HLTWHS001
Participate in workplace health and safety

Updated for revised NQS

Learner guide

One World for Children Pty Ltd

aspire
learning resources

HLTWHS001

Participate in workplace health and safety

Release 3

Learner guide

Aspire Version 2.2

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Version control and modification history

Version	Release date	Modification
Release 3, version 2.1	February 2018	First release
Release 3, version 2.2	October 2018	Corrected numbering error on page 61

Contents

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. You can access the unit of competency and assessment requirements at: www.training.gov.au

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	▶ 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.
Examples	▶ These highlight learning points and provide realistic examples of workplace situations.
Practice tasks	▶ Practice tasks give you the opportunity to put your skills and knowledge into practice. Your trainer will tell you which practice tasks to complete.
Video clips	▶ Where QR codes appear, you can use smartphones and other devices to access video clips relating to the content. For information about how to download a QR reader app or accessing video on your device, please visit our website: www.aspirelr.com.au/help
Summaries	▶ Key learning points are provided at the end of each topic.
Learning checkpoints	▶ There are learning checkpoints at the end of each topic. Your trainer will tell you which learning checkpoints to complete. These checkpoints give you an opportunity to check your progress and apply the skills and knowledge you have learnt.

Topic 1

In this topic you will learn about:

Following safe work practices

As a worker in the education and care service industry, it is your responsibility to implement industry standards, comply with regulations, and follow organisational policies and procedures related to work health and safety (WHS). 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.

To follow safe work practices, you need to:

▶ be aware of health and safety legislation, regulations and organisational policies

▶ be aware of your service procedures for monitoring WHS

▶ be aware of workplace hazards and risks

▶ understand your role in following WHS procedures.

The following table maps this topic to the National Quality Standard and both national learning frameworks.

National Quality Standard	
	Quality Area 1: Educational program and practice
✓	Quality Area 2: Children's health and safety
✓	Quality Area 3: Physical environment
✓	Quality Area 4: Staffing arrangements
	Quality Area 5: Relationships with children
	Quality Area 6: Collaborative partnerships with families and communities
✓	Quality Area 7: Governance and leadership

Early Years Learning Framework	My Time, Our Place
Principles	
Secure, respectful and reciprocal relationships	
Partnerships	
High expectations and equity	
Respect for diversity	
Ongoing learning and reflective practice	
Practice	
Holistic approaches	Holistic approaches
Responsiveness to children	Collaboration with children
Learning through play	Learning through play
Intentional teaching	Intentionality
Learning environments	Environments
Cultural competence	Cultural competence
Continuity of learning and transitions	Continuity and transitions
Assessment for learning	Evaluation for wellbeing and learning
Outcomes	
Children have a strong sense of identity	
Children are connected to and contribute to their world	
Children have a strong sense of wellbeing	
Children are confident and involved learners	
Children are effective communicators	

1A Health and safety laws

To work safely and effectively in your workplace, 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.

Health and safety legislation

Successful management of health and safety in the workplace relies on commitment, consultation and cooperation. Everyone in the workplace needs to understand the importance of health and safety, their role in making the workplace safer, and how they can fulfil their responsibilities and obligations under health and safety legislation.

The *Work Health and Safety Act 2011* (Cth) is a federal law that was designed to harmonise health and safety laws across different states and territories. This means ensuring that laws provide the same rights and protection for all Australian workers regardless of where their work is carried out.

All states and territories (also called jurisdictions) except Western Australia and Victoria have adopted harmonised 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.).

Understanding and applying health and safety legislation will help your organisation to:

▶ prevent workplace injury and illness

▶ control the spread of infection

▶ avoid unnecessary costs

▶ avoid damage to its reputation.

Duty of care

Under WHS legislation, the term 'persons conducting a business or undertaking' (PCBU) is used to describe a range of individuals including employers, a principal contractor or a person with management or control of a workplace. The PCBU and workers have health and safety rights and responsibilities based on the concept of duty of care. Duty of care is a legal obligation to ensure that no one in the workplace is harmed by your actions or omissions (failures to act).

As a PCBU, an employer has a primary duty of care, while workers have a duty to take reasonable care for the safety of themselves and others.

These duties are explained in the following table.

Employer duties	Worker duties
▶ Provide and maintain a safe and healthy workplace ▶ Provide and maintain safe plant (equipment) and structures ▶ Provide and maintain safe systems of work ▶ Ensure safe use, handling and storage of plant, structures and substances ▶ Provide adequate facilities for the welfare of workers ▶ Provide information, instruction and supervision ▶ Monitor workplace conditions and the health of workers	▶ Take reasonable care for their own health and safety ▶ Take reasonable care of others ▶ Comply with any reasonable instruction given by the PCBU ▶ Cooperate with the PCBU in matters of health and safety

Health and safety authorities

Safe Work Australia is a national policy-making body that attempts to improve health and safety and workers' compensation across the country. Each state and territory has their own authority responsible for administering workers' compensation, enforcing jurisdictional laws and putting actions into place to improve health and safety.

The following table provides a list of health and safety authorities, including Safe Work Australia. 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
National	Safe Work Australia	http://aspirelr.link/safeworkaustralia
ACT	WorkSafe ACT	http://aspirelr.link/access-canberra-whs
NSW	SafeWork NSW	http://aspirelr.link/safework-nsw-resources
NT	NT WorkSafe	http://aspirelr.link/worksafe-nt
Qld	Workplace Health and Safety Queensland	http://aspirelr.link/worksafe-qld
SA	SafeWork SA	http://aspirelr.link/safework-sa
Tas.	WorkSafe Tasmania	http://aspirelr.link/worksafe-tas
Vic.	WorkSafe Victoria	http://aspirelr.link/worksafe-vic
WA	WorkSafe WA	http://aspirelr.link/worksafe-wa

Regulations and standards

Each state and territory has its own regulations and standards regarding a range of health and safety issues. The regulations or standards that apply to your organisation are guided by the relevant industry requirements.

Regulations are rules that support the general requirements of legislation. They are mandatory, which means employers and workers must abide by them.

Standards set out details and procedures to ensure the safety of products and services, and provide guidance for those working in various areas or industries.

Standards are only legally binding when included in legislation, as they are with the National Quality Framework (NQF). However, most services choose to address standards to achieve high-quality care, and it is recommended that standards be followed for your own protection and the protection of those you work with.

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

Codes of practice/compliance codes

Codes of practice or compliance codes 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.

Refer to Safe Work Australia's Model Code of Practice: How to Manage Work Health and Safety Risks for more information.

Policies and procedures

Health and safety policies and procedures are based on the relevant health and safety legislation and regulations for your state or territory.

A policy outlines requirements to guide and determine present and future decisions. Policies provide an overall plan with general goals.

A procedure prescribes actions that need to be executed as a sequence of activities, tasks, steps and processes to produce the desired result or outcome. Policies and procedures therefore inform workers how to apply the legal requirements to their daily work.

Examples of policies and procedures include:

▶ nutrition, food and beverages and dietary requirements policy

▶ sun protection policy

▶ water safety policy

▶ first-aid policy

▶ incident and injury reporting procedure

▶ infectious diseases policy

▶ dealing with medical conditions policy

▶ emergency evacuation procedure

▶ hazard identification and reporting procedure.

Example

Illness and infectious diseases policy

One World for Children's Centre will respond to an ill child immediately to ensure the child's health, safety and wellbeing. First aid will be applied as appropriate to each situation. In the case of infectious diseases, the period of exclusion will be in accordance with the 'Recommended minimum periods of exclusion from school, pre-school and child care centres for cases of and contact with infectious diseases' (*Staying healthy* – 5th Edition, National Health and Medical Research Council).

Relevant Legislation

▶ Education and Care Services National Regulations – Regulation 85
▶ Education and Care Services National Regulations – Regulation 86
▶ Education and Care Services National Regulations – Regulation 87
▶ Education and Care Services National Regulations – Regulation 88
▶ Education and Care Services National Regulations – Regulation 168
▶ National Quality Standard 2
▶ *Staying healthy* – 5th Edition, National Health and Medical Research Council

Sources

▶ Education and Care Services National Regulations National Quality Standard
▶ Parent Handbook
▶ *Staying healthy* – 5th Edition, National Health and Medical Research Council

Infection Control

Although our environment cannot be made germ-free, we can lessen the harmful effects of germs by keeping their numbers low. Germs can be most effectively controlled by frequent:

▶ cleaning and disinfecting of objects that come into contact with children
▶ hand-washing.

