

Health and Safety Induction

BCE Schools and  
Colleges



# **SAFETY IS EVERYONE'S BUSINESS**

Brisbane Catholic Education is committed to ensuring the health and safety of

- students
- employees
- contractors and
- visitors.



# Work Health and Safety Act 2011

Places obligation on all employers and workers



# Duty of Employer

- At a local level, the Principal takes on the responsibilities of the employer.
- To ensure the health and safety of workers (& others) so far as reasonably practicable.
  - a safe work environment
  - safe plant and structures
  - safe systems of work
  - safe use, handling and storage of plant, structures and substances
  - provide any information, training, instruction or supervision that is necessary to protect all persons
  - monitor health and safety



# Duty of Workers

- Take reasonable care for your own health and safety and that of others who may be affected by your actions or omissions
- Co-operate with any reasonable instruction that is given by the Principal, or any person delegated by the Principal, to comply with the WHS Act



# Topics to be discussed today

- Risk Assessment and Management
- Awareness of Surroundings and Hazard Reporting
- Evacuation and Lockdown procedures
- Fire Safety
- Preventing Slips and Trips
- Manual Handling
- Working at Heights
- Excursion, Camp and Event planning
- Working in the Sun/Heat Stress
- Vocal Stress
- Hazardous Substances
- Personal Protective Equipment
- Incident Reporting
- Asbestos

# RISK ASSESSMENT

- A **Hazard** is something with the potential to cause harm (illness or injury).
- A **Risk** is the chance that injury or illness might result because of the hazard.
- **Risk** is measured in the terms of a combination of likelihood of an event occurring, and its consequences.



# Risk Assessment and Management

- Identify hazards
- Assess risks
- Control risks
- Implement Control Measures
- Review/Assess Control Measures





# Risk Assessment and Management

- Identify the Hazard – looking for those things that have the potential to cause harm in the context within which risk management is being undertaken:
  - For example - Does the activity, task or environment cause a person to be exposed to – slipping, tripping, falling, being struck by an object, being cut, chemical fumes or substances, excessive noise, extremes of temperature, risk of fire, risk of drowning, becoming trapped/entangled, lifting heavy/awkward objects, prolonged manual tasks, infectious substances, public places, equipment and machinery, transport outside the school. In short, deconstruct the activity to identify hazards that may be present during each stage.

# Risk Assessment and Management

## ➤ ASSESS THE RISK

- Estimate the typical consequence of an incident because of the risk
- Estimate the likelihood of an incident occurring taking into account risk control measures
- Combine consequences and likelihood to rate the risk.



# Risk Assessment and Management

## ➤ CONTROL THE RISKS

- Decide on control measures to manage exposure to identified risks:
  - ❖ Eliminate – remove the hazard completely
  - ❖ Substitute – replace equipment, material or task with a less hazardous one
  - ❖ Isolation – enclose, fence, guarding
  - ❖ Redesign
  - ❖ Administration – training, instruction, safe work procedures, supervision,
  - ❖ Personal Protective Equipment

# Risk Assessment and Management

- IMPLEMENT CONTROL MEASURES
  - Put selected control measures in place
  - Define responsibilities for implementing and maintaining
  - Communicate the control measures and reasons why they need to be implemented
  - Provide training and instruction
  - Provide supervision



# Risk Assessment and Management

## ➤ REVIEW/ASSESS CONTROL MEASURES

- Monitor and review effectiveness of the control measures
- Have control measures been implemented as planned?
- Are the control measures working?
- Is there a need to reassess the control measures if problems are experienced?
- Keep good records of your risk management process.

# **AWARENESS OF SURROUNDINGS**

- A common factor in injury incidents is a lack of awareness.
- Schools are an ever changing environment.
- All staff must be constantly aware of these changes and react appropriately.
- There are a thousand things to see, feel, smell and hear.
- Learn to observe and react to change.
- If you cannot recognise the hazard you cannot control the hazard and prevent injury.
- Report all hazards following local procedures and follow up on action taken if necessary.

# LOCKDOWN & EVACUATION PROCEDURES

- Each School is required to have procedures for Lockdown and Evacuation
- Lockdown – External threat requiring all staff and students to lock down safely in doors.
- Evacuation – Internal threat requiring all staff and students to move to the outdoors.

