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WORKPLACE HEALTH & SAFETY POLICY

REVIEWED: 2012

NEXT REVIEW 2017

*Grow in Grace
and Knowledge*

2 PETER 3:18

PRINCIPAL: MR NEIL CAPPS
BOARD CHAIRMAN REV GEORGE AYOUB

A MINISTRY OF THE CASINO PRESBYTERIAN CHURCH - SINCE 1995

Workplace Health and Safety
Child Protection & Student Welfare (BOS 5.6.1 & 5.6.2)

Casino Christian School seeks to offer and maintain a safe environment for staff (paid and volunteer), congregation and visitors.

The framework for this policy is provided by:

- ❖ Work Health and Safety Act 2011 No 10
- ❖ Work Health and Safety (WHS) Regulations 2011
- ❖ Guide to Model Work Health and Safety Regulations
(copies are retained in the Business Office)

Key employer responsibilities:

- ❖ Ensure that buildings, grounds, equipment and systems of work are safe and without risks to health. (i.e. provide a safe working environment).
- ❖ Provision of information, instruction, training and supervision as necessary to ensure a safe working environment.
- ❖ Provide adequate facilities for welfare of students and staff.
- ❖ Consult with employees to enable contribution to decisions in relation to health, safety and welfare at work.

Key employee responsibilities:

- ❖ Take reasonable care for the welfare of self and others at the workplace. (Plan to work safely).
- ❖ Co-operate with the Principal or other delegated person to ensure a safe and healthy workplace.
(applicable also to volunteers, students and visitors)

Implementation:

- ❖ Responsibility for the implementation of this policy rests with the Principal or delegated representative.

Workplace Consultation:

Consultation with employees will be undertaken “*in accordance with other arrangements*”. The Principal (or others as delegated) will facilitate the process so that:

- ❖ Relevant information on WHS is shared
- ❖ Employees can share views and contribute to the resolution of WHS issues
- ❖ Employees’ views are valued and taken into account
- ❖ WHS is viewed as a shared responsibility where all parties work together for the common good.

Workplace consultation will be facilitated through a culture of shared responsibility.

- ❖ Regular staff meetings will address issues, staff concerns and also training/professional development. Normally there will be one early in Term 1 each year and others as appropriate.
- ❖ Ongoing free flow of dialog among staff, within faculties and departments and then to the Principal on WHS issues especially when hazards/risks are either perceived or identified. All staff are to be actively part of the risk management process.

Risk Management:

Risk management is the process of addressing hazards in the workplace and involves the following steps:

- ❖ **Hazard Identification;** a situation with the potential to impact on health safety and welfare.
- ❖ **Risk assessment;** How severe and how likely is the hazard?
- ❖ **Risk control, elimination;** Strategies and procedures to respond to the hazard.
- ❖ **Ongoing review;** Monitor problems and solutions.

Faculty staff are to regularly implement and facilitate this process within their area of responsibility.

Some specific measures:

- ❖ **First Aid:** Designated staff will be First Aid Officers. Appropriate responses to injuries will be made through these officers. All staff will be encouraged to be trained in appropriate First Aid.
- ❖ **Chemical and or Hazardous Materials:** Chemical safety is based on the three key WHS principles of hazard identification, risk management and risk *sheets* that relates to the correct use and disposal of chemicals and substances. Faculty staff will facilitate the development of appropriate procedures in their faculty areas.
 - The general assistant and cleaners will ensure that areas where hazardous substances and chemicals are stored are locked at all times when they are not present.
 - Prior to use, staff will always seek technical information from *safety data sheets*.
 - Safety Data Sheets (SDS) also known as material Safety Data Sheets (MSDS) will be kept for all chemical substances stored on school premises. SDS must be current (less than 5 years old) and a copy kept in the area the chemical is stored and a copy in the master file kept in the Business Managers office.
- ❖ **Electrical Equipment:** Testing of equipment and leads will be conducted as required by regulation. Instruction on proper use of equipment will be given as appropriate.
- ❖ **Work Cover:** The school will ensure that appropriate procedures are followed.
- ❖ **Excursions:** Particular care must be taken when planning excursions. The staff handbook details appropriate procedures.
- ❖ **Rehabilitation – Return to work:** The school will endeavour to provide an appropriate return to work regime in consultation with the staff member and other relevant bodies.
- ❖ **Emergency Situations:** The Principal will ensure that emergency and evacuation procedures are developed and regularly reviewed. Trial emergency evacuations will be held to assess the effectiveness of procedures. When the procedures have proved to be effective, ongoing practice will be held on a six-monthly basis.

Review: This Policy will be regularly reviewed (at least annually) in light of legislative and school changes.

Attachments:

Hazard/Risk Report Form

Risk Assessment - Safety Plan for school Excursion/Activity

Appendix 1 WHS Hazard Report Form

Casino Christian School

HAZARD REPORT FORM

To be completed by the staff member who identifies the hazard

Name: _____

Date: _____ Time: _____ am/pm

What is the Hazard? Describe the problem:

Location of the Hazard:

Nature of Hazard; please tick Safety Hazard Health Hazard

What has been done to rectify the situation for the moment (if anything)?

Date of action _____ Time _____ am/pm

In your opinion, what further action needs to be taken (if any)?