In addition, proper handling and disposal of contaminated items is necessary to prevent the spread of infections.

Hand-washing is the most important procedure you and the children can follow to prevent the spread of infection.

How to wash your hands:

▶ Rub your hands together vigorously for at least 20 seconds using warm running water and soap.
▶ Wash your fingernails, between fingers, backs of hands and wrists.
▶ Rinse your hands well under running water.
▶ Dry your hands with a single cloth or hot blow dryer.

Watch this video about hand-washing procedures.

v0021

Participative arrangements

A participative arrangement refers to all workers being involved in health and safety to ensure that they 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 personnel onsite who are trained in dealing with WHS issues. They are the people you can report an existing or potential hazard to. They know what to do if a WHS issue or emergency occurs.

Designated WHS personnel may include:

▶ Team leader, supervisor or manager — in most education and care services, these individuals are the first people to approach with any WHS concerns; generally, a supervisor or manager is involved in the HSC or discussion group as they are the first to step in when dealing with the issue.

▶ HSC member, HSR or worker representative — these people consult with staff members about possible WHS issues or concerns and identify possible solutions to 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.

▶ Other personnel with WHS responsibilities.

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

▶ a specific area

▶ a work group or task group

▶ carrying out a role, such as a secretary (documenting notes from meetings, etc.), reporting officer or liaison officer (communicating between work groups and management).

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

Each workplace is different, so ensure you know who is responsible for WHS issues at your organisation. Identify the designated WHS personnel during your induction or speak with your supervisor for more information.

Practice task 1

1. Find out the name of your state/territory health and safety Act and write it here.

2. Access a copy of the relevant legislation from your state/territory health and safety authority's website. List **three** responsibilities or obligations of an employer and/or worker.

3. Access a copy of a service health and safety policy and answer the following questions.

   a. Is there an elected HSR or another designated health and safety person in the workplace? If so, who is that person? Provide their job role, not their name.

   b. Which legislation does the policy refer to?

1B Identifying and dealing with hazards

A hazard is an object or situation with the potential to cause harm. This may include injury or illness, damage to property or the environment, or a combination of these. Hazard identification involves identifying both existing and potential hazards that may cause harm.

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

▶ before planning or commencing new tasks

▶ before changes are made to a workplace, equipment, work processes or work arrangements

▶ as part of planning major tasks or activities, such as equipment shutdowns

▶ following an incident report

▶ when new knowledge becomes available

▶ at regular intervals during normal operations

▶ prior to disposing of equipment or materials.

Watch this video about hazards and risks.

Existing and potential hazards

Safe Work Australia, in their Model Code of Practice: How to Manage Work Health and Safety Risks, include the following as potential workplace hazards.

Hazard	Possible outcomes	How this may occur in your workplace
Manual tasks	Overexertion or repetitive movement which can cause muscular strain	▶ Lifting children onto a change table or into a cot ▶ Moving heavy equipment
Storage of items	Falling objects that may cause concussion, permanent injuries or death	▶ Equipment not being stored correctly
Floors	Falls, slips and trips that can cause fractures, bruises, lacerations, dislocations, concussion, permanent injuries or death	▶ Sand not being swept, leaving a slippery surface
Electricity	Potential ignition source; exposure to live electrical wires can cause shock, burns or death from electrocution	▶ Using electrical equipment with wet hands ▶ Overloading power points

Hazard	Possible outcomes	How this may occur in your workplace
Machinery and equipment	Being hit by moving vehicles, or being caught by moving parts of machinery can cause fractures, bruises, lacerations, dislocations, permanent injuries or death	▶ Failure to follow road safety while on an excursion ▶ Putting hands in a washing machine while it is operating
Hazardous chemicals	Chemicals (such as acids, hydrocarbons, heavy metals) and dusts (such as asbestos and silica) can cause respiratory illnesses, cancers or dermatitis	▶ Cleaning products used to disinfect ▶ Not labelling chemical containers properly
Extreme temperatures	Heat can cause burns, heat stroke or fatigue; cold can cause hypothermia or frost bite	▶ Not wearing a hat and sunscreen ▶ Lack of shade ▶ Not providing blankets in cots in colder weather
Noise	Exposure to loud or ongoing noise can cause permanent hearing damage and/or stress	▶ Having music too loud ▶ Having too many people in a small space
Radiation	Ultraviolet, welding-arc flashes, microwaves and lasers can cause burns, cancer or blindness	▶ Using old or damaged appliances
Biological	Microorganisms can cause hepatitis, legionnaire's disease, Q fever, HIV/AIDS or allergies	▶ Not washing hands or changing gloves after cleaning bodily fluids ▶ Spraying cleaning chemicals close to those with respiratory or skin allergies
Psychosocial hazards	Includes work-related stress, bullying, violence and work-related fatigue	▶ Not taking required breaks ▶ Inadequate child–staff ratios

Potential hazards can be identified through:

▶ workplace inspections

▶ consulting HSRs and other workers

▶ constant examination of records of incidents and dangerous occurrences in the workplace

▶ keeping up to date with the latest information about relevant products or processes

▶ regular safety audits.

Scanning for safety

Scanning to ensure safety is a simple WHS strategy that can help you develop hazard recognition skills. The aim is for staff to be actively alert to potential hazards, which can be done by following these steps:

1. Scan for potential hazards when walking through your service. Keep your eyes moving, taking in what is in the area. While scanning, identify each item that could be a potential hazard.
2. Predict what could happen; briefly review in your mind what could go wrong if the hazard is not rectified.
3. Decide what action should be taken to rectify the hazard.
4. Execute the required action; be willing to act to prevent possible incidents from occurring.

These steps are illustrated in the following example:

1. Scan — You see a wet floor surface.
2. Predict — You identify that someone could slip over.
3. Decide — Someone needs to mop the area.
4. Execute — Mop the area.

Checklists

Another good method of scanning for safety is to conduct a safety inspection. Most education and care services have a checklist for each area to confirm what needs to be considered.

A checklist is an efficient way to scan the workplace for potential hazards. The checklist should cover all areas that people use and should list all items in that area that people could come into contact with. The checklist should also have space for you to indicate:

▶ whether or not the items are a hazard
▶ what action is needed to rectify the hazard
▶ who is responsible for solving the problem.

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

Hazard identification checklist	
Type of hazard (Tick the relevant hazard)	Comment/action taken and who is responsible
☐ Lighting	
☐ Household cleaning equipment	
☐ Manual handling (for example, lifting loads)	

Type of hazard (Tick the relevant hazard)	Comment/action taken and who is responsible
☐ Ventilation	
☐ Chemicals or medications	
☐ Electrical equipment	
☐ Power points	
☐ Pets	
☐ Bathroom equipment and supplies	
☐ Floor coverings	
☐ Client behaviour (for example, any behaviours of concern)	

Safety signs

Hazards may also be identified if they are labelled with safety signs, so you must be aware of the signs that are used in your organisation and their meanings, such as the ones outlined below.

Signage	Explanation	Example
Personal protective equipment (PPE)	You may need to wear gloves, an apron, a mask, glasses or other PPE to ensure your safety while performing certain tasks.	

Signage	Explanation	Example
Emergency equipment	These signs show where fire extinguishers, fire blankets, first-aid kits, exits and fire hoses are located.	
Dangerous goods	The signs identify what type of chemical is being stored or used.	
Specific hazards such as sharps or radiation	Your service may have its own range of signs depending on the hazards present in the environment.	

Risk assessment

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

Once a hazard is identified, a risk assessment associated with each hazard should be conducted to determine 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 in the workplace?

▶ Which factors or specific aspects of work increase the likelihood of injury or illness?

Part of managing hazards is to classify them according to the level of risk, as this helps to prioritise how and when they should be dealt with. Risks are usually assessed as being high, medium or low. A high risk is where someone is likely to be seriously injured.