# FIRE SAFETY

- In the event of a fire, the primary responsibility of staff is to get students, volunteers and visitors to a safe position as quickly as possible and to maintain supervision of them. Refer to the Evacuation Plan.
- Activate the alarm system
- The use of a fire appliance (fire hose, extinguisher, fire blanket) is only appropriate where the fire is easily managed and there is no threat to life.



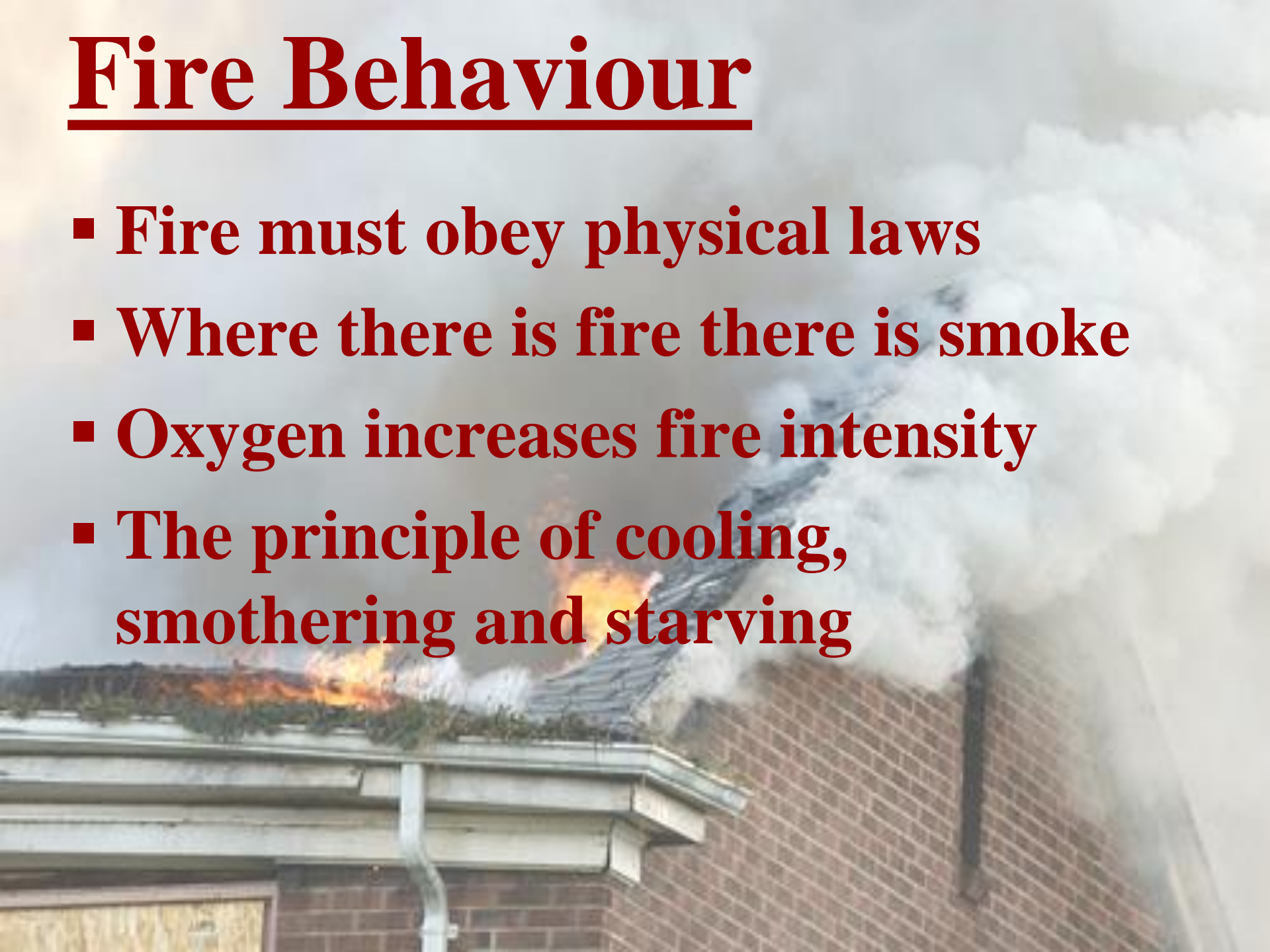




**FIRE SAFETY**

# Fire Behaviour

- Fire must obey physical laws
- Where there is fire there is smoke
- Oxygen increases fire intensity
- The principle of cooling, smothering and starving



