks – this explains how to identify, assess and control risks. You can access this code of practice at: [aspirelr.link/manage-whs-risks-code-of-practice](https://aspirelr.link/manage-whs-risks-code-of-practice)
- Hazardous Manual Tasks – this explains how to identify manual-handling tasks, and assess and eliminate the risks associated with them. You can access this code of practice at: [aspirelr.link/swa-practice-hazard-code](https://aspirelr.link/swa-practice-hazard-code)
- First Aid in the Workplace – this outlines first-aid kit contents, first-aid signs, facilities and procedures, and standard precautions for infection control. You can access this code of practice at: [aspirelr.link/swa-first-aid](https://aspirelr.link/swa-first-aid)

You are also able to access COVID-19 recommended WHS practices at this website: [aspirelr.link/swa-covid19](https://aspirelr.link/swa-covid19)

## Policies and procedures

*Health and safety policies and procedures are based on relevant health and safety legislation, regulations and standards, as well as National Quality Framework (NQF) laws.*

Policies and procedures inform workers how to apply the legal requirements to their daily work. A policy provides an overall plan with general goals, and outlines requirements to guide present and future decisions. A procedure describes actions that need to be taken as a sequence of activities, tasks, steps and processes to produce the desired result or outcome.

### **Examples of policies and procedures in an education and care service include:**

- sun protection policy
- water safety policy
- first-aid policy
- incident and injury reporting procedures
- dealing with medical conditions policy
- emergency evacuation procedure
- hazard identification and reporting procedure.

## WHS currency

*Currency is about using the most accepted or recently identified practices.*

You can maintain currency by accessing the most up-to-date version of WHS documents, such as laws, standards and regulations, and by using consultative processes to share information and improve your actions.

Safe Work Australia and each of the state and territory health and safety authorities have a news and events page online. You can also subscribe to their email newsletters.

The Australian Children's Education and Care Quality Authority (ACECQA) oversees the implementation of legislation and standards for education and care services. Their newsletters can be found online, and you can also subscribe to their email newsletters to receive current information.



It's important to keep up to date with legislation and best practice guidelines.

### To maintain the currency of legislation and standards:

- be aware of the content
- inform others of details
- ensure a current copy of any legislation is available at all times, and that all staff members are aware of its location.

### To maintain currency using codes of practice, compliance codes or guidance materials:

- refer to them when updating policies and procedures.
- let others know about them through policies and procedures.
- subscribe to newsletters from your state or territory authority, so you know when new information is provided.
- follow them in your work practices.

### Example

#### Maintaining WHS currency

Claudia is a new staff member at Wonder Minds ELC. Part of her induction is to familiarise herself with the specific legislation, policies and procedures she needs to follow to work safely. This includes the NQS, WHS Act (NSW), codes of practice, and policies and procedures of the service.

At the end of her orientation, she must sign a document to state that she has read and understood this information.



# Practice Task 1

1. Which of the following statements are correct? Select yes or no for each one.

- a. The *Work Health and Safety Act 2011* (Cth) is aimed at creating a model that all states and territories can use to create their own similar laws. \* Yes \* No
- b. The *Work Health and Safety Act 2011* (Cth) is aimed at stopping states and territories from making their own laws. \* Yes \* No
- c. Duty of care is a legal responsibility to make sure no one is harmed in the workplace. Employers and workers are both responsible for duty of care. \* Yes \* No
- d. Duty of care is about making sure no one is hurt. Employers are responsible for all duty of care and will be legally responsible if something goes wrong. \* Yes \* No

2. You must be aware of your responsibilities in order to follow safe work practices. Which of the following are the WHS responsibilities of an employer? Select all that apply.

- Provide and maintain a safe and healthy workplace with safe equipment.
- Provide adequate facilities for the welfare of workers.
- Take reasonable care for their own health and safety above all else.
- Cooperate only with the PCBU in matters of health and safety.
- Provide information, instruction and supervision.
- Monitor workplace conditions and the health of workers.

3. What is the name of the health and safety authority in your state or territory, and where could you find out more information about this authority?

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4. Which of the following statements are correct? Select yes or no for each one.

- a. For practices to be current, you must use up-to-date information to inform policies and procedures. \* Yes      \* No
- b. Currency is about the amount of electricity used in the service and how dangerous this is during a manual task. \* Yes      \* No
- c. Safe Work Australia, state and territory WHS authorities and ACECQA have regular email newsletters you can subscribe to. \* Yes      \* No
- d. Currency is about using the most accepted or recently identified practices. \* Yes      \* No
- e. Codes of practice are not mandatory, so you don't have to follow them, as they are often difficult to comply with. \* Yes      \* No

5. Explain why a new staff member must go through an induction process and read all the policies and procedures, even if they are experienced and knowledgeable.

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## 1B Improving WHS

*It is the responsibility of all workers to contribute to safe work practices.*

This can be done by ensuring that procedures are followed and by participating in developing, implementing and reviewing health and safety policies and procedures.

When workers are involved in making decisions about healthy and safe environments, this is called a participative arrangement.

A number of factors may affect how workers are involved in participative arrangements and how organisational health and safety procedures are designed. These include:

- the size and purpose of the organisation
- the organisation's culture or beliefs
- the degree of formality or arrangements in the workplace
- management expectations
- staff induction and training
- individual attitudes
- levels of reading and writing skills
- the simplicity and design of forms or documents
- how easy it is to access forms or documents.



Involve all workers in safe work practices.

### Participative arrangements

*To make participative arrangements effective, all workers must understand legislation, codes of practice, industry standards, and organisational policies and procedures.*

These aspects may be shared through:

- health and safety committees (HSCs)
- health and safety representatives (HSRs)
- formal and/or informal meetings – these may be arranged by the HSR or be part of another meeting's agenda
- induction and training
- issue resolution
- regular information sessions on existing or new WHS issues
- planning, consultation or purchasing committees
- management discussions relating to raising requests and concerns, contributing suggestions and providing reports
- providing written workplace information.

Every workplace should have workers on site who are trained in dealing with WHS issues and emergencies. They are the people you can report an existing or potential hazard to.

### Designated WHS personnel may include a:

- Team leader, supervisor or manager – In most education and care services these are the first people approached when there are any WHS concerns. Usually these people are involved in a HSC or discussion group.
- HSC member, HSR or worker representative – They consult with staff members about possible WHS issues or concerns and identify ideas for solving WHS problems.
- First-aid officer – They provide initial first aid and care to someone who is ill or injured until medical help arrives. They may also be responsible for stocking first-aid kits and keeping first-aid records current. (First aid content lists are available in the Code of Practice: First Aid in the Workplace)

Each of these positions may have different responsibilities depending on the organisation, including being responsible for:

- a specific area
- a work or task group
- carrying out a role, such as a secretary required to document notes from meetings, or a reporting or liaison officer responsible for communicating between work groups and management.

A large organisation may have different people in each of these positions; a small organisation may just have one or two people who fulfil all of these roles.

Each workplace is different, so identify the designated WHS personnel during your induction or speak with your supervisor for more information.

## Contributing to WHS

*Successful contribution to health and safety relies on commitment, consultation and cooperation by all staff.*

Everyone in the workplace needs to understand their role in WHS processes. This includes the commitment of HSRs and employers to provide information and feedback on participative arrangement outcomes, and commitment by workers to access this information and follow procedures appropriately.

There are two main methods for contributing to WHS procedures:

- verbal methods, including discussing policies and practices with appropriate people, such as your employer or supervisor, the HSR, or an HSC member or chairperson
- non-verbal (written) methods, including noting issues in diaries and communication books, and filling out documents, such as grievance or work injury forms and maintenance registers.



All workers need to contribute to safe work practices.

## Consultation

*When workers are involved in the development and maintenance of policies, procedures and processes, every participant becomes a supported and valued member of a team.*

Consultation and cooperation also helps workers to:

- commit to health and safety
- use equipment according to guidelines and operating manuals
- apply appropriate actions in hazardous situations.

The following consultative activities can provide the opportunity for you to contribute to safe work practices.

### Meetings

Consultation usually occurs at organised meetings with HSRs, HSC members, team leaders, supervisors, managers and other staff members. These meetings should provide all staff with the opportunity to share their opinions, knowledge and skills, and to contribute ideas for improving policies and procedures.

WHS issues can be raised at meetings and strategies can be identified to deal with these. Issues include reported risks, hazards or injuries.