The aim is to work out which situations are more likely to cause injury or harm to the health of people in the workplace and how serious the injuries or harm may be. By focusing on the situations likely to cause the worst injuries or harm to health, you can determine what is a priority. If something is high risk, do something about it immediately.

The following are some examples of hazards that have been risk-assessed.

Risk assessment	Explanation	Example
Low risk	Hazard may cause injury or illness resulting in the person requiring first aid.	A worker may cut themselves while cleaning up after an activity.
Medium risk	Hazard may cause injury or illness resulting in the person being absent for several days.	A worker may hurt their back due to not following the correct procedures for lifting children.
High risk	Hazard could kill or cause serious injury or illness, permanent disability or death.	A worker may be electrocuted due to faulty electrical equipment or wiring.

Reporting hazards

Remember, all hazards should be assessed and reported, and the level of risk attached to them should be identified to determine the priority in which they are controlled. The manner in which you report hazards is determined by your organisational policies and procedures.

Practice task 2

1. Walk around a workplace, such as your organisation. Use a hazard identification checklist to complete a hazard inspection. Be sure to make comments for each item as required. You may use the following table to complete this.

Hazard identification checklist	
Type of hazard (Tick the relevant hazard)	**Comment/action taken and who is responsible**
☐ Lighting	
☐ Household cleaning equipment	
☐ Manual handling (for example, lifting loads)	
☐ Ventilation	
☐ Chemicals or medications	

Type of hazard (Tick the relevant hazard)	Comment/action taken and who is responsible
☐ Electrical equipment	
☐ Power points	
☐ Pets	
☐ Bathroom equipment and supplies	
☐ Floor coverings	
☐ Client behaviour (for example, any behaviours of concern)	

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

a.   b.   c.

....

....

....
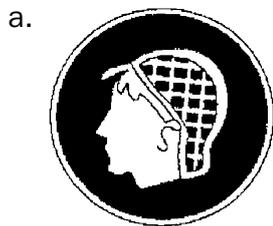
3. Make a list of the safety signs that are in your workplace or learning environment. Note the hazards they are identifying.

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....

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

Case study

Helen is supervising the children in the sandpit when she notices part of the sandpit frame is damaged. There are splinters sticking out into the sandpit. She manages the hazard, then completes a hazard report form.

Hazard report form
Location of hazard: Sandpit
Name: Helen   **Date:** 23.9.17
Description of hazard: Timber edging of the sandpit has split and large splinters are sticking out
Action taken: Closed off the sandpit from use and informed all staff. Put up a sign on the sandpit frame advising it is unsafe. Showed children and explained the danger.
Further action required: Maintenance required to repair or replace the timber.
Reported to: Stefanie Hall (Director)
Signed by person reporting hazard: H. Cooper
Discussed at a staff meeting: 26.9.17

a. Check a service policy and identify who you would report this risk to.

b. Complete the following risk assessment in relation to the hazard that Helen identified.

Risk assessment			
Hazard	**Who is at risk?**	**Risk assessment (Low/Medium/High)**	**Action needed**

1C Following emergency procedures

An emergency is any situation or event that poses an imminent or severe risk to people. In emergency situations, confusion and panic may affect even the most organised and prepared people. Understanding emergency and evacuation procedures gives you a greater chance of being reliable and supportive to others.
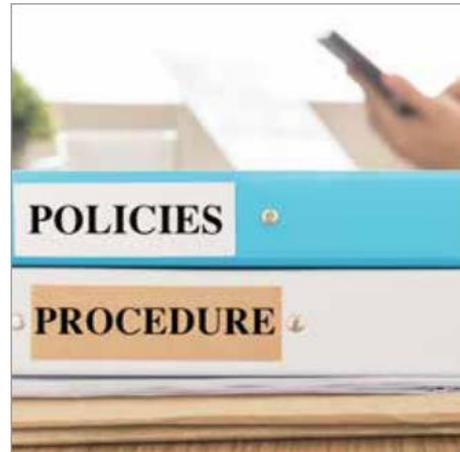
You must be aware of any signals and alarms that indicate an emergency. Your organisation may alert people of emergencies by using a whistle, bell or alarm, such as a smoke alarm.

Some organisations have a range of signals and may use different types of alarms for each type of emergency that requires a different response.

You must be prepared to respond correctly to signals and alarms in accordance with your job role. This may involve gathering the children in your group in a designated area, or waiting for instructions from your supervisor or manager. Your responsibilities are usually outlined in an emergency plan. You must understand exactly what you need to do in an emergency.

To assist in understanding what to do, organisations regularly undertake emergency drills and evacuations to ensure the process is smooth and successful. This allows staff members to practise implementing their responsibilities, and enables you to ask questions and improve how you manage your responses.

Watch this video about following emergency policies and procedures.

v0074

Dealing with emergency situations

Your workplace's emergency procedures will outline the steps you should take if something unexpected happens to you, a child or a co-worker. The first step is usually to contact your supervisor or manager. You may also need to contact a health professional, the police, ambulance or fire service.

Emergencies in your organisation may relate to:

▶ serious injuries and medical emergencies, such as a child breaking a limb, or experiencing an asthma attack or severe allergic reaction

▶ events requiring evacuation

▶ fires and explosions

▶ hazardous substances and chemical spills

▶ explosion and bomb alerts/threats

▶ security emergencies, such as armed robberies, intruders and disturbed persons on the premises

▶ internal emergencies, such as loss of power or water supply, or structural collapse

▶ external emergencies and natural disasters such as flood, storm and traffic accidents impacting the organisation.

Service-specific situations may also occur; for example, if your organisation is situated near a creek, river or open field, you may need to be prepared for animals such as snakes and lizards entering the grounds. Some staff members may hold specific roles to respond to these situations, and you will be required to assist, supervise and support others to safety.

Watch this video about what to do in an emergency.

Your personal action

To understand and be able to implement your personal action in an emergency, you should be familiar with your organisation's policies and procedures relating to emergencies and evacuations. These will explain your role during these events and exactly what you must do. For example, you may need to:

▶ identify the need for evacuation and alert others where required

▶ assist children and adults to exit buildings as outlined in the evacuation procedure

▶ assist others, where possible, if they are experiencing difficulties

▶ ensure that all required materials and equipment are removed from the building; for example, emergency contact details

▶ ensure that all children and adults have evacuated the building

▶ support children and adults once outside the building

▶ provide attention and, if necessary, activities for children once outside the building; many services have a box of toys ready for evacuation situations

▶ encourage and assist others to follow guidelines provided by emergency services personnel.

Volunteers and students on placement must take responsibility for following the organisation's emergency procedures. This includes following the instructions of the designated emergency personnel, such as assisting children during the evacuation.

While all emergencies require immediate and effective action, the actions that you take must be appropriate to the type of emergency. These will be described in policies and procedures for emergency responses. Your response to an emergency situation must follow established procedures and be within the scope of your training and competence, as described in your position description.

The following table outlines some examples of relatively minor incidents and emergency situations requiring immediate action.

Incident	Emergency
If a child falls over and skins their knee, this is not a serious incident (or emergency situation), so you would not need to call an ambulance.	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.
If a small pan catches fire in the kitchen, it may be possible to use a fire blanket to control and quickly extinguish the fire without involving the fire brigade.	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 immediately.

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

Designated personnel

Organisations must have designated people to lead and supervise emergency responses, such as fire wardens, HSRs and first-aid officers. The people who are responsible for overseeing these emergency situations should have received appropriate training. You may be responsible 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 can attempt to control a small, contained fire.

If you are ever asked to be responsible for something you have had no training for, or you do not feel confident handling something, talk to your supervisor or manager. You may be able to complete a course that will give you the necessary skills, training and confidence to implement the correct responses.

Responding to emergencies

There are many emergency situations that may occur in an education and care environment. The following are specific emergencies that 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.
	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.

Watch this video about evacuating in an emergency.

v0077

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. To ensure you can provide clear 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, whether they are unconscious or bleeding, etc.
	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 present to do so.
	Remember, you will be managing the emergency as well as taking care of the children who are not involved in the situation.