Please hand this form to the Business Manager for follow-up.

Office Use Only

Action Taken:

Date entered in to WHS register: _____

Appendix 2 Risk Assessment Form

Casino Christian School

Risk Assessment Safety Plan

The Risk Assessment Process

The purpose of risk assessment is to make school activities as safe as possible. Risk assessment processes are used to identify hazards and then assess and eliminate or control the risks associated with an activity. The degree of planning required is influenced by the nature of the activity, level of risk and the student group. For activities that have been previously planned and conducted, previous risk assessment plans may be reviewed and reused. An important component of risk assessment is consultation, which should include other staff on the activity, and where appropriate activity leaders, providers and parents.

Steps in developing a risk management plan

1. Identify the Hazard (possible sources of injury or disease): Identify potential sources of injury or disease within the activity planned and devise appropriate procedures to minimize hazards in the form of objects, activities or environments.
2. Assess the Risk (likelihood of the Hazard resulting in injury or disease): Examine activities related to the work processes and equipment to be used, identify and assess potential hazards. Consider the following factors in the risk assessment process:
 - A. The appropriateness of the activity to the students
 - B. Probability of occurrence
 - C. Frequency of exposure; and/or
 - D. Severity of outcomes
 - E. Teachers' or helpers' qualifications
 - F. The physical environment for the activities and
 - G. The ratio of students to teachers and/or helpers/leaders

3. Levels of Risk: Equipment and procedures within each activity module are categorized into one of four risk levels:

High Risk (level 4) activities indicate that:

- There is a high risk of injury to the student or other persons if the equipment or procedures in the activity are not employed in the prescribed manner
- An injury sustained during this activity could result in a permanent disability or death
- A high level of supervision is required by the teacher (a maximum of one student at anyone time working with the teacher) and
- The activity is undertaken in a defined, restricted area

Significant Risk (level 3) activities indicates that:

- There is a high risk to the student or other persons if the equipment or procedures described in the activity are not employed in the prescribed manner
- The teacher should maintain close supervision of all aspects of this activity and;
- There is a need for the teacher and/or student to operate in a defined area

Medium Risk (level 2) activities indicates that:

- There is a degree of risk of injury to a student using this equipment or engaging in this activity to the extent that all the risk can not be eliminated
- Students require a safe working space to be able to operate the equipment or engage in the activity and
- Personal Protective equipment may be required to further reduce the risk of injury

Low Risk (level 1) activities indicate that:

- Students are at minimal risk of injury if the equipment or procedures in the activity are employed correctly
- Students have received teacher approval to operate the equipment or proceed with the activity and
- Students will not be hindered or impeded while using the equipment or engaging in the activity.

In determining the level of risk the following matrix can be used

Priority Table

	A	B	C	D	E
1	H	H	H	S	S
2	H	H	S	M	M
3	H	H	S	M	L
4	H	S	M	L	L
5	S	S	M	L	L

The top line indicates the probability of the hazard or risk occurring

- A. Common or repeating occurrence
- B. Known to occur or “it has happened”
- C. Could occur “I have heard of it happening”
- D. Not likely to occur
- E. Practically impossible

The vertical line indicates the possible consequences

1. Permanent disability or death
2. Lost time to injury or illness
3. Medical treatment
4. First aid treatment
5. Incident report only

Rating: H= High
S= Significant
M= Medium
L= Low

4. Controlling the risk (determine what action to take to remove or reduce the risk)

The following hierarchy of control should be used to address the control risks:

- a) **Designing out** (or designing in) to eliminate the hazard at source (e.g. by eliminating or introducing rules of game)
- b) **Substitution** (e.g. replace with less hazardous chemical)
- c) **Separation** (e.g. removing the person from the hazard)
- d) **Administration** (e.g. reducing the person’s exposure to hazard)
- e) Use of personal protective equipment

Personal protective equipment may be used:

- Where other methods of control are not practicable in the circumstances;
- To complement existing measures; and
- As an immediate response to protect persons pending a more effective solution to risk control.

Factors which determine the practicability of control measures include:

- The nature of the work or the work process concerned;
- The severity of any potential injury or disease;
- The state of knowledge about the injury or disease related to the work or process;
- Effectiveness of the control measures in preventing injury or disease associated with a particular hazard or risk;
- The availability and suitability of methods to prevent, remove or mitigate causes of injuries or disease associated with a hazard or risk; and
- Whether the costs of preventing, removing or mitigating that injury or disease are prohibitive in the circumstances. The degree of risk in a particular activity or environment can be considered against the time, effort and cost of measures to control the risk. The greater the risk, the more reasonable it is to spend considerable time, effort and cost to reduce it.

**RISK ASSESSMENT
SAFETY PLAN FOR SCHOOL EXCURSION/ACTIVITY**

Activity: _____

Date of Activity: _____ Venue _____

Teacher(s): _____

Safety Plan

SAFETY ISSUES	CONTROL STRATEGIES	BY WHOM

MEDICAL MATTERS	CONTROL STRATEGIES	BY WHOM

Communication (circle): School Mobile Venue Phone Personal Mobile

Contact Numbers: _____

Emergency Numbers: _____ Ambulance 131 233 Police 6662 0099 School 6662 5599 School Mobile 0488 032 080