WHS meetings should be organised in advance to allow as many people as possible to attend.

It is helpful when the following things occur at meetings:

- A chairperson makes sure that all issues are addressed.
- The group stays on topic.
- Everyone is given the opportunity to voice their opinion.
- Someone takes minutes (notes) of the meeting.

When changes occur, they should be clearly shared by:

- documenting the changes in a handout or fact sheet
- posting the changes on noticeboards.

### Discussions, coaching and guidance

A strategy for contributing to safe work practices is to speak directly with co-workers and WHS staff. A good time to do this is when you notice that safe work procedures are not being followed. For example, if you see a co-worker trying to lift a heavy or awkward load alone, you could step in to help them, and remind them they need to use team lifts for these types of items.

People often find it hard to ask for help, so when they do, listen carefully and share as much information as possible. If you are unable to answer a question, refer them to someone who can, or get back to them with the answer.

Coaching and guidance may be unplanned; for example, a co-worker may ask how to store or use a particular cleaning chemical. It may also be planned, such as when you or another educator organise a meeting to discuss a particular issue. This often occurs in response to an incident.

Discussion, coaching and guidance should be regular occurrences, particularly with less experienced workers who may not be confident carrying out all procedures. You will know if others need help by simply watching workers following the day-to-day routines.

## Discussions, coaching and guidance (cont.)

At times workers might be asked to demonstrate correct procedures; for example, how to lift an infant out of a cot.

When you guide others, your communication and feedback should be simple and positive. Use careful explanations, feedback, encouragement and problem-solving skills. If you are ever unsure about something, ask your supervisor or manager.

## Inspections and audits

A WHS inspection and audit will occur to solve issues or systematically monitor, locate and report hazards in the workplace. Inspections and audits, which may involve staff or an external WHS inspector, occur to check that an organisation and its workers are meeting all their WHS responsibilities.

In an education and care service, this may involve monitoring:

- indoor and outdoor areas
- equipment and toys
- food preparation areas
- lighting and other electrical equipment
- fences, doors and locks
- beds and bedding.

Inspections and audits are also a useful opportunity to learn more about health and safety, and how your organisation can better meet its responsibilities to children, family members, workers and others. Results from inspections and audits can be used to inform the revision, development and implementation of safe work policies and procedures in your work area.

### Example

#### The role of a HSR

Dixie is the HSR for her service. Dixie speaks to educators to get their ideas on how WHS improvements could be made in the service. She brings up these ideas in staff meetings for general discussion. If changes needed to be made, Dixie discusses how these could be implemented with the director.

Dixie makes sure everyone takes responsibility for WHS in the service. As part of this role, she asks staff members to complete housekeeping tasks such as checking that first-aid kits are up to date and well stocked, and keeping exits clear. She checks that signs are clear and positioned in places where they can easily be seen. Dixie is happy to provide training and assist staff when needed.

As part of her role, Dixie attends WHS professional development sessions. These are sometimes about changes to legislation or codes of practice, and sometimes provide guidance on safe work practices specific to education and care services, such as routine housekeeping or safe lifting practices.





## Practice Task 2

1. Draw a line to match the WHS improvement opportunity to the correct description.

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>* Discussion, coaching and guidance</li> </ul>   | <ul style="list-style-type: none"> <li>* When workers are involved in decisions being made about healthy and safe environments.</li> </ul>   |
| <ul style="list-style-type: none"> <li>* Inspections and audits</li> </ul>  | <ul style="list-style-type: none"> <li>* Verbal methods and non-verbal (written) methods are the two main ways this occurs. Involvement helps workers to apply appropriate actions in hazardous situations.</li> </ul>                             |
| <ul style="list-style-type: none"> <li>* Contributions from workers to WHS procedures via consultation and cooperation</li> </ul> | <ul style="list-style-type: none"> <li>* Opportunities for staff to share their opinions, knowledge and skills as a group, and to contribute ideas for improving policies and procedures.</li> </ul>   |
| <ul style="list-style-type: none"> <li>* Participative arrangements</li> </ul>  | <ul style="list-style-type: none"> <li>* These should occur throughout the day, particularly so that less experienced workers become confident carrying out all procedures.</li> </ul>   |
| <ul style="list-style-type: none"> <li>* WHS meetings</li> </ul>  | <ul style="list-style-type: none"> <li>* Might be carried out prior to using an area or part of a regular check. They help highlight common health and safety issues and support your organisation to better meet its responsibilities.</li> </ul> |

## Summary

- Health and safety procedures guide you to implement safe work practices.
- Health and safety policies and procedures are based on relevant legislation and standards, and help to ensure that you, your colleagues, clients and visitors are protected from harm.
- You can maintain the currency of safe work practices by ensuring you receive up-to-date information about WHS.
- WHS issues should be raised with the designated people in your organisation, such as your supervisor or HSR.
- There is a range of ways you can contribute to safe work practices, including participating in consultative activities, such as workplace safety meetings, discussions and inspections.
- Consultative activities are a vital to help contribute to the development and implementation of safe work policies and procedures in your work area.

# Learning Checkpoint 1

## Understanding WHS responsibilities

1. Which of the following statements describe things you could do to check how to deal with a blood spill? Select all that apply.

- Go to the Safe Work Australia or state/territory authority website and check the model code of practice to ensure your actions are current.
- Check the infectious disease policy and see if it lists actions.
- Don't worry about it. It is not your responsibility. Your employer has a duty of care to manage this type of issue.
- Ask the HSR about the process and explain what you know.

2. Provide an example of how each of these consultative processes could be used to gather feedback from staff on a new manual handling procedure:

a. Meetings

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b. Discussions

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c. Reporting

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d. Inspections

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e. Coaching

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f. Guidance

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## Topic 2

In this topic you will learn about:

- 2A Identifying hazards
- 2B Reporting incidents

# Manage workplace hazards

*Your WHS responsibilities include you being aware of dangers and acting when you notice these.*

There are actions you can take to check WHS is being maintained, and expectations you must follow if dangers are identified or incidents occur.

## 2A Identifying hazards

*A hazard is an object or situation that can cause harm.*

This may include injury or illness, damage to property, damage to the environment, or a combination of these. Hazard identification involves noticing hazards that are causing or could cause harm.

Hazard identification must be applied as part of your day-to-day work activities, and is required:

- before planning or starting tasks or activities
- before changes are made to a workplace, equipment, work processes or work arrangements
- after an incident has occurred
- when new knowledge becomes available
- at regular intervals during normal operations
- prior to disposing of equipment or materials.



Be aware of potential hazards in your service.

### Scanning for safety

*A simple WHS strategy that can help you develop hazard recognition skills is to scan for safety.*

Take these steps to scan for safety.

- 1 Scan** for possible hazards at all times. Keep your eyes moving, taking in what is in the area. While scanning, identify each item that could be a potential hazard.  
*Example:* You see a wet floor surface.

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- 2 Predict** what could happen; consider what could go wrong if the hazard is not fixed.  
*Example:* You realise that someone could slip over.

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- 3 Decide** what action should be taken to fix the hazard.  
*Example:* Someone needs to mop the area.

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- 4 Execute** the required action; be willing to act to prevent possible incidents from occurring.  
*Example:* Mop the area.

### Potential workplace hazards

*There are many different types of hazards that you need to be aware of.*

In the Model Code of Practice: How to Manage Work Health and Safety Risks, published by Safe Work Australia, the following are identified as potential workplace hazards.