Watch this video about responding to an emergency.

v0078

Bomb threats

A bomb threat is a less common emergency situation that may be experienced in childcare services. 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 the guidelines outlined in the following table if you receive a bomb threat by phone.

What to do	Examples
Ask questions	▶ When will the bomb explode? ▶ Where is the bomb? ▶ When was the bomb placed? ▶ What does the bomb look like? ▶ What kind of bomb is it? ▶ What will make the bomb explode? ▶ Did you make the bomb? ▶ What is your name? ▶ Where are you? ▶ What is your address?
Note background noises	▶ Street noise ▶ House noise ▶ Aircraft noise ▶ Voices ▶ Music ▶ Machinery ▶ Animal noises
Note characteristics of the person	▶ Male or female ▶ Age ▶ Well-spoken or incoherent (hard to understand) ▶ Irrational (panicking or not making sense) ▶ Taped or not speaking to you directly; reading to you ▶ Abusive and emotional ▶ Speaking a language other than English, or with an accent ▶ Speaking loudly or softly, quickly or slowly, slurred, stuttering or lisping ▶ Sounding like someone you know ▶ Breathing deeply

You may not remember to note or listen for all of these things; however, if you remain calm and act appropriately, you are more likely to be able to recall these details than if you panic.

You should follow up a bomb threat by:

▶ noting the exact wording of the threat (or as close as possible) and recording the details of the discussion, caller details and background noises

▶ identifying the time and duration of the call

▶ calling emergency services on 000.

Practice task 3

Access the emergency management plan of an education and care service.

1. What emergency signals or alarms are used in this service?

2. How should you respond to each of these signals and alarms?

3. Locate the emergency diagram in your organisation and answer the following questions.

   a. Where is the primary assembly point located?

   b. Where is a fire blanket located?

Summary

▶ Health and safety policies and procedures are written to incorporate relevant legislation and standards and to ensure that you, your colleagues, clients and visitors can be protected from harm.

▶ There is a variety of hazards that you will come into contact with every day and 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 and seek help if needed.

▶ Understanding emergency and evacuation procedures is an essential part of your role.

▶ There are many common and organisation-specific emergency situations that may occur in an education and care environment.

Learning checkpoint 1
Following safe work practices

Part A

1. Provide an example of **three** potential hazards that could occur in your service:
    ▶ Hazard 1 must be a hazard that you can manage yourself.
    ▶ Hazard 2 must be a hazard that you need to report and record.
    ▶ Hazard 3 must be a hazard that will lead to an emergency management plan being used.

    For each hazard, include whether the risk is low, medium or high.

2. Access a copy of a hazard record sheet. Follow the headings on the hazard record sheet and submit the relevant information based on Hazard 2.

3. Access a copy of the service emergency management plan, and policies and procedures, and use these to answer the following questions.

    a. What type of emergency action would be taken if Hazard 3 occurred?

    b. What might be your role in this emergency?

    c. How would you know what you should do when participating in an emergency drill?

4. Research the following safety signs and provide a description of what each sign means and when it would apply in your organisation.

    a.   b.   c.

Part B

Find out about the health and safety authority in your state or territory.

1. What is the name of the health and safety authority relevant to your state or territory?

2. Search the authority website for 'hazardous manual tasks'. List **two** resources that would be valuable to an early childhood educator and provide a brief overview of each.

3. Locate **two** resources that relate to infection control in the education and care services, and provide a brief overview of each.

4. Access the Education and Care Services National Regulations and refer to Regulation 97.

   a. How often must an emergency evacuation procedure be rehearsed and documented?

   b. What is the penalty if this does not occur?

5. What signage should be used to indicate where safety equipment is being stored?

6. What signage should be used to identify the location of first-aid kits?

Topic 2

In this topic you will learn about:

2A Maintaining safe environments

2B Reporting incidents and injuries

Implementing safe work practices

It is essential that you become familiar with the safe ways to perform workplace tasks, and that you plan your work accordingly. Policies, procedures and instructions highlight the need to complete ongoing housekeeping tasks as a basic strategy for maintaining the health and safety of your workplace.

If an incident or injury occurs, you need to know who to report to and how to accurately record what has happened.

The following table maps this topic to the National Quality Standard and both national learning frameworks.

National Quality Standard	
	Quality Area 1: Educational program and practice
✓	Quality Area 2: Children's health and safety
✓	Quality Area 3: Physical environment
✓	Quality Area 4: Staffing arrangements
	Quality Area 5: Relationships with children
	Quality Area 6: Collaborative partnerships with families and communities
✓	Quality Area 7: Governance and leadership

Early Years Learning Framework	My Time, Our Place
Principles	
Secure, respectful and reciprocal relationships	
Partnerships	
High expectations and equity	
Respect for diversity	
Ongoing learning and reflective practice	
Practice	
Holistic approaches	Holistic approaches
Responsiveness to children	Collaboration with children
Learning through play	Learning through play
Intentional teaching	Intentionality
Learning environments	Environments
Cultural competence	Cultural competence
Continuity of learning and transitions	Continuity and transitions
Assessment for learning	Evaluation for wellbeing and learning
Outcomes	
Children have a strong sense of identity	
Children are connected to and contribute to their world	
Children have a strong sense of wellbeing	
Children are confident and involved learners	
Children are effective communicators	

2A Maintaining safe environments

Many hazards are easy to identify, particularly when you know what to look for, yet accidents still occur. Accidents can cause a variety of injuries, including back strain, torn ligaments and muscles, chemical burns, sunburn, and aches and pains. These accidents may occur due to the failure to recognise, rectify, control or eliminate potentially hazardous situations. They may also occur due to a worker not following WHS procedures and work instructions properly.
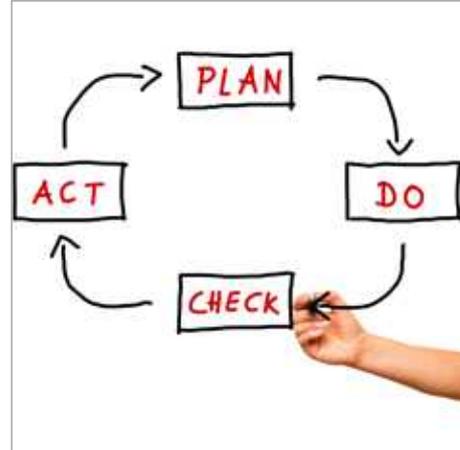
Housekeeping

Housekeeping is about keeping the general environment clean, organised and safe. Some housekeeping tasks you may participate in include:

▶ cleaning up spills

▶ keeping walkways clear

▶ making sure exits are easily identifiable and accessible

▶ disinfecting nappy change benches

▶ washing dishes

▶ wiping tables.

Housekeeping tasks also include identifying and eliminating hazards.

To improve and maintain workplace housekeeping:

▶ allocate, clearly label and use storage spaces for equipment and materials

▶ ensure all staff are trained to complete required tasks effectively and efficiently

▶ set housekeeping standards

▶ develop clear housekeeping policies, procedures and checklists

▶ develop guidelines for hazard warning signs, such as using 'wet floor' signs

▶ periodically check and complete 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.

Issue	Examples	Housekeeping tasks
Dust and dirt in filters	▶ Clothes dryer filters ▶ Heater filters	▶ Clean filters regularly; clean dryer filters prior to each use. ▶ Record filter cleaning. ▶ Clean heaters according to manufacturer's directions.