# Classes of Fire

## Class A

- Ordinary combustible materials like wood, paper, cloth, furnishing, plastics and rubber

## Class B

- Flammable and combustible liquids - solvents, oils, paints

## Class C

- Flammable gases

## Class D

- Combustible metals e.g. potassium, magnesium, titanium, sodium, lithium and zirconium

## Class E

- Live electrical equipment

## Class F

- Cooking oils and fats

# Types of Fire Extinguishers

The background of the slide features four red fire extinguishers. From left to right: a Water extinguisher with a green label, a Dry Chemical extinguisher with a white label and a white band, a Carbon Dioxide extinguisher with a black label and a black band, and a Wet Chemical extinguisher with a beige label and a beige band. Each extinguisher has a black hose and a red handle.

## Water Extinguisher – Solid Red

- Used on Class A fires
- Use caution to avoid scattering lightweight materials with pressurized water and spreading the fire

## Dry Chemical – Red with a white band

- Effective for Class A, B and F fires

## Carbon Dioxide – Red with Black Band

- Used for Class C and E fires
- Filled with liquid CO<sub>2</sub> to two-thirds, one-third is evaporated gas
- Comes with discharge horn to stop entrainment of air with CO<sub>2</sub>

## Wet Chemical – Red with Oatmeal (beige) Band

- Suitable for Class F fires and can be used on Class A fires
- Usually located in industry standard kitchens.

# Fire Extinguisher Use



**It is important to know the locations and the types of fire extinguishers in your area prior to actually using one.**

**Fire extinguishers can be heavy, so it is a good idea to practice by picking up and holding a fire extinguisher to get an idea of weight and feel.**

**Take time to read the operating instructions and warnings found on the fire extinguishers. Not all fire extinguishers look alike.**

**Practice by releasing the discharge horn or hose and aiming it at the base of an imagined fire. Do not release the pin or squeeze the lever. This will break the fire extinguisher seal and cause it to lose pressure.**

# Rules for Fighting Fire

- Just remember the three A's
- **ACTIVATE** an alarm by calling main reception on 101 or getting someone else to contact main reception
- **ASSIST** any persons in immediate danger, or those incapable on their own, to exit the building, without risk to yourself

Only after these two are completed, should you **ATTEMPT** to extinguish the fire using a fire extinguisher

# Fire Safety Management

- Comprised of three elements:

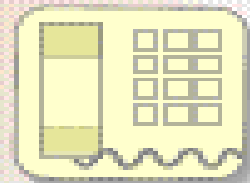
- Fire Prevention

- Fire Protection

- Fire Suppression

- Fire Prevention

Inspections, training, proper storage, housekeeping, reporting and correcting hazards etc.



# Fire Prevention



- **Keep exits clear of obstructions**
- **Clear accumulated paper and rubbish from work area**
- **Obey “No Smoking” signs**
- **Place heaters away from flammable material**
- **Use heating appliances with thermostats**
- **Do not overload electrical sockets with stacked plugs**
- **Report faulty electrical equipment or frayed insulation**
- **Refrain from placing liquids on electrical equipment**
- **Switch off equipment at the end of a work day**
- **Regular fire hazard inspections should be conducted**