Hazard	Possible outcomes	How this may occur in your workplace
<b>Manual tasks</b>	<ul style="list-style-type: none"> <li>➤ Overexertion or repetitive movement can cause muscular strain</li> </ul>	<ul style="list-style-type: none"> <li>➤ Lifting children onto a change table, or into or out of a cot</li> <li>➤ Moving heavy equipment</li> </ul>
<b>Storage of items</b>	<ul style="list-style-type: none"> <li>➤ Falling objects may cause concussion, permanent injuries or death</li> </ul>	<ul style="list-style-type: none"> <li>➤ Equipment not being stored correctly</li> <li>➤ Heavy items stored in high places</li> </ul>
<b>Floors</b>	<ul style="list-style-type: none"> <li>➤ Falls, slips and trips can cause fractures, bruises, lacerations, dislocations, concussion, permanent injuries or death</li> </ul>	<ul style="list-style-type: none"> <li>➤ Sand not being swept, leaving a slippery surface</li> <li>➤ Water and other spills on the floor, making it slippery</li> <li>➤ Toys and other objects on the floor, creating a tripping hazard</li> </ul>
<b>Electricity</b>	<ul style="list-style-type: none"> <li>➤ Exposure to live electrical wires can cause shock, burns or death from electrocution</li> <li>➤ These may be a potential ignition source, leading to a fire</li> </ul>	<ul style="list-style-type: none"> <li>➤ Using electrical equipment with wet hands</li> <li>➤ Overloading power points</li> </ul>
<b>Machinery and equipment</b>	<ul style="list-style-type: none"> <li>➤ Being hit by moving vehicles or caught by moving parts of machinery can cause fractures, bruises, lacerations, dislocations, permanent injuries or death</li> </ul>	<ul style="list-style-type: none"> <li>➤ Failure to follow road safety while on an excursion</li> <li>➤ Putting hands in a washing machine while it is operating</li> </ul>
<b>Hazardous chemicals</b>	<ul style="list-style-type: none"> <li>➤ Chemicals (such as acids, hydrocarbons and heavy metals) and dusts (such as asbestos and silica) can cause respiratory illnesses, cancers or dermatitis</li> </ul>	<ul style="list-style-type: none"> <li>➤ Cleaning products used to disinfect being accessed by children</li> <li>➤ Not storing or labelling chemical containers properly</li> </ul>
<b>Extreme temperatures</b>	<ul style="list-style-type: none"> <li>➤ Heat can cause burns, heatstroke or fatigue</li> <li>➤ Cold can cause hypothermia or frostbite</li> </ul>	<ul style="list-style-type: none"> <li>➤ Not wearing a hat and sunscreen outside</li> <li>➤ Lack of shade</li> <li>➤ Not providing blankets in cots in colder weather</li> </ul>
<b>Noise</b>	<ul style="list-style-type: none"> <li>➤ Exposure to loud or ongoing noise can cause permanent hearing damage and/or stress</li> </ul>	<ul style="list-style-type: none"> <li>➤ Having music too loud</li> <li>➤ Too many people in a small space</li> </ul>
<b>Radiation</b>	<ul style="list-style-type: none"> <li>➤ Ultraviolet, welding-arc flashes, microwaves and lasers can cause burns, cancer or blindness</li> </ul>	<ul style="list-style-type: none"> <li>➤ Using old or damaged appliances</li> <li>➤ Not having appliances tagged and tested regularly</li> </ul>

Hazard	Possible outcomes	How this may occur in your workplace
<b>Biological hazards (infections)</b>	<ul style="list-style-type: none"> <li>Micro-organisms can cause hepatitis, legionnaire's disease, Q fever, HIV/AIDS or allergies</li> </ul>	<ul style="list-style-type: none"> <li>Not washing hands or changing gloves after cleaning bodily fluids</li> <li>Spraying cleaning chemicals close to those with respiratory or skin allergies</li> </ul>
<b>Psychosocial hazards</b>	<ul style="list-style-type: none"> <li>Bullying, violence and fatigue can lead to work-related stress</li> </ul>	<ul style="list-style-type: none"> <li>Not taking required breaks</li> <li>Inadequate child-staff ratios</li> </ul>

Potential hazards can be identified through:

- workplace inspections
- consulting HSRs and other workers
- constantly checking incident records and dangerous occurrences to notice patterns
- keeping up to date with the latest information about relevant products or processes
- regular safety audits.

## Safety signs

*Hazards can be identified through the use of safety signs.*

Be aware of the signs that might be used in the workplace and their meanings, as well as what hazards they are protecting you from. Here is an explanation of some common safety signs.

Example sign	Meaning	Explanation	Purpose of the sign
	<b>Personal protective equipment (PPE)</b>	You may need to wear gloves, an apron, a mask, glasses or other PPE to ensure your safety while performing certain tasks.	PPE might protect you from germs when changing nappies or handling food, or from chemical burns when using cleaning products.
	<b>Emergency equipment</b>	These signs show where fire extinguishers, fire blankets, first-aid kits, exits and fire hoses are located.	In an emergency you need to be able to quickly find and use the correct equipment.

Example sign	Meaning	Explanation	Purpose of the sign
	<b>Dangerous goods</b>	These signs identify if there is a chemical being stored and may identify what type of chemical it is.	This sign might remind you that children should be kept safe from the chemical and that it should be stored safely, or doors should be kept shut or locked. It may also help emergency support teams to find dangers in an emergency.
	<b>Specific hazards such as sharps or biohazards</b>	These signs let people know that sharps or biohazards are dangers here.	The sign might remind you that you should not try to open or empty the container yourself. It might also remind you that sharps can be dangerous as they can transfer germs and diseases from one person to another.

## Hazard checklists

*Most education and care services have a checklist for each area to check for common hazards.*

The checklist should cover all areas that are used in the service and should list all items in that area that people could come into contact with. The checklist should have space for you to write:

- whether or not you notice a hazard
- what action or control is needed to fix the hazard
- who is responsible for implementing the control.

Here is an example of a hazard inspection checklist. You may encounter others with different content and layout.

## Hazard inspection checklist – Entrance/Foyer

Inspection conducted by:

Date of inspection:

Area	Hazard found Yes/No	Action required	Who is responsible
<b>Floor surfaces:</b> <ul style="list-style-type: none"> <li>➤ Free of trip/slip risks</li> <li>➤ Clear of obstructions</li> </ul>			
<b>Ramps and stairs:</b> <ul style="list-style-type: none"> <li>➤ Free of slip/trip/fall risks</li> <li>➤ Clear of obstructions</li> </ul>			
<b>Steps and stairs:</b> <ul style="list-style-type: none"> <li>➤ Free of slip/trip/fall risks</li> <li>➤ Clear of obstructions</li> </ul>			
<b>Fire exit signs:</b> <ul style="list-style-type: none"> <li>➤ Clear and undamaged</li> <li>➤ Illumination working</li> </ul>			
<b>Lighting:</b> <ul style="list-style-type: none"> <li>➤ Adequate</li> <li>➤ In good working order</li> </ul>			
<b>Electrical equipment:</b> <ul style="list-style-type: none"> <li>➤ Tested and tagged</li> <li>➤ Working condition</li> <li>➤ Electrical cords not accessible or visible</li> </ul>			
<b>Storage:</b> <ul style="list-style-type: none"> <li>➤ Adequate</li> <li>➤ Neat and tidy</li> </ul>			
<b>Windows:</b> <ul style="list-style-type: none"> <li>➤ Locks working</li> <li>➤ Clean</li> <li>➤ Restricted access for children</li> </ul>			
<b>Furniture, fittings and shelves:</b> <ul style="list-style-type: none"> <li>➤ Adequate</li> <li>➤ In good repair</li> <li>➤ Secure with no risk of falling</li> </ul>			
<b>Evacuation and emergency procedures and records:</b> <ul style="list-style-type: none"> <li>➤ Accessible by workers</li> <li>➤ Up to date and complete</li> </ul>			
<b>Chemicals and substances:</b> <ul style="list-style-type: none"> <li>➤ Out of reach of children</li> <li>➤ Safety data sheets available</li> </ul>			

# Risk assessment

*A risk is the likelihood that exposure to a hazard will cause harm, injury, trauma or illness.*

Once a hazard is identified, a risk assessment should be conducted to identify the likelihood of injury, incident or illness being caused by that hazard.

**When assessing the risk, consider the following:**

- Who is exposed to the hazard?
- How often are people near the hazard?
- Has the hazard caused any problems in the past?
- How easily could someone be hurt?
- How common is it for this hazard to cause problems?
- Which factors or specific work tasks increase the likelihood of injury or illness?

Part of managing hazards is to classify them according to the level of risk. This helps to prioritise how and when they should be dealt with. The aim is to work out which hazards are most likely to cause injury or harm to the people in the workplace and how serious this may be. By doing a priority is determined. If something is high risk, do something about it immediately.

Risks are often assessed as being high, medium or low. A high risk is where someone is likely to be seriously injured. The following are some examples of different levels of risk associated with hazards.