Issue	Examples	Housekeeping tasks
Unclean staff facilities	▶ Toilets ▶ Staff room ▶ Lockers ▶ Smoking areas ▶ Eating areas	▶ Clean daily. ▶ Empty rubbish bins. ▶ Ensure soap and drying facilities are available (moist hands breed bacteria). ▶ Close locker doors. ▶ Clear cigarette butts and other rubbish. ▶ Remove waste products and uneaten food.
Spills	▶ Food and drink spilt on floors	▶ Clean spills as they occur. ▶ Use signs to alert people of slippery surfaces.
Sharp edges	▶ Walls ▶ Irregular corners ▶ Furniture	▶ Cover sharp edges of walls, posts and furniture.
Trip hazards	▶ Toys on the floor	▶ Remove trip hazards. ▶ Store items such as prams and sporting equipment in cupboards.
Waste	▶ Throughout centre	▶ Empty bins before they overflow. ▶ Regularly clean bins.
Poor maintenance	▶ Damaged surfaces and equipment	▶ Remove and report all damaged items. ▶ Prevent access to damaged surfaces. ▶ Ensure repairs are undertaken or equipment is replaced.
Storage	▶ Staff rooms ▶ Sheds ▶ Storerooms ▶ Storage cupboards	▶ Organise and maintain storage. ▶ Develop a plan to demonstrate where each item goes. ▶ Periodically purge and/or reorganise. ▶ Keep chemicals separate from children's materials. ▶ Keep chemicals out of children's reach, but ensure adults can access them without straining.

Implementing WHS procedures

In your daily program there are many hazards that can be avoided by following WHS policies, procedures and instructions, and thinking carefully about what you are doing. The following are some safe work practices that can be implemented to help you reduce the likelihood of accidents and injuries occurring in the workplace. Many of the practices relate directly to safe housekeeping.

| Electricity	Ensure that plugs, sockets, power cords and extension leads are in good repair and 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. Taking these precautions reduces the risk of electric shock or electrocution.
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. You should be aware of correct usage and the dangers of the chemicals used in your workplace.
	The best source of information about chemical products is a safety data sheet (SDS), which tells you the effect of the chemical ingredients 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. Check your chemical packaging for further information. Chemical manufacturers and suppliers are required by law to make these available to you.
	When using chemicals, make sure that you:
	▶ read the SDS
	▶ are aware of the potential hazards
	▶ read the first-aid instructions on the container
	▶ label the chemicals properly
	▶ use appropriate and approved PPE such as boots, gloves, aprons, goggles and masks when handling the chemical
	▶ store all chemicals, cleaners, paints, pesticides and fuels in a locked room or cupboard that children cannot access (a metal tray or surface is safer than a wooden shelf because if there is a leakage, wood soaks up the chemical, whereas metal can be cleaned)
	▶ store different types of chemicals with space between the containers
	▶ select environmentally safe cleaning products where possible, not only because they are better for the environment, but also because they are gentler on children's skin and airways.
Ventilation	Poor ventilation can lead to symptoms such as headaches and irritability, and can contribute to a spread of infection, so ensure there is appropriate heating and/or cooling, and that windows can be opened to provide fresh air, if appropriate.
	Air-conditioning filters should be cleaned and replaced regularly, and windows must be kept clean and allow plenty of light in.
Floors, aisles, exits and stairs	Buildings must be properly maintained, particularly if they are older. Risks can be minimised by keeping the floors, aisles, exits and stairs clear, allowing people to move freely without bumping into tables and chairs, or tripping over objects.
	Floors should be swept or vacuumed regularly, be clutter-free, not slippery and have properly secured floor coverings.

Lighting	Poor lighting can cause eye discomfort and fatigue. Avoid reflection, glare and inadequate lighting for close work, such as reading, sewing and typing.
Fire escapes 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 identified.
	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 telephone.
Rubbish	There must be an adequate number of rubbish bins with lids and lined with plastic. Each bin should be emptied and the contents removed to the appropriate outside receptacle daily. Bins should be cleaned and disinfected regularly.
	It is advisable to use safe recycling methods, in line with your local council, to protect the environment.

Outdoor areas

Outdoor play areas should meet the standards required; for example, use appropriate materials and contain equipment of the correct size for the children who use it. Play areas should also have an appropriate ground coating such as rubber matting, softfall or tanbark.

Any garden plants should be non-toxic and have no sharp or spiky leaves.

When cleaning up outdoor areas, wear disposable rubber gloves and protective clothing.
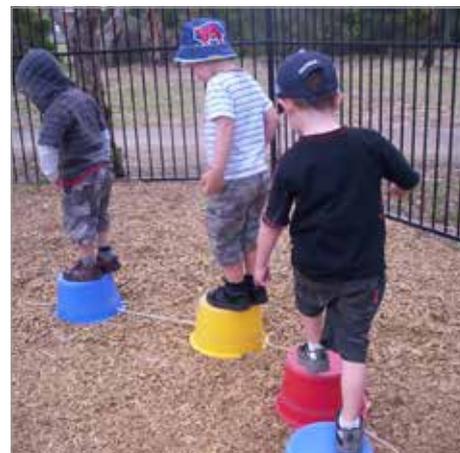
Sun safety

Children and adults should be sun smart in outdoor areas by wearing a hat and using at least an SPF 30+ sunscreen when the ultraviolet (UV) radiation level is three and above.

Create a balance when you consider sun care. Too much sun exposure carries a higher risk of skin damage and skin cancer. However, not enough sun exposure could lead to vitamin D deficiency, which can result in weak bones and muscles.

SunSmart Victoria recommends that if the UV index level is below three, sun protection is not needed unless you are outside for extended periods. If the UV index level is three or above, sun care strategies should be implemented; this includes applying sunscreen at least 20 minutes prior to going outdoors.

You can purchase UV meters and an app for your phone that measures UV levels. For more details, visit: http://aspirelr.link/sun-smart

Maintaining and storing equipment

Ensure that all equipment used in your organisation is maintained. The following outlines some of the main things to consider.

Shelving and cupboards	Cover or curve the sharp edges of furniture and fittings to protect children. Ensure cupboards and shelves are not overloaded. Storage areas should be easily accessible so that no one has to stretch when stacking and unstacking. Maintaining the correct storage and shelving height is important to prevent slips, falls and strains. The best height for handling loads is around waist level and the acceptable height for lifting loads is to any point between the knees and shoulders. Seldom-used objects should be stored at shoulder-to-raised-arm height; however, use a ladder to avoid stretching. It is also important to check that storage heights are safe for other educators.
Photocopiers	Photocopiers should be in well-ventilated areas. Use photocopiers according to the manufacturer's instructions and ensure they are regularly serviced to ensure they work properly and remain safe to use.
Chairs	All chairs should support and maintain good posture. Ensure you sit on adult-sized furniture as much as possible, and provide child-sized furniture appropriate to the age and development stage of the children in your care. Stackable chairs should not be stacked too high, and should be lifted off one at a time.
Toys	Toys should be kept clean, mended and put away when not in use to keep floors and walkways free of hazards. Toys should not be made of toxic materials and paint should not be flaking off. Ensure that any toys that children may put in their mouths or suck on are regularly cleaned and sterilised to prevent the spread of germs and infections.
Equipment	All equipment should be cleaned and maintained regularly. Always check with the manufacturer if there is any doubt about how a piece of equipment is performing; it is better to be extra cautious and have it serviced than to wait for an accident to happen. Climbing frames and gymnastic mats should be dragged and stacked into place — a group should perform these tasks rather than one person on their own. The height of clotheslines should also be adjustable so you can reach them without stretching.
Nappy change tables	Portable steps should be provided so that toddlers can climb up and 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.

Beds and sleeping cots	You can avoid stacking and lifting stretcher beds by replacing them with light, washable, vinyl-covered mattresses.
	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 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 you can walk into them. They also need to be fixed securely so young children cannot pull them down on top of themselves, or pull parts off them.

Violence and aggression

In an education and care service, violence and/or aggression may originate 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 news that is frightening, upsetting or just too much for the person to manage at the time.

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

Working in another family's home

When you enter a family's home in a nanny or babysitting role, you will be responsible for the children, as well as any family possessions. You may also become aware of issues the family is experiencing. Demonstrate professional actions at all times and be clear about what is within and outside of your role.

Manual handling

Manual handling includes any lifting, carrying, pushing and pulling that you do with your body. Manual-handling injuries are one of the most common WHS issues.

These injuries can arise from many activities, including lifting children, office-based administrative tasks, moving furniture and equipment, and undertaking tasks such as cleaning.

It was once thought that the weight of an object being lifted was the main risk factor associated with manual-handling tasks; however, it is now recognised that many other factors increase the likelihood of injury, including:

▶ repetitive movements and actions
▶ the level of force applied
▶ characteristics of the load, such as its shape
▶ posture
▶ equipment used
▶ duration of the task

▶ frequency of the activity

▶ aspects of the work environment

▶ the age of the worker.