# **Fire Safety Management**

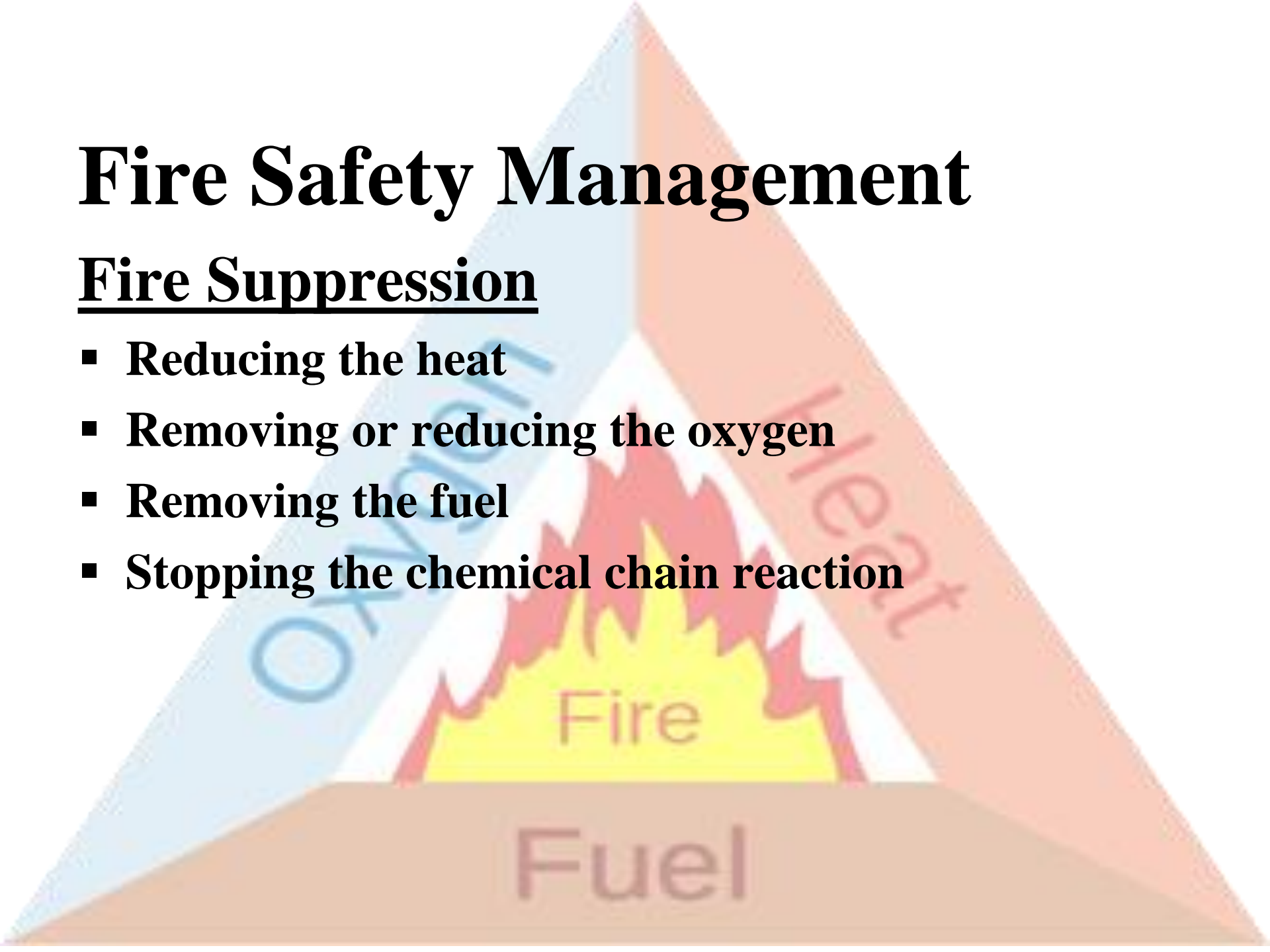
## **Fire Protection**

**Equipments and/or mechanisms such as fire alarm systems, emergency lighting, fire extinguishers, hose reels and sprinklers etc.**

# Fire Safety Management

## Fire Suppression

- Reducing the heat
- Removing or reducing the oxygen
- Removing the fuel
- Stopping the chemical chain reaction



# PREVENTING SLIPS, TRIPS AND FALLS

- Major cause of injury to staff and 2<sup>nd</sup> most common cause of injury to students
- Common causes of slips, trips and falls:
  - Uneven ground, damaged surfaces, wet surfaces, debris, obstructed vision, clutter, incorrect footwear, poor lighting, incorrect cleaning processes.