Risk assessment	Explanation	Example
Low risk	Hazard may cause injury or illness resulting in the person requiring first aid.	<ul style="list-style-type: none"> <li>➤ Scissors are stored with pointed end up.</li> <li>➤ Table is placed where corner edge is likely to be walked into.</li> </ul>
Medium risk	Hazard may cause injury or illness resulting in the person being absent for several days.	<ul style="list-style-type: none"> <li>➤ Heavy equipment that must be lifted by one person.</li> <li>➤ Storeroom stacked unsteadily.</li> <li>➤ Toys scattered in walkways.</li> </ul>
High risk	Hazard could kill or cause serious injury or illness, permanent disability or death.	<ul style="list-style-type: none"> <li>➤ Electrical socket is missing a protector.</li> <li>➤ Door jamb protectors missing.</li> </ul>

## Practice Task 3

1. Walk around a workplace or classroom and use a hazard inspection checklist to complete a safety inspection. Make comments for each item as required. You may use the following table to complete this.

Safety inspection checklist			
Date of check	Time of check	Name of person completing the check	
Item to check	Tick if safe	Details of hazard	Reported to
Lighting	<input type="checkbox"/>		
Ventilation	<input type="checkbox"/>		
Cleaning equipment	<input type="checkbox"/>		
Chemicals	<input type="checkbox"/>		
Electrical equipment	<input type="checkbox"/>		
Power points	<input type="checkbox"/>		
Bathroom equipment	<input type="checkbox"/>		
Floor coverings	<input type="checkbox"/>		
Storage	<input type="checkbox"/>		
Possible hazardous manual tasks (lifting, pulling and carrying)	<input type="checkbox"/>		
Other hazards noticed	<input type="checkbox"/>		

2. For each of the following safety signs, identify the hazard you are being warned about.

<p>a.</p> 	
<p>b.</p> 	
<p>c.</p> 	

3. Draw a line to match each hazard to the correct level of risk.

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>* The toaster has caught fire.</li> </ul>   | <ul style="list-style-type: none"> <li>* Low risk</li> </ul>    |
| <ul style="list-style-type: none"> <li>* The children are on an excursion at the local pool.</li> </ul>                        | <ul style="list-style-type: none"> <li>* Low risk</li> </ul>    |
| <ul style="list-style-type: none"> <li>* An educator is about to lift a large tub from a high shelf.</li> </ul>                | <ul style="list-style-type: none"> <li>* Medium risk</li> </ul> |
| <ul style="list-style-type: none"> <li>* A child has a cold.</li> </ul>  | <ul style="list-style-type: none"> <li>* Medium risk</li> </ul> |
| <ul style="list-style-type: none"> <li>* Children are throwing sand.</li> </ul>  | <ul style="list-style-type: none"> <li>* High risk</li> </ul>   |
| <ul style="list-style-type: none"> <li>* A child refuses to put their hat and sunscreen on during very hot weather.</li> </ul> | <ul style="list-style-type: none"> <li>* High risk</li> </ul>   |

## 2B Reporting incidents

*Incidents and injuries may occur frequently due to the number of people moving through the area, the space used and the types of activities that are taking place.*

An injury or incident may involve staff, children, parents or other visitors to the service. Common incidents include slips, falls and bumps.

Less common incidents include:

- gas leaks
- fires
- flooding
- electric shock
- chemical spills.

Near misses must also be reported. Near misses are situations where injury or damage could have occurred, but didn't. Once reported, action should be taken to remove or control the risk so that the situation does not occur again.



All incidents that occur in the service need to be reported.

### Reporting WHS issues

*Following hazard identification or risk assessment, issues need to be reported to the designated person, as identified in your organisational policies and procedures.*

Although you may not have the authority to implement changes, you should raise any issues you identify and record any:

- existing hazards
- potential hazards
- suggestions and ideas for improving safety
- incidents
- residual risks (any risk that remains after controls have been implemented)
- corrective action taken to improve health and safety.

By raising and reporting WHS issues you will be passing on information to the correct people so they can take action. This means you will be following your duty of care responsibilities.

## Reporting documents

*Policies and procedures for reporting incidents and injuries will vary according to your organisation, so check what these are and where they can be found.*

You may also need to match the incident or injury to the correct document. Relevant documents include:

- hazard identification reports
- risk assessment records
- maintenance reports
- child accident records
- health and safety records
- incident forms
- incident investigation reports
- notification of serious accidents.

### To accurately complete documentation, ensure you:

- use the correct document; the record you complete for an adult may be different to the one you complete for a child
- know where to find procedures, instructions and documents
- understand the procedures and instructions for completing documents
- know what to do with documents when they have been completed
- report and record hazards as soon as possible after they have been identified
- complete a report as soon as possible after an incident occurs
- only record the facts, not what you think happened
- know who to seek advice from if you have difficulty recording an incident.

## Designated personnel

*Policies and procedures will advise you of who you need to report to when an incident occurs.*

You may need to report incidents to:

- a supervisor, manager, HSR or another person in your organisation designated to manage these issues
- the child's parent or guardian
- education and care service departmental staff.



Some staff will be trained in first aid and CPR.

Serious injuries and incidents (known as notifiable incidents) need to be reported to your health and safety authority. This may be your responsibility or the responsibility of a designated person.

If you are unsure whether or not you should report something, check your policies and procedures, or seek advice from your supervisor.

## Example

### WHS incident report

The following is an example of a WHS incident report completed by an educator.

WHS Incident report		
<b>Name and age of injured person</b>	Harriet Millar 4 years 3 months	
<b>Date injury occurred</b>	24/1/19	
<b>Time injury occurred</b>	10.30 am	
<b>Person's relationship to the service</b>	Parent	
<b>Circumstances that led to the injury</b>	Harriet was playing a running game when she slipped on sand that was on the path. She grazed her left knee and bumped the left side of her forehead on the timber border of the softfall area.	
<b>Injury sustained</b>	Graze to left knee	
<b>Any medical personnel contacted - record details and discussion</b>	No medical personnel contacted.	
<b>Details of any medication administered (complete a medication record) and/or first aid provided by the service or service staff</b>	No medication administered. Ice pack applied to knee for 15 minutes.	
<b>Details of any witnesses to the injury</b>	An Liang, Harmon Smith	
Complete the following section if an emergency contact was involved		
<b>Name of staff member who made or attempted contact with an emergency service</b>	<b>Date and time of notification attempts or contacts</b>	<b>When was the emergency contact reached?</b>
N/A	N/A	N/A
<b>Date entry was completed</b>	24/1/19	
<b>Time entry was completed</b>	10.50 am	
<b>Name of person completing the entry</b>	An Liang	
<b>Signature of the person completing the entry</b>	<i>A Liang</i>	
<b>Role of person completing the entry</b>	Educator	
<b>Signature of injured person</b>	<i>Harriet Millar</i>	
<b>Date of signature</b>	24th January	



## Practice Task 4

### 1. Draw a line to match each hazard to the correct action to take.

- |  |  |
|--|--|
| * You see a mouse run under the pantry in the kitchen.                           | * A hazard that you can manage yourself    |
| * The toaster has caught fire and this has spread to the curtains.               | * A hazard that you can manage yourself    |
| * A chair has been placed in front of an exit door.                              | * A hazard that you must report and record |
| * A window in the preschoolers room has shattered, leaving glass over the floor. | * A hazard that you must report and record |
| * A lock will not close on the gate.   | * A hazard that leads to an evacuation     |
| * Water has spilt on the bathroom floor.   | * A hazard that leads to an evacuation     |

### 2. Which of the following documents might be appropriate for reporting an accident? Select all that apply.

- ACECQA child incident, injury, trauma and illness report
- Notification of serious accident report
- Maintenance report
- WHS Incident report

## Summary

- All educators must employ a range of strategies for identifying and reducing hazards.
- When you scan for hazards you are using what you know about safety and acting to remove or reduce dangers.
- A risk assessment helps to identify how dangerous a hazardous situation may be.
- There are a variety of hazards that you will come into contact with every day. You have a responsibility to identify and report all existing and potential hazards.
- It is important to know who your organisation's designated health and safety personnel are so you can report hazards, incidents and emergencies to them, and seek help if needed.
- Incidents and injuries need to be reported to designated personnel, and the required documentation needs to be completed.
- WHS issues should be raised with the designated people in your organisation, such as your supervisor or HSR.

# Learning Checkpoint 2

## Manage workplace hazards

### Part A

1. Which of the following statements are correct? Select yes or no for each one.

- a. A hazard is an object or situation that can cause harm. \* Yes      \* No
- b. If equipment is not stored properly it may be a hazard. \* Yes      \* No
- c. A hazard assessment is where you identify the level of risk. Hazards might be rated low, medium or high. \* Yes      \* No

2. Draw a line to match each safety sign to the correct meaning.

	* There is a high risk of fire or explosion from dangerous goods.
	* Personal protective equipment (PPE) must be worn.
	* Indicates where a fire extinguisher is kept.
	* Beware – slippery floor.