Watch this video about manual-handling risks.

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

▶ ensure that the environment, equipment and practices are designed, constructed and maintained to be as safe as possible

▶ ensure that workers are provided with appropriate and effective training in the use of the environment, equipment and practices

▶ put every effort into preventing manual-handling injuries by using mechanical aids, personal protective equipment, teams to lift objects and safe handling methods.

Injuries to your back, shoulders, neck, wrists and knees can occur in tasks requiring lifting and/or carrying, especially if you are required to lift, lower and carry infants and young children in your daily work. In addition, lifting and carrying children who are distressed can pose particular risks.

It is your responsibility to use the procedures, instructions and practices you have been taught and to consistently implement safe manual-handling techniques. It is also your responsibility to assess situations for risks and attempt to control these risks.

Watch this video about lifting children safely.

Preventing manual-handling injuries

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

Tips to prevent manual-handing injuries:

▶ Whenever possible, kneel or crouch down rather than bend from the waist to avoid neck and back problems.

▶ 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
  – try to avoid carrying children on your hip because this may strain your back.

▶ When lifting awkward loads, be careful to lift with a balanced and comfortable posture. Always lift from a crouched position rather than from the waist.

▶ Minimise the need to reach above shoulder height if possible; use a ladder instead.

▶ Avoid extended reaching.

▶ Share the load if equipment is heavy, long or awkward.

▶ When heavy items need to be moved, transfer them in trolleys instead of manually lifting them.

▶ If reaching for anything stored lower than your hands, remember to bend at the knees.

▶ Mechanical aids such as ladders and trolleys should be used where possible.

Tips to prevent manual-handing injuries:

▶ When lifting infants out of cots:
  – lean close against the cot
  – raise the child as close to your body as possible
  – do not stretch over and lift across the width of the cot.

▶ When sliding, pushing or pulling equipment, such as trestles or gym mats, ask for assistance or organise a team to lift with you if the equipment proves to be difficult to move.

▶ Use equipment and furniture that can be moved around safely, easily and as comfortably as possible; for example, use furniture on wheels.

▶ Move equipment when children are not around to prevent the risk of an accident or injury.

▶ 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 equipment and children.

▶ Be extra careful when lifting a child with additional needs.

▶ Never twist while lifting.

▶ Ensure the workplace is tidy, and that floors are uncluttered, even and not slippery.

▶ Make sure there is adequate space to perform each task.

Steps to prevent injuries when lifting

Follow these steps to prevent injuries while lifting:

1. Place your feet in a stride position.
2. Keep your breastbone as elevated as possible.
3. Bend your knees.
4. Brace your stomach muscles.
5. Hold the object close to the centre of gravity, around your navel.
6. Move your feet, not your spine.
7. Prepare to move in a forward-facing direction.
8. Ask for assistance when it is not possible to lift an object on your own.

To organise a team lift, follow these steps:

1. Ask a colleague who is willing and able to help. Ideally the colleague should be well matched to your size and strength.
2. Agree on a plan of action: coordinated movement during a lift is important.
3. One person should act as the team leader and call the lift, as timing is also important.
4. All workers should follow safe manual-handling techniques.

Watch this video about correct lifting techniques.

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Practice task 4

1. List at least **10** housekeeping practices you should carry out as an educator.

2. List the practices you would repeat regularly throughout the day.

3. List the practices you would undertake only if required.

2B Reporting incidents and injuries

Incidents and injuries may occur frequently in an education and care service 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. Incidents include:

▶ slips

▶ falls

▶ bumps

▶ gas leaks

▶ fires

▶ flooding

▶ electric shocks

▶ chemical spills.

Near misses must also be reported. Near misses are situations where a severe incident or injury 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.

Reporting documentation

Policies and procedures for reporting incidents and injuries will vary according to your organisation. You need to identify which documents your organisation provides. You may need to match the incident or injury to the correct document. Relevant documents include:

▶ hazard identification report

▶ risk assessment record

▶ maintenance report

▶ child accident record

▶ health and safety record

▶ incident form

▶ incident investigation report

▶ notification of serious accident.

Regulation 87of the Education and Care Services National Regulations states that following an incident, injury, trauma or illness involving a child, a record must be completed, including:

▶ the name and age of the child

▶ the time and date of the incident

▶ the circumstances leading to the incident

▶ details of the action taken by the organisation or by an educator

▶ details of any person who witnessed the incident

▶ the name of any person who was notified and the time this person was notified

▶ the name of any person who was attempted to be notified and the time this attempt was made

▶ the name and signature of the person completing the record

▶ the time and date that the entry was recorded.

You can accurately record incidents and complete documentation by ensuring you:

▶ know where to access procedures, instructions and documents

▶ understand the procedures and instructions for completing documentation

▶ 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 an incident 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 persons

You should also know the designated people to report incidents and injuries to in your workplace. Your policies and procedures will clearly state this. These people may include:

▶ a supervisor, manager, HSR or another person in your organisation designated to manage these issues

▶ parents and guardians

▶ education and care service departmental staff, depending on the severity of the issue.

If you are not sure whether you should report something, it is always better to make a report or seek advice from your supervisor.

The following is an example of an injury report completed by an educator.

Example	**Injury report**
	Child's name: Harriet Millar
	Child's age in years and months: 4 years 3 months
	Date injury occurred: 24.1.18
	Time injury occurred: 10.30 am
	Circumstances that led to the injury: Harriet was playing a running game when she slipped on sand that was on the path. She grazed her left knee and bumped her forehead (left side) on the timber border of the softfall area.
	Any medical personnel contacted – record details and discussion: No medical personnel contacted.
	Details of any medication administered (complete a medication record also) or first aid provided by the service: No medication administered. Icepack to knee and forehead. Sitting quietly with an educator.
	Details of any person who witnessed the injury: An Liang, Harmon Smith, Aleigha Darvish

Full name of parent or emergency contact person that was telephoned	Full name of staff member who made contact with the parent or emergency contact or attempted contact	Date and time of notification attempts or contacts	Successfully contacted parent or emergency contact?
Geraldine Millar	An Liang	10.45 am	Yes
Date entry completed: 24.1.18			
Time completed: 10.50 am			
Name of person completing the entry: An Liang			
Signature of the person completing the entry: *ALiang*			

Practice task 5

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

Case study

Josh (five years) trips on a mat in the hallway and hits his right shoulder on the lockers. No one else witnesses the incident. You apply ice to the bump and get him to sit down.

After 15 minutes his dad comes to pick him up. You explain what happened. Josh says that he is fine and goes home with his dad.

1. Obtain a copy of an organisational policy and procedures that relate to reporting an injury. Who must you report the incident to?

2. Locate an incident, injury, trauma and illness record and use it to report the injury in this case study. You can download one here:
   http://aspirelr.link/acecqa-injury-report

Summary

▶ Health and safety procedures will guide you to implement safe work practices.

▶ Incidents and injuries need to be reported to designated personnel, and the required documentation needs to be completed.

▶ 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.

Learning checkpoint 2
Implementing safe work practices

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

> ## Case study
>
> Kendra, an educator, is concerned because an unused table is sitting in the emergency exit path.
>
> Kendra lifts the table, but accidentally drops it. Kendra is wearing open-toe sandals and the table leg lands on the big toe of her right foot. Her 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 bandaid 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 is no longer throbbing. She wishes to go back to her normal duties.

1. What information should be included in a report relating to this type of injury?

2. Who should Sue report this injury to?

3. What WHS and housekeeping practices could have been applied to ensure this injury did not occur?

4. Outline **four** steps that Kendra should have followed to complete a team lift.

Topic 3

In this topic you will learn about:

3A **Raising WHS issues**

3B **Participating in WHS improvement**

Contributing to safe work practices

Your experience and knowledge of WHS is an asset that should be shared with others. As someone responsible for implementing policies and procedures, you should share information with your co-workers and support their understanding of how to work safely.

It is particularly important that all workers at a service work together to ensure that WHS standards and expectations are upheld and that any co-workers who require support or guidance receive it.