# PREVENTING SLIPS, TRIPS AND FALLS

- Be aware of your surroundings and movement of others.
- Report or remove any slip or trip hazards including spills and clutter.
- Practice good housekeeping.
- Install visual cues to identify a hazard.
- Wear **'fit for purpose'** footwear.
- Use hand rails on stairs.
- Wipe feet on mats during wet weather.
- Ensure that your vision is not obstructed.



# MANUAL HANDLING

- Any activity which involves moving, lifting, pushing, pulling, carrying, holding, restraining, manipulating, throwing or grasping an object (or person).
- Manual tasks are a big part of most jobs.
- Is the 2<sup>nd</sup> most common cause of injury in the workplace.
- Injury occurs when muscles, ligaments, tendons and joints are placed under too much stress or are overloaded.



# MANUAL HANDLING

- Plan the manual task - what is it, where are you going, is it safe to do this by yourself, have you removed obstructions, are you trained to do the task?
- Only lift/carry/move/hold what you can reasonably manage. If it feels heavy, is too bulky/awkward or causes discomfort, STOP.
- Ask for help, even if it means that you have to delay the task.
- Use handling equipment – hand trolleys, carry all totes, platform push trolleys.
- Never twist, bend or reach out when carrying loads
- Use appropriate lifting and placing techniques - feet apart, knees bent, correct footwear, point in the direction you intend to go. Get a firm grip.
- Never reach for or lift an item above your head, use a step ladder.
- Keep the load close to your body (hip level)

# WORKING AT HEIGHTS

- In the classroom or admin area, items are often stored in a high space.
- Maintenance, grounds and cleaning staff may need to access high places for cleaning, maintenance and repairs.
- No staff member is expected to or should perform any task which involves unmanaged risk.

# WORKING AT HEIGHTS

- BCE issued Safety Alert No. 3 in 2004 highlighting the hazards of using unsafe or inappropriate equipment and practices to reach high places at work.
- Work practices should be planned to eliminate the need for a person to work at height, or if that is not practicable, to prevent a person from falling. (BCE OH&S Fact Sheet – Preventing Falls While Working at Heights.)





# WORKING AT HEIGHTS

- Furniture is not to be used to access high places (chairs, desks, shelves).
- Only robust picking platforms, ladders, step ladders and step stools should be used to reach high spaces.
- Equipment fitted with a guard rail is preferred
- Do not use equipment if you do not feel safe.
- All equipment used for reaching high spaces should be on flat, even ground and appropriate for the task.

# WORKING AT HEIGHTS

- If using a ladder, it must be appropriate for the type of job
- 3 points of contact must be maintained at all times (2 hands 1 foot, 2 feet 1 hand).
- Never work at height alone.
- Always wear appropriate footwear.
- IMPORTANT TIPS:
  - Do not store heavy items below knee height or above shoulder height
  - Store items used frequently within easy reach

# EXCURSIONS/CAMPS/EVENTS

- The Principal must be satisfied that health and safety risks associated with the nature and location of an excursion, camp or event have been addressed.
- Specific requirements regarding health and safety for Excursions /Camps /Events is contained in the BCE Excursions School OH&S Standard and related documents.
- A Risk Management form appropriate to the activity must be completed.

# SUN SAFETY

- Queensland had the highest rate of skin cancer in Australia and the world.
- Too much Ultraviolet (UV) radiation from the sun can cause sunburn, skin damage, eye damage and skin cancer.
- UV radiation can be high even on cool or overcast days.
- Sunsmart UV Alert is a free app for your iPhone or android provided by the Cancer Council.

# SUN SAFETY

- SLIP on sun protective clothing
- SLOP on SPF 30+ Sunscreen
- SLAP on a hat that protects head, ears, face and neck.
- SEEK Shade where possible
- SLIDE on sunglasses
- SLURP – keep your water bottle handy
- Refer to your Schools Sun Smart Policy for information on your local environment and school routines.

# HEAT RELATED ILLNESS

- During very hot, humid and/or extreme weather conditions, you are at greater risk of health problems.
- Heat related illness can occur when the body is unable to cool itself adequately.
- Heat related illness can also occur during periods of intense exercise or physical activity.
- Heat stroke is the most serious heat-related illness.