3. Rate the following hazards as low, medium or high risk, then discuss why you assigned each rating:

a. A redback spider is found in one of the tyres in the garden play space.

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b. Dishwashing powder has spilt on the floor of the kitchen.

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c. A toddler is sucking on the drink bottle of one of the other children.

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d. Babies are using balloons in an activity.

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- e. A dog lives in the house next door to the service. The fence has a gap in it and the dog can fit its nose through.

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- f. Staff are forgetting to close the storeroom door. There are natural cleaning materials and heavy items stored in the room.

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## Part B

Read the case study, then answer the questions that follow.

### Case study

Kendra, an educator, decides to move the table. She is wearing open-toe sandals. Kendra finds the table too heavy and drops the table leg on the big toe of her right foot. Kendra’s toe is throbbing, bleeding and bruised, and she starts to cry.

Other educators come to supervise the children. Sue helps Kendra to the staff room. Sue applies ice to the injured toe and a plastic strip to cover the broken skin. She also suggests that Kendra raise her foot.

After 15 minutes, Kendra is feeling much better. Her toe is still sore, but it is no longer throbbing. She asks to go back to her normal duties. Sue and Kendra check the service health and safety policy to see what they need to do.

#### Health and safety policy

We will make sure all steps are taken so that the health, safety and wellbeing of employees, children, parents/guardians, students, volunteers, contractors and visitors is cared for. Everyone involved in an early childhood education and care service has a role to play in ensuring the service’s operations are safe and without risk to health and safety.

Staff must:

- Identify hazards and act to control and manage these.
- Report any hazards or injuries to the director and the HSR.
- Complete risk assessments, hazard reports and incident reports as required.

Report all incidents to the HSR – Cath Hayward.

1. Complete the following information about Kendra's accident.

<p><b>Name of injured person</b></p>	
<p><b>Description and location of injury</b></p>	
<p><b>Circumstances that led to the injury</b></p>	
<p><b>Any medical personnel contacted</b></p>	
<p><b>Details of any first aid provided and who by</b></p>	
<p><b>Details of people who witnessed the injury</b></p>	
<p><b>Who was the incident reported to</b></p>	



### Topic 3

In this topic you will learn about:

- 3A** Maintaining safe environments
- 3B** Emergency procedures
- 3C** Coping with workplace stress

## Implement safe work practices

*Policies, procedures and instructions highlight the need to complete basic tasks as strategy for maintaining the health and safety of your workplace.*

They help you to become familiar with safe ways to perform workplace tasks, and to plan your work accordingly. If an incident occurs, you need to know who to report to and how to accurately record what has happened.

You may need to make adjustments to work practices based on factors such as stress levels. Stress is unavoidable and a normal part of everyday life. However, it is also a major WHS issue confronting Australian workplaces. Low levels of stress help you to learn and be productive, but high stress levels or ongoing stress can cause fatigue, exhaustion and illness.

# 3A Maintaining safe environments

*Many hazards are easy to identify, particularly when you know what to look for, yet incidents still occur.*

Incidents can cause a variety of injuries, including back strain, torn muscles and ligaments, chemical burns, sunburn, and other aches and pains. These injuries may occur due to the failure to recognise, fix, control or eliminate potentially hazardous situations, or due to a worker not following WHS procedures and work instructions properly.

## WHS housekeeping

*WHS housekeeping is about keeping the service environment clean, organised and safe.*

Some housekeeping tasks you may need to follow include:

- cleaning up spills
- keeping walkways clear
- making sure exits are easy to find and access
- disinfecting nappy-change benches
- washing dishes
- wiping tables
- identifying and controlling hazards.



WHS housekeeping is an important way to control hazards in the service.

### WHS housekeeping involves:

- using clearly labelled designated storage spaces for equipment and materials
- making sure all staff are trained to complete tasks safely, effectively and efficiently
- setting housekeeping standards
- developing and implementing clear housekeeping policies, procedures and checklists
- developing and implementing guidelines for hazard warning signs, such as using 'wet floor' signs
- regularly checking and completing housekeeping tasks – do not wait until the end of your shift, service closure or when a hazard causes an issue.

The following table provides information about common housekeeping tasks in an education and care service.

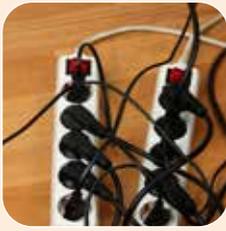
Issue	Examples	Housekeeping tasks
Dust and dirt in filters	<ul style="list-style-type: none"> <li>➤ Clothes dryer filters</li> <li>➤ Heater filters</li> </ul>	<ul style="list-style-type: none"> <li>➤ Clean filters regularly.</li> <li>➤ Record filter cleaning.</li> <li>➤ Clean heaters according to the manufacturer's directions.</li> </ul>

Issue	Examples	Housekeeping tasks
<b>Unclean staff facilities</b>	<ul style="list-style-type: none"> <li>➤ Toilets</li> <li>➤ Staffroom</li> <li>➤ Lockers</li> <li>➤ Eating areas</li> </ul>	<ul style="list-style-type: none"> <li>➤ Clean facilities daily.</li> <li>➤ Empty rubbish bins.</li> <li>➤ Ensure hand-washing and drying facilities are available (moist hands breed bacteria).</li> <li>➤ Keep locker doors closed.</li> <li>➤ Remove waste and uneaten food on a regular basis.</li> </ul>
<b>Spills</b>	<ul style="list-style-type: none"> <li>➤ Food and drink spilt on floors</li> </ul>	<ul style="list-style-type: none"> <li>➤ Clean spills as they occur.</li> <li>➤ Use signs to alert people of slippery surfaces before and after cleaning has occurred.</li> </ul>
<b>Sharp edges</b>	<ul style="list-style-type: none"> <li>➤ Walls</li> <li>➤ Irregular corners</li> <li>➤ Furniture</li> </ul>	<ul style="list-style-type: none"> <li>➤ Cover sharp edges of walls, posts and furniture.</li> </ul>
<b>Trip hazards</b>	<ul style="list-style-type: none"> <li>➤ Toys and other items on the floor</li> </ul>	<ul style="list-style-type: none"> <li>➤ Remove trip hazards.</li> <li>➤ Store items such as prams and sporting equipment in cupboards.</li> </ul>
<b>Waste</b>	<ul style="list-style-type: none"> <li>➤ Rubbish bins</li> </ul>	<ul style="list-style-type: none"> <li>➤ Empty bins before they overflow.</li> <li>➤ Regularly clean bins.</li> </ul>
<b>Poor maintenance</b>	<ul style="list-style-type: none"> <li>➤ Damaged surfaces and equipment</li> </ul>	<ul style="list-style-type: none"> <li>➤ Remove and report all damaged items.</li> <li>➤ Prevent access to damaged surfaces.</li> <li>➤ Repair or replace damaged equipment.</li> </ul>
<b>Storage</b>	<ul style="list-style-type: none"> <li>➤ Staffrooms</li> <li>➤ Sheds</li> <li>➤ Storerooms</li> <li>➤ Storage cupboards</li> </ul>	<ul style="list-style-type: none"> <li>➤ Organise and maintain storage facilities.</li> <li>➤ Develop a plan to show where each item goes.</li> <li>➤ Regularly reorganise and get rid of items no longer needed.</li> <li>➤ Keep chemicals separate from children's materials.</li> <li>➤ Keep chemicals out of children's reach, but ensure adults can access them without straining.</li> </ul>

## Minimising dangers

*There are many hazards that can be avoided by taking notice of the environment and caring for equipment.*

The following are some safe work practices that can be used to help you reduce the likelihood of accidents and injuries occurring. Many of the practices relate to safe housekeeping.



### Electricity

Take these precautions to reduce the risk of electrocution, which can be fatal:

- Make sure that plugs, sockets, power cords and extension leads are in good working order.
- Power plug protectors should be used as well as earth leakage detectors, where possible.
- Avoid using double adapters because they can be easily disconnected or cause a power overload.



### Chemicals

Clearly label chemical containers and store them in a secure place that children cannot access.

Areas where chemicals and solvents are used should be well-ventilated.