The following table maps this topic to the National Quality Standard and both national learning frameworks.

National Quality Standard	
	Quality Area 1: Educational program and practice
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Assessment for learning	Evaluation for wellbeing and learning
Outcomes	
Children have a strong sense of identity	
Children are connected to and contribute to their world	
Children have a strong sense of wellbeing	
Children are confident and involved learners	
Children are effective communicators	

3A Raising WHS issues

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 the examination, development and implementation of health and safety policies and procedures.

Monitoring WHS procedures

There are two main methods for monitoring WHS procedures:

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

Information gained from the monitoring process can be used to inform the review, development and implementation of safe work procedures.

Reporting WHS issues

Following a hazard identification or risk assessment, you need to report issues to the designated person, as outlined 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
- ▶ safety suggestions
- ▶ incidents
- ▶ residual risks (any risk that remains after the initial hazard has been dealt with)
- ▶ corrective action taken to improve health and safety.

By reporting WHS issues according to organisational policies and procedures, you will be passing on information to the correct people to take action, following your duty of care to others and meeting your legal requirements.

Factors that may affect the health and safety procedures include:

- ▶ the size and nature of the organisation
- ▶ the culture of the organisation
- ▶ the degree of formality in the workplace
- ▶ expectations of management
- ▶ staff induction and training
- ▶ individual attitudes
- ▶ literacy levels
- ▶ the complexity and design of forms/documents
- ▶ the accessibility of the forms/documents.

Practice task 6

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

1. Who should Nina talk to about this issue?

2. What issues should Nina raise with this person?

3. What changes need to be made to the safe workplace procedure?

3B Participating in WHS improvement

Successful management of 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/or employers to provide information and feedback on participative arrangement outcomes, and commitment by workers to access this information and follow through appropriately.

Consultation

Consultation should regularly occur in relation to WHS matters and the effectiveness and development of policies and procedures. Your workplace may also be involved in audits.

When workers are involved in the development and maintenance of policies, procedures and processes required to maintain a safe and healthy workplace, 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.

Consider the following consultative activities, which 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 members with the opportunity to share their opinions, knowledge and skills, and to contribute ideas.
	These and other consultative activities provide workers with the opportunity to raise WHS issues, such as discussing any reported risks, hazards and injuries, and determining an appropriate strategy to deal with them.
	WHS meetings should be organised in advance to allow as many people as possible to attend. They should be chaired by one person, who should ensure that all health and safety matters are addressed. Having someone chair the meeting also ensures that people stay on topic and that everyone is given the opportunity to voice their opinion.
	A specific person should also be responsible for taking the minutes (notes) of the meeting. This ensures there is an accurate record of what was discussed; for example, the issues that were raised and the strategies for dealing with them.
	Changes in work practices that arise from meetings may be documented in a handout or fact sheet. Information may also be posted on noticeboards in staffrooms or in specific work areas. You need to ensure you read this information and ask questions if you are unclear about changes in work practices.

Discussion, coaching and guidance	Speaking directly with your co-workers and WHS personnel is an effective strategy for contributing to safe work practices. A good time to do this is when you see someone not following workplace procedures. For example, if you see a co-worker trying to lift something that really should be done by two or more people, explain the procedures for lifting and that the procedures are in place to prevent staff members from injuring themselves. You may also like to demonstrate correct lifting techniques.
	People often find it hard to ask for assistance or guidance, so when they do, ensure you listen carefully and share as much information as you can. If you are unable to answer a question, refer them to someone who can, or get back to them with an appropriate response.
	Coaching and guiding may be done spontaneously (for example, when you see a co-worker fail to follow safe workplace procedures) or when a co-worker asks for assistance (for example, someone may ask where to store a cleaning chemical).
	Guidance and coaching may also be planned when you or another educator organise a meeting or discuss a particular situation. This often occurs in response to an incident to ensure that it does not happen again and that everyone understands the current procedures.
	This should be a regular occurrence, particularly with less-experienced workers who may not be confident carrying out all WHS procedures. Checking can be done by simply observing other workers following the day-to-day routines of the service or through a more formal process in which workers are asked to demonstrate the correct procedures; for example, how to lift an infant out of a cot correctly.
	All staff members should actively support and guide other staff. When guiding others, your communication and feedback skills will be tested, as support and direction should not be overwhelming or demeaning to the person you are guiding. Use careful explanations, feedback, encouragement and problem-solving skills. If you are ever unsure about something, refer to your supervisor or manager.

Inspections	A WHS inspection will occur to resolve issues and/or systematically monitor, locate and report particular health and safety hazards in the workplace.
	Consultation is important during workplace inspections, which may involve staff or an external WHS inspector. Inspections occur to ensure that an organisation and its workers are meeting all their WHS responsibilities. In an education and care service, this may involve inspecting:
	- indoor and outdoor areas - equipment and toys - food preparation areas - lighting and other electrical equipment - fences, doors and locks - beds and bedding.
	By forewarning when an inspection will occur, staff may become more aware of the correct procedures in the lead-up to the inspection. Situations or possible risks may be more noticeable, and staff may attend to these noticeable situations before the inspection takes place. This is beneficial because it helps all staff to become aware of safe work practices.
	However, in some situations, forewarning may produce an unrealistic picture of how things usually run in an organisation — particularly if staff are generally unaware or unconcerned about hazard control. Be alert to this and to the fact that the desired result is to identify and deal with as many potential hazards as possible.
	These inspections are another useful opportunity to learn more about health and safety, and how your organisation can better meet its responsibilities to children, family members, workers and employers. Inspection results can be used to inform the revision, development and implementation of safe work policies and procedures in your work area.

Example

Team lifting session

The workers at Gardenville Childcare Centre take part in a team lifting coaching session after Mel, one of the junior educators, injures herself lifting a heavy object.

Mel hurt herself when she was outside supervising the children. She couldn't leave her area to ask for assistance to move a piece of equipment, so, instead of waiting for another educator, she tried to lift the equipment and pulled a muscle in her back.

In response, Kim, a more experienced staff member, organises a health and safety inspector to come to the centre to instruct the work group about correct lifting techniques. They take turns demonstrating their lifting. At the end of the session, everyone feels confident that they can demonstrate the proper technique and identify when team lifting is necessary.

In the month after the coaching session, Kim makes sure she regularly observes Mel and other workers, monitors how they apply what they have learnt, and provides follow-up guidance and coaching when necessary.

Practice task 7

Participate in a health and safety inspection. This may be a formal situation involving an outside body or authority, an informal situation at your service or a simulated scenario.

1. Who was involved in the inspection?

2. What contributions did individuals make?

3. Will any changes need to be made to policies and procedures in the work area? If yes, explain what these are.

4. Explain what you learnt from participating in the inspection.

Summary

▶ 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 key way for you to contribute to the development and implementation of safe work policies and procedures in your work area.

Learning checkpoint 3
Contributing to safe work practices

1. Attend a workplace meeting about health and safety and take notes on what is discussed, or discuss health and safety issues relevant to education and care services with colleagues or other students. What WHS issues were raised?

2. Focus on one of the issues raised in question 1 and answer the following:

    a. What changes need to be made to address the issue?

    b. What workplace policy and procedure needs to be adapted or implemented to manage this issue?

    c. What other ideas could you add to the discussion of WHS issues?

    d. What procedure would you follow to report your ideas?

Topic 4

In this topic you will learn about:

4A Maintaining WHS currency

4B Managing stress and fatigue

Reflecting on your safe work practices

Part of ensuring you and others are safe includes keeping up to date with current WHS practices and reflecting on your own safe work practices. You may need to make adjustments in work practices based on factors such as the stress levels you and other staff are experiencing.

Stress is unavoidable and is a major WHS issue confronting Australian workplaces. Stress is a normal part of life; low levels of stress help you to learn and be productive. However, high levels of stress or ongoing stress can cause fatigue, exhaustion and illness.

The following table maps this topic to the National Quality Standard and both national learning frameworks.