# HEAT RELATED ILLNESS

## ➤ Prevention is best:

- Drink plenty of fluids – cool water is best.
- Don't wait until you are thirsty.
- Increase ventilation – open windows, fans.
- Monitor those at high risk.
- Stay out of the sun where possible.
- Pace yourself and limit physical activity.
- Avoid caffeine, alcohol and sugar drinks.
- Wear loose fitting clothes.
- Checking urine is the best indicator of dehydration – it should be a straw colour

# VOCAL STRESS

- Teachers are professional voice users.
- Vocal stress can result in structural changes on the vocal folds causing swelling, inflammation, vocal nodules and/or polyps.
- There are many situations faced regularly by teachers that are conducive to vocal stress.



# VOCAL STRESS

- Keep you vocal cords lubricated - drink water often.
- Use methods other than your voice to gain student's attention (whistle, clapping, visual signals).
- Eliminate or limit background noise.
- Wait for students to be quiet before speaking
- Arrange furniture to promote short-distance conversations.
- Stand in a place in the classroom that makes it easiest for students to hear you.
- Use a megaphone or amplifier where possible.
- Increase awareness of how your throat feels.
- Never raise your voice when suffering from a throat infection.
- Try to organise some rest time during each lesson.

# HAZARDOUS SUBSTANCES

- Schools must ensure that measures are put in place to minimise the health and safety risks associated with the handling and storage of hazardous substances and dangerous goods.
- When a substance is brought into a school, it must be identified as hazardous or non-hazardous.
- Hazardous substances can be identified by the Safety Data Sheet or a search in Chemwatch.

# HAZARDOUS SUBSTANCES

## ➤ Requirements:

- Identify all hazardous substances and dangerous goods in the workplace
- Establish and maintain a register of all substances used at the workplace.
- Assess the risk of exposure and document the Risk Assessment.
- Implement measures to control exposure including safe work procedures and the use of Personal Protective Equipment.
- Prohibit the use of certain chemicals.
- Ensure all substances used at a workplace are properly labelled.
- Store dangerous goods in accordance with the requirements of the Dangerous Goods Safety Management Act 2001.
- Purchase substances that are the least hazardous.
- Responsibly dispose of substances when no longer needed.
- Develop emergency procedures to prevent fire or explosion and control risks due to escape or spillage of hazardous substances or dangerous goods.
- Keep records relating to the management of hazardous substances or dangerous goods.

# PERSONAL PROTECTIVE EQUIPMENT (PPE)

- PPE is clothing, equipment or substances that you can wear which has been designed to protect you from the risk of injury or illness.
- PPE is the least effective method of controlling a safety risk and does not control the hazard at the source.
- PPE must be suitable for the nature of the work and any associated hazards.

# PERSONAL PROTECTIVE EQUIPMENT (PPE)

- PPE includes, hearing protection, respirators, eye and face protection, safety helmets and sun hats, sun screen, sunglasses, gloves and safety boots, leather chaps, clothing and life jackets.
- PPE must be:
  - Appropriate for the type of work
  - Give adequate protection to the user
  - Not create additional health and safety risks
  - Be compatible with other PPE being used
  - Not interfere with any medical condition of the user
  - Be easy use and comfortable
  - Comply with the relevant Australian Standards.

# INCIDENT REPORTING

- It is a legal requirement to report, record and investigate all work health and safety incidents. This applies to all workplace health and safety incidents that involve staff, students and visitors at BCE Schools and Offices.
- All staff are required to notify the Principal or immediate line manager (Business Manager, Deputy or Assistant Principal, Site WHPSO) on the day the incident occurs and within 24 hours.
- The incident must be inputted into WSS within 3 days of being made aware of the incident occurring.

# ASBESTOS

- Asbestos is the name given to a group of naturally occurring fibrous minerals with a range of useful properties. All asbestos containing material is dangerous.
- Generally, asbestos is only a risk if it is disturbed or damaged causing the fibres to be released into the air.
- All schools built after 2004 are required to maintain an asbestos register.

# CONCLUSION

- THINK FIRST ACT SECOND
- LEAD BY EXAMPLE
- SAFETY IS EVERYONE'S BUSINESS
- IF IN DOUBT – ASK FOR HELP
  
- Please sign the attendance sheet to acknowledge that you have participated in this training and that you have understood the content.