The best source of information about chemical products is a safety data sheet (SDS), which tells you the effect of the chemicals if they make contact with your skin, or are swallowed, inhaled or splashed in the eyes. It also gives you first-aid instructions, safe-handling instructions and storage precautions. Chemical manufacturers and suppliers are required by law to make these available to you.

When using chemicals, make sure that you:

- carefully read the SDS and the instructions on the container
- are aware of the potential hazards
- wear the required PPE, such as gloves, aprons, goggles, boots or masks
- clearly label chemicals
- store different types of chemicals separately, with space between the containers
- store all chemicals, cleaners, paints, pesticides and fuels in a locked room or cupboard that children cannot access (a metal surface is safer than wood because if there is a leakage, wood soaks up the chemical, whereas metal can be cleaned).
- Store regularly used cleaners, disinfectants and sanitisers in areas inaccessible to children, in spaces away from play or on shelves that are higher than they are able to access. Supervise child use of sanitisers.
- Remove children from areas where sprays or strong scents might irritate their airways or skin.



### Ventilation

Poor ventilation can lead to symptoms such as headaches and irritability and can contribute to a spread of infection. Use heating and/or cooling at a comfortable level and open windows to provide fresh air.

Replace heater and air-conditioning filters regularly, and keep windows clean to allow light in.



### Floors, aisles, exits and stairs

Regular building maintenance reduces risks. This might include keeping floors, aisles, exits and stairs clear, so that people can move freely without bumping into tables and chairs, or tripping over objects.

Floors should be swept or vacuumed regularly, be clutter-free, non-slippery and have properly secured floor coverings.



### Lighting

Poor lighting can cause eye strain and fatigue. Lighting should be adequate for close work, such as reading, sewing and typing.



### Fire exits and equipment

All staff must be trained in the use of fire extinguishers.

Emergency drills must occur every three months (Regulation 97 of the Education and Care Services National Regulations), and any fire escapes must be clearly signed.

Firefighting equipment must be of the correct type for the chemicals and flammables kept in the workplace.

Emergency numbers and information should be clearly displayed next to every phone.



### Rubbish

There must be an adequate number of rubbish bins with lids and lined with plastic. Each bin should be emptied when full to minimise the spread of infection, and the contents removed to the outside rubbish bins at least daily. Bins should be cleaned and disinfected regularly.

It is advisable to use safe recycling methods to protect the environment.



### Shelves and cupboards

- Cover or curve the sharp edges of furniture and fittings.
- Ensure cupboards and shelves are not overloaded.
- Ensure no one has to stretch when storing objects.
- Correct storage and shelving height are important to prevent slips, falls and strains. The best height is around waist level; however, an acceptable height is to any point between the knees and shoulders.
- Objects used less often should be stored at shoulder-to-raised-arm height. Use a ladder to avoid stretching.
- Check that storage heights are safe for all staff.



### Chairs

- All chairs should support and maintain good posture. Sit on adult-sized furniture as much as possible.
- Stackable chairs should be lifted off one at a time and limits on height should apply.



### Toys

- Toys should be kept clean, mended and put away when not in use to keep floors and walkways free of hazards.
- Any toys that children put in their mouths or suck on should be cleaned and sterilised to prevent the spread of germs and infections.



### Equipment

- All equipment should be cleaned, serviced and maintained following the manufacturer's instructions.
- Large and heavy items such as climbing frames and gymnastic mats should be stacked – at least two people should perform this task rather than one person on their own.
- The height of clothes lines should be adjustable so workers can reach them without stretching.



### Nappy-change tables

- Steps should be provided so that older children can climb onto the change table with assistance. This minimises the need for lifting and bending. Extra care must be taken with use and storage if the steps are on rollers.
- Nappy-change tables should be cleaned and disinfected after each use.



### Beds and sleeping cots

- If your service uses stretcher beds, a group of people should lift them and put them away.
- Drop-sided sleeping cots that are at hip height are ideal because they help to minimise bending and twisting when removing children from the cots, while being a safe and secure place for children to sleep.
- Ensure all cots meet Australian Standards.



### Hanging mobiles and art

- Care needs to be taken when hanging mobiles to ensure they are not in a position where someone can walk into them.
- They also need to be fixed securely so that young children cannot pull them down on top of themselves or pull parts off them.

## Manual handling

*Manual-handling injuries are one of the most common WHS issues in education and care services.*

Manual handling includes any lifting, carrying, pushing and pulling that you do with your body; actions such as lifting children, moving furniture and equipment, or carrying out cleaning tasks.

Many factors increase the likelihood of a manual-handling injury, including:

- the weight of the object being lifted or moved
- repetitive movements and actions
- the level of force applied
- characteristics of the load, such as its shape and size
- lifting posture and position
- equipment being used incorrectly
- duration of the task
- frequency of the activity
- aspects of the work environment
- the age of the worker.

The National Standard for Manual Tasks states that employers must put every effort into preventing manual-handling injuries. It requires employers, in consultation with workers, to make sure that:

- the environment, equipment and practices are designed, constructed and maintained to be as safe as possible
- appropriate and effective training is provided in the use of the environment, equipment and practices
- manual-handling injuries are prevented by using mechanical aids, PPE, teams to lift objects and safe-handling methods.

## Manual-handling tips and techniques

*Use the procedures, instructions and practices you have been taught to assess situations for risks and consistently implement safe manual-handling techniques.*

The following provides some tips to help you prevent manual-handling injuries.



Use a two-person lift for heavy or awkward items.

## Tips to prevent manual-handling injuries



### Lifting and carrying children

- Only carry children when necessary. The correct way to carry a child is to:
  - hold the child facing you as close to your body as possible
  - place one arm under the child's buttocks and the other arm behind the child's back.
- Avoid carrying children on your hip, this may strain your back.
- When lifting children out of cots:
  - lean close against the cot
  - raise the child as close to your body as possible.
- Use recommended strategies when lifting older/larger children.



### Lifting, carrying and reaching for objects

- To avoid neck and back injury, kneel or crouch down rather than bending from the waist.
- When lifting awkward loads, lift with a balanced and comfortable posture.
- Minimise the need to reach above shoulder height if possible; use a stepladder when necessary.
- Avoid extended reaching.
- Share the load if equipment is heavy, long or awkward.
- When heavy items need to be moved, transfer them in trolleys.
- If you are required to reach for anything stored lower than your hands, bend at the knees.
- Mechanical aids such as step ladders and trolleys should be used where possible.
- Choose equipment and furniture that can be moved around safely, easily and as comfortably as possible; for example, furniture on wheels.
- Move equipment when children are not around, if possible.
- Rearrange storage so it is easier and safer to remove and replace items.
- Lift only within the limits of your own strength; ask for assistance if necessary.
- Ensure you can see where you are going when carrying items.
- Never twist while lifting.
- Ensure the workplace is tidy and that floors are uncluttered, even and non-slippery before you start to move items.
- Make sure there is adequate space to perform each task.

## Manual-handling steps

*Follow these steps to prevent injuries while lifting.*

Ask for assistance when it is unsafe to lift an object on your own. Remember to always check that your path is clear before carrying items.

<b>Lifting</b>	<ol style="list-style-type: none"> <li>1. Place your feet in a stride position.</li> <li>2. Keep your breastbone as elevated as possible.</li> <li>3. Bend your knees.</li> <li>4. Brace your stomach muscles.</li> <li>5. Lift using your legs.</li> </ol>
<b>Carrying</b>	<ol style="list-style-type: none"> <li>1. Lift using your legs.</li> <li>2. Hold the object close to your centre of gravity, around your navel.</li> <li>3. Move your feet, not your spine.</li> <li>4. Move in a forward-facing direction so you can see where you are going.</li> </ol>
<b>Lowering</b>	<ol style="list-style-type: none"> <li>1. Place your feet in a stride position.</li> <li>2. Brace your stomach muscles and bend your legs to lower objects.</li> <li>3. Keep your breastbone as elevated as possible.</li> </ol>
<b>Team lift</b>	<ol style="list-style-type: none"> <li>1. Ask a colleague to help. Ideally the colleague should be well matched to your size and strength.</li> <li>2. Agree on a plan of action: coordinated movement during a lift is important. One person should act as the team leader and call the lift, for example, '1,2,3 lift'.</li> </ol>

### Example

#### Manual handling

Mindi is an educator working outdoors with four children on her own. It is getting close to end of the day and her role is to make sure the outdoor yard is packed up and all equipment is locked away in the shed. She gets the children to help her put away as much as they can safely handle. The only thing left is a large jumping board. She leaves this until a colleague is available to assist her.