National Quality Standard	
	Quality Area 1: Educational program and practice
✓	Quality Area 2: Children's health and safety
✓	Quality Area 3: Physical environment
✓	Quality Area 4: Staffing arrangements
	Quality Area 5: Relationships with children
	Quality Area 6: Collaborative partnerships with families and communities
✓	Quality Area 7: Governance and leadership

Early Years Learning Framework	My Time, Our Place
Principles	
Secure, respectful and reciprocal relationships	
Partnerships	
High expectations and equity	
Respect for diversity	
Ongoing learning and reflective practice	
Practice	
Holistic approaches	Holistic approaches
Responsiveness to children	Collaboration with children
Learning through play	Learning through play
Intentional teaching	Intentionality
Learning environments	Environments
Cultural competence	Cultural competence
Continuity of learning and transitions	Continuity and transitions
Assessment for learning	Evaluation for wellbeing and learning
Outcomes	
Children have a strong sense of identity	
Children are connected to and contribute to their world	
Children have a strong sense of wellbeing	
Children are confident and involved learners	
Children are effective communicators	

4A Maintaining WHS currency

Currency of safe work practices is vital for maintaining safety in the workplace.

You can maintain currency by accessing the most up-to-date version of WHS documentation, such as Acts, standards and regulations. If you are working from a hard copy, remember to go online and compare your version with the most current.

Maintaining currency of safe work practices

You should regularly check the following information to maintain currency of safe work practices in your work area. These practices may apply to workplace systems, equipment and processes.

Information	Details	Example	Your role in keeping up to date (best practice)
Health and safety legislation	▶ Includes Commonwealth, state and territory Acts and regulations. ▶ Must be followed by law.	*Work Health and Safety Act 2011* (Cth)	▶ Be aware of the content. ▶ Follow legislation. ▶ 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.
Standards	▶ Standards are documents produced by national bodies, health and safety regulators or industry bodies that prescribe preventative action to avert occupational deaths, injuries and diseases. ▶ Standards are of an advisory nature only, except where a law adopts the standard and thus makes it mandatory (when standards are mandatory they can be used as legal evidence).	National Standard for Manual Tasks 2007, Safe Work Australia	▶ Be aware of the content. ▶ Follow standards where possible and appropriate. ▶ Inform others of details. ▶ Ensure a current copy of any standard is available at all times and that all staff members are aware of its location.

Information	Details	Example	Your role in keeping up to date (best practice)
Codes of practice/ compliance codes	▶ These documents provide advice about acceptable ways of achieving standards. ▶ Codes of practice/ compliance codes may: – be incorporated into regulations – not relate to a standard – be used as evidence in court.	National Code of Practice for the Prevention of Musculoskeletal Disorders from Performing Manual Tasks at Work 2007, Safe Work Australia	▶ Use content to inform/ update policies and procedures. ▶ Inform others of details through policies and procedures. ▶ Provide access to current copies when relevant. ▶ Be aware of their existence as a reference material. ▶ Follow where relevant to your work practices.
Guidance material	▶ These are advisory documents providing detailed information for use by unions, employers, management, HSC members and HSRs, safety officers and others requiring guidance. ▶ Advise on what to do and how to do it. ▶ Have no legal standing.	Guide on exposure to solar ultraviolet radiation (UVR), Safe Work Australia	▶ Use content to inform/ update policies and procedures. ▶ Inform others of details through policies and procedures. ▶ Provide access to current copies when relevant. ▶ Be aware of their existence as a reference material. ▶ Follow where relevant to your work practices.

Additional resources to maintain currency

Currency of safe work practices can also be achieved by attending professional development sessions and training, accessing resource materials and reading equipment safety guidelines and industry newsletters.

Industry bodies relating to education and care services can be a valuable source of current information and guidance.

You can also refer to the following:

Resource	Description	Website
Kidsafe, the Child Accident Prevention Foundation of Australia	Dedicated to child safety, this website includes specific education and care services information as well as general resources about keeping kids safe.	http://aspirelr.link/kidsafe

Resource	Description	Website
Work health and safety in education and care services (2012), Professional Support Coordinator National Alliance	This is a 'How to' series that includes a range of best practice for tasks and procedures.	http://aspirelr.link/ecc-how-to-work-safe
Children's services – occupational health and safety compliance kit: How to control the risks from the most common hazardous tasks in the children's services sector, WorkSafe Victoria	This is a kit giving practical advice about common hazardous tasks in childcare services and how to control these in line with the *Occupational Health and Safety Act 2004* (Vic.).	http://aspirelr.link/work-safe-compliance-childrens-services

Practice task 8

Kidsafe NSW hopes to make Australia a safer place for children. It provides a range of information, resources and links focused on different environments and settings. You can also access current and previous editions of their quarterly newsletter, *Kidsafe news and playground news*.

The following website provides a range of fact sheets relating to outdoor environments: http://aspirelr.link/kidsafe-playground-safety

Access this website and pick a topic related to safe work practices to read about. If you don't have access to the internet, your trainer or assessor can help you.

1. What topic did you choose?

2. What is one point of information that you found interesting or new?

4B Managing stress and fatigue

Stress and fatigue are experienced when there is a difference between your needs and capabilities, and the demands of your work and other tasks. Stress and fatigue are common reactions to excessive demands or pressures; these arise when you are trying to cope with tasks, responsibilities or other issues, but find difficulty, strain or worry in doing so.

Working with children and families can be stressful, as you need to be flexible, creative, warm and nurturing with children, while maintaining a positive relationship with families involved in the centre. You also need to be able to cope with the physical demands of lifting or carrying children and equipment.

Some people view symptoms of stress as a sign of personal weakness, but they are not. 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.

To meet your responsibilities and function effectively, follow the four steps set out in this table to help reduce stress and fatigue.

1 **Identify the problem**
- ▶ You may have symptoms such as:
  - – constant fatigue or tiredness
  - – overeating or loss of appetite
  - – insomnia
  - – frequent crying or desire to cry
  - – muscle tension and headaches
  - – panic attacks
  - – constant irritability
  - – apathy
  - – difficulty making decisions
  - – poor concentration
  - – anxiety
  - – withdrawal
  - – daydreaming.
- ▶ Recognise that stress affects your performance.

2

Determine ways to control stress

▶ Whether the stress originates in your personal life or from a workplace situation, you are responsible for attempting to manage this stress.

▶ Report your stress and gain support. This is part of a regular WHS process.

▶ Create a plan to reduce the cause of your stress. You might do this alone or with the support of your workplace.

▶ List the aspects of the situation that cause you stress and try to change them or come to terms with them.

3

Reduce stress

▶ Implement the strategies and ideas you identified to control your stress.

▶ You may need someone to help you successfully implement your ideas or you may be able to do it yourself.

▶ Use stress-relief techniques such as talking to a friend, exercising, or having a bath or a massage.

▶ You may need to change your habits so you can have a balanced diet and make time for the relaxation techniques that suit you.

▶ Some service policy changes may benefit all staff, so reporting stress can result in positive outcomes for all.

4

Manage stress

▶ By using these strategies and implementing them consistently, you can manage stress.

▶ When you manage your stress, you place yourself in a good position to eliminate stress overload both now and in the future because you have developed new skills and strategies for work and your personal life.

Practice task 9

1. Create a diary over one week, recording any stress you felt. Record:

    ▶ when you felt stressed

    ▶ why you felt stressed

    ▶ how stressed you felt; for example, slightly stressed, moderately stressed, very stressed or could not cope

    ▶ any actions you took to reduce the stress you felt.

2. Use a workplace policy to identify who you would report to if you were overwhelmed by stress. (Give their job title, not their name.)

Summary

▶ You can maintain the currency of safe work practices by ensuring you receive up-to-date information about WHS.

▶ 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 4
Reflecting on your safe work practices

1. Find and access reference material for a current safe work practice relating to a piece of equipment, a workplace system or a process used in a service.

    a. Record:

    ▶ the name of the reference material you found

    ▶ who produced it

    ▶ when it was published

    ▶ where you located it.

    b. List the key safe work practices outlined in the reference material you found.

2. Reflect on a situation or time when you felt stressed and/or fatigued. Record and then discuss with a person in your workplace how you:

    ▶ identified the problem

    ▶ determined ways to control the stress

    ▶ reduced the stress

    ▶ managed the stress.