## Sun safety

*Too much sun exposure carries a higher risk of skin damage and skin cancer. Not enough sun exposure can lead to vitamin D deficiency, which can result in weak bones and muscles.*

To create a balance when you consider sun care, use sun safe practices in outdoor areas by wearing a hat and using at least an SPF 30+ sunscreen when the ultraviolet (UV) radiation level is 3 and above. When the UV index is this high, sun care strategies should be implemented, which includes applying sunscreen at least 20 minutes prior to going outdoors. The Cancer Council recommends that if the UV index level is below 3, sun protection is not needed unless you are outside for extended periods.

Staff should follow sun safety procedures because:

- you may receive damage from the sun if you do not follow procedures, which is a WHS issue
- following sun safety shows that you value and follow policies and procedures
- children need to see expectations modelled.

You can access UV levels using the following options:

- bureau of meteorology website or app
- radio and weather forecasts
- Cancer Council website: [aspirelr.link/cancer-council-australia](https://aspirelr.link/cancer-council-australia)

The Cancer Council also offers a SunSmart app through its website, which can be accessed here: [aspirelr.link/sunsmart-app](https://aspirelr.link/sunsmart-app)

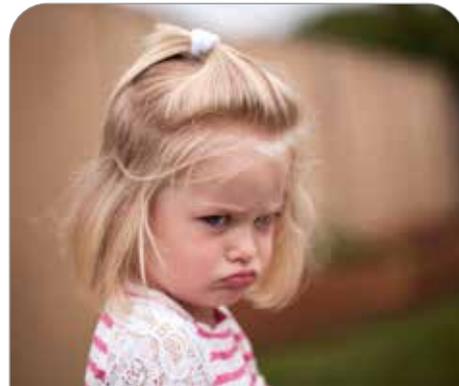
## Violence and aggression

*Violence and aggression may come from children or adults who are experiencing strong emotions.*

Sometimes this will occur for unknown reasons; other times the reaction may be in response to events that are frightening, upsetting or overwhelming.

When working with children who have violent or aggressive behaviour, work with other educators and the child's parents to develop a behaviour plan.

When dealing with an adult expressing violence and aggression, meet your duty of care by keeping the children, yourself and other staff members safe and protected. Be ready to call 000, as the person should be given a clear message that violence and aggression are not welcome in an education and care environment.



Develop a behaviour plan for a child expressing violent or aggressive behaviour.



## Practice Task 5

1. Which of the following statements relate to safe housekeeping? Select all that apply.

- WHS housekeeping is about keeping the general environment clean, organised and safe.
- WHS housekeeping is about making sure that procedures are written down and kept neatly in a filing cabinet.
- WHS housekeeping tasks include cleaning up spills and keeping walkways clear.
- It is best to leave all the WHS housekeeping tasks until the end of the day. This will mean the environment is safe for the next day.
- It is recommended that staff regularly complete WHS housekeeping tasks throughout the day rather than leaving them until the end of the day. This means the environment will be safe at all times.

2. Draw a line to match the hazards to the correct work instruction or housekeeping task.

- |                           |   |
|---------------------------|---|
| * Chemicals               | * Wear a hat and sunscreen when the UV level is 3 or above. |
| * Floors                  | * Power plug protectors should be used.                     |
| * Electricity             | * Be ready to call 000.                                     |
| * Sun                     | * Portable steps should be used.                            |
| * Violence and aggression | * Carefully read the SDS.                                   |
| * Nappy change bench      | * Sweep or vacuum regularly.                                |

3. Number each step from 1 to 5 in the order you would follow to lift safely.

Keep your breastbone as elevated as possible.

Lift using your legs.

Bend your knees.

Place your feet in a stride position.

Brace your stomach muscles.

4. Describe the manual-handling techniques you should use when putting away large or heavy equipment.

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## 3B Emergency procedures

*An emergency is any situation or event that may cause severe risk to people.*

In emergency situations, confusion and panic may affect even the most organised and prepared people. When you understand emergency and evacuation procedures, you are likely to be more reliable and supportive of others.

If something unexpected happens to you, a child or a co-worker, the first step is usually to contact your supervisor or manager. You or someone else identified in the emergency action plan may also need to contact a health professional, the police, ambulance or fire service.



In an emergency you may need to dial 000.

You will find all the details for emergency response in an emergency plan. Your actions during an emergency will be different depending on the type of emergency. The following outlines common types of emergencies.

### Types of emergencies

- Medical emergency, such as a child breaking a limb, or experiencing an asthma attack or severe allergic reaction
- Emergency requiring evacuation, where you must leave the building for some reason such as a fire, gas leak, explosion, structural collapse, hazardous substance or chemical spill
- Smoke or fire alert, where breathing, heat or flames might change your evacuation plan
- Bomb threat
- Security or personal threat, such as an armed robbery, intruder or disturbed person on site
- Internal emergency (e.g. power outage or intrusion of dangerous animals)
- External emergency from a disaster such as a flood, storm or nearby traffic accident

## Emergency drills

*Regulations require every education and care service to regularly practice emergency drills and evacuations.*

The regulation 97 (3) states what services must rehearse emergency and evacuation procedures every three months.

These practice drills allow staff to practise carrying out their responsibilities in an emergency. They also give you the opportunity to:

- ask questions
- get better at reacting to different emergencies
- remember what to do through repetition
- locate the things you need in an emergency
- improve how you manage your responses
- change things that don't work well
- teach children so they are not frightened if a real emergency happens.

### Some of the things you may need to practice include:

- identifying the need for evacuation and alert others
- keeping yourself and others calm
- assisting children and adults to exit the building or to hide within the building
- making sure that all the materials and equipment you need are collected; for example, emergency contact details and medication
- checking that no one is missing
- supporting children and adults who are overwhelmed or confused
- providing attention, comfort and activities for children.

## Signals and alarms

*A range of signals may be used, with each one telling you to take a different response.*

The signals and alarms that may indicate an emergency include a whistle, bell, siren or alarm. Usually a signal or alarm will mean waiting for instructions from someone, or gathering children in a designated area.

Some organisations use a colour code system. This is based on the Australian hospital and healthcare codes. These colours are as follows:

Code	Meaning
Code red	Smoke or fire
Code orange	Evacuate
Code purple	Bomb threat
Code black	Personal threat
Code blue	Medical emergency
Code yellow	Internal emergency
Code brown	External emergency

## Incident or emergency?

*The actions that you must take when an incident happens will be different to actions required in an emergency.*

You will usually need to take certain actions and report an incident, but the emergency action plan is not needed. The following table shows some examples of incidents and emergency situations.

Incident	Emergency
<p>If a child falls over and skins their knee, this is not an emergency situation and you would not need to call an ambulance.</p> <p>Instead, you should apply first aid and fill in an incident report.</p>	<p>If a child falls from a height, is in severe pain and seems to have broken their arm, this is an emergency situation requiring an ambulance.</p> <p>You would also need to contact the child's parents and fill in an incident report.</p>
<p>If a small pan catches fire in the kitchen, it may be possible to use the lid of the pan to immediately control and quickly extinguish the fire without involving the fire brigade.</p> <p>You should still complete an incident report, even if no harm or damage occurred.</p>	<p>If there is a fault with electrical wiring that causes a room to catch fire, this would require immediate evacuation, and the fire brigade should be called.</p> <p>You would need to alert staff and parents, and complete an incident report.</p>

In all situations where fire is involved, there must be follow-up to ensure the incident or emergency does not occur again.

## Designated personnel

*Designated personnel are staff members who are prepared and ready to lead and supervise emergency responses.*

These are people who have received training suited to their role. They might have titles such as fire wardens, HSRs and first-aid officers.

You may be a designated person for calling the fire brigade and commencing an evacuation of the building. If you have the training and knowledge to use a fire extinguisher, you might also be asked to control a small, contained fire.

If you are asked to be responsible for something on your emergency action plan and you don't feel confident doing so, talk to your supervisor or manager so the issue is sorted before an emergency occurs. This responsibility may be reassigned to someone else, or you may be given some additional training or practice.

## Responding to emergencies

*There are many emergency situations that may occur in an education and care environment.*

The following are specific emergencies that you should be prepared for.



### Poisoning

If a child swallows poison, pick up the container, as you may need to refer to it, and ring the Poisons Information Centre on 13 11 26 for advice (available 24 hours).



### Fire

To deal with fire emergencies, you need to have a fire escape plan and practise it regularly with the children so they know what to expect in a fire. 'Get down low and go, go, go' and 'Stop, drop and roll' are excellent ways to practise fire emergency procedures with children.

Fire drills should always be unannounced. For these fire drills, you need to know:

- your fire plan and evacuation meeting point
- your role in an evacuation and the role of each adult in your organisation
- who is responsible for attendance records and any adult sign-in records, as these documents allow you to account for all the people in the organisation
- where your centre's fire extinguishers are positioned; these can help with small fires, but with larger fires, the priority is to save lives by evacuating the building as soon as possible.

It is much safer to leave the fire rather than to fight it. The fire brigade is trained to put out fires safely. In Australia, the number to call for emergency assistance (ambulance, fire or police) is 000.



### Medical emergencies

You are responsible for providing initial first aid to any person on the premises who requires treatment.

If an ambulance is required, the operator will ask you to provide specific information. It is useful to display information near the phone for emergency use.

If you call 000, you may be asked to provide:

- your exact location – a map reference is useful as well as the address
- the nearest intersection to your location
- the number of the phone you are calling from
- details of the emergency, including what happened, what injuries or illnesses are involved and how many people are affected
- details of any injured person, including their ages, and whether they are unconscious or bleeding.

You should always stay on the phone until you are requested to hang up, as the operator may be able to provide support for dealing with the emergency.

Have someone wait outside to flag the ambulance down if the building is difficult to find and there are enough adults to supervise the children in the meantime. Remember, you will be managing the emergency as well as taking care of the children who are not involved in the situation.



**Bomb threats**

A bomb threat may be received by letter, phone or some other means.

If a threat is received by letter, all contents should be kept in the envelope or package it is received in. Try not to handle the materials, as emergency services may need to check it for fingerprints, handwriting samples and postmarks.

If a threat is received by phone, do not hang up. Try to find out as much information as possible. You may think that someone making a bomb threat may not continue talking to you, but they may not be thinking rationally, and their main purpose may not be to harm you or others on the premises.

Follow these guidelines if you receive a bomb threat by phone and if you can, write notes while talking to the person.

**Example**

**Practising emergency drills**

At Wedgewood Early Learning Centre there are alarms and sirens with different meanings. A whistle is blown continuously for an evacuation. A horn is sounded for a bomb threat. A particular song is played on the loudspeaker if a lockdown is required.

Every three months the staff practise a different drill at a different time of day. This helps all staff to try different situations, and to practise what to do if some staff members are absent during an emergency.



## Practice Task 6

1. Draw a line to match each type of emergency to the correct description.

- |                             |   |
|-----------------------------|---|
| * Internal emergency        | * A child has fallen and is now unconscious.  |
| * External emergency        | * The clothes dryer in the laundry is smoking heavily.  |
| * Medical emergency         | * An unusual package has been noticed at the front door.  |
| * Security threat           | * An unknown person is trying to come into the front door. They are yelling and calling to be let in. |
| * Fire alert and evacuation | * The toilets are blocked.  |
| * Bomb threat               | * A dust storm is approaching.  |

2. Discuss what might happen if someone is absent during an emergency or unable to take on their role.

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3. Identify two ways you can practise carrying out emergency plans with children so they are not alarmed and frightened if an emergency happens.

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## 3C Coping with workplace stress

*You may experience stress when there is a difference between your needs and capabilities, and the demands of your work and other tasks.*

You may also experience fatigue as a result of being stressed or overworked.

Stress and fatigue are common reactions when demands or pressures get too much. They happen when you are trying to cope with tasks, responsibilities or other issues, and may become overwhelming, causing strain or worry. High levels of stress or ongoing stress can be a workplace hazard.



It's your responsibility to manage your workplace stress.

### Recognising and reducing stress

*The first step towards reducing the effects of stress is to identify that it is an issue.*

Some people view symptoms of stress as a sign of personal weakness. Often people do not admit to suffering from stress and this makes matters worse. Some people try to cope with stress through the use of alcohol, cigarettes or sleeping pills. In the long run, stress can lead to high blood pressure, heart disease, ulcers and other serious health conditions.

Stress affects your performance and concentration, so when you are stressed, it is more likely that you will make mistakes.

#### When stress is an issue you might have symptoms such as:

- constant fatigue or tiredness
- overeating or loss of appetite
- insomnia
- frequent crying or feelings that you want to cry
- muscle tension and headaches
- panic attacks
- irritability
- apathy (lack of feeling or interest)
- difficulty making decisions
- poor concentration
- anxiety
- withdrawal
- daydreaming.

## Controlling stress

*Whether stress originates from your personal life or from the workplace, you are responsible for controlling it.*

You might find this easy to do yourself, or you might need someone to help you do this.

### How to control stress

- Examine the way you think about a situation to try to work out how you can improve things.

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- List the aspects of a stressful situation and try to change them or come to terms with them.

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- Report high levels of stress and try to gain support. This is part of a regular WHS process. Sometimes your stress might trigger a service policy change and this may benefit all staff.

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- Talk to a friend, exercise, or have a bath or massage.

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- Take more planned actions, such as:
  - taking time off work
  - having a holiday
  - reducing your hours or duties
  - changing your habits, such as reducing alcohol or smoking, or eating a more balanced diet
  - seeing your GP/doctor
  - making appointments with a psychologist, counsellor or social worker.

By using these strategies and implementing them consistently, you can learn to control stress. When you control your stress, you will develop new skills and strategies.

### Example

#### Recognising and controlling stress

George is an educator who has noticed he has been getting stressed. He is very tired and has been struggling to concentrate at work. He loses his temper quickly and is not his normal self. His wife recently threatened to leave him if he could not control his temper, and this has only increased his stress.

George's colleagues have noticed the changes in his behaviour and have spoken to him about this. They have offered him support to assist him to overcome his high levels of stress.

George decides to take some time off work to manage his stress and sort out the issues he has at home.





3. When have you noticed someone suffering from stress? What did you do?

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4. Which of the strategies for reducing stress do you find work best for day-to-day stress relief? Explain your answer.

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## Summary

- Your daily actions must incorporate safe work practices to help prevent incidents and injuries from occurring in the workplace.
- Safe housekeeping practices are an essential part of your organisation's health and safety system.
- Understanding emergency and evacuation procedures is an essential part of your role.
- There are many emergency situations that may occur in an education and care environment.
- High levels of stress or ongoing stress can be a workplace hazard.
- Report high levels of stress and fatigue as a consequence of work to ensure the safety of yourself and others.

# Learning Checkpoint 3

## Implement safe work practices

1. Which of the following statements are correct? Select yes or no for each one.

- |  |       |      |
|--|-------|------|
| a. If you saw Mel trying to lift the heavy object, you could have consulted her by telling her she was wrong and should know better.                         | * Yes | * No |
| b. If you already knew about safe lifting from your previous job, you would not have needed to go to the meeting as it would be a waste of time.             | * Yes | * No |
| c. If you saw Mel trying to lift a heavy object on her own, you could have coached her by explaining the two-person lift and showing her how to lift safely. | * Yes | * No |
| d. Inspections and audits are usually stressful and you should avoid them at all costs.  | * Yes | * No |
| e. If you knew about safe lifting, you would be able to help demonstrate what to do at the meeting.  | * Yes | * No |
| f. Inspections and audits are great ways to learn. If you keep a positive attitude, you can learn how to improve your work.                                  | * Yes | * No |

2. Draw a line to match the emergency with the action you may need to take.

- |                     |  |
|---------------------|--|
| * Poisoning         | * Apply first aid  |
| * Medical emergency | * Help everyone exit the building, then check that no one is missing |
| * Bomb threat       | * Get down low and go, go, go  |
| * Evacuation        | * Take notes and ask as many questions as possible                   |
| * Fire              | * Call 13 11 26 for advice   |

3. Access an emergency plan and identify the actions you may need to take in your current role.

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4. Which of the following statements describe the correct way to reduce high levels of stress if you experience this? Select all that apply.

- Ignore it and hope it goes away.
- Talk with people from other services and tell them about how the workplace is doing the wrong thing.
- Report the situation and your high stress level to the director. This is what it says in your policy.
- Examine the way you think about the situation to try to work out how you can improve things.
- List the aspects of the stressful situation and try to change them or come to terms with them.

5. List three WHS housekeeping practices that you should complete in the outdoor area at the end of the day.

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