



Certificate III Education Support

CHC30808

Health and Safety

Copyright Notice

© Copyright 2010 AADES Training and its licensors. All rights reserved.

AADES Training, PO Box 358, Charters Towers, Q 4820. Tele./Fax: 07-4781410
Email : admin@teia.edu.au Website : www.teia.edu.au



Elements of this document may be reproduced under licence. This publication, including the accompanying software and data files or any part thereof, may not be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, storage in an information retrieval system.

Disclaimer

While great care is taken to ensure the accuracy and quality of these materials, all material is provided without any warranty whatsoever, including not limited to, the implied warranties of merchantability or fitness for a particular purpose. Further, the right is reserved to revise this publication and to make changes in its content at any time, without obligation to notify any person or entity of such revisions or changes

Table Of Contents

Unit Overview	6
Section 1 - Occupational Health & Safety	8
What is Occupational Health and Safety?	9
Cost of Unsafe Workplaces	9
OHS Authorities.....	10
Prevention Is Better Than Cure	11
Section 2 - Workplace Hazards.....	14
Hazards in a Learning Environment	15
Behavioural Hazards.....	19
Chemical Hazards.....	20
Section 3 - Workstation	21
Section 4 - Workplace Injuries	24
Occupational Overuse Syndrome	25
Eyestrain	28
Back Pain	28
Exercise	29
Section 5 - Other Workplace Hazards.....	30
Manual Handling	31
Floor Surface	32
Exits.....	32
Office Equipment	32
Section 6 - Specific Issues in Schools	33
Education Queensland's Policies	34
Manual Handling of Students.....	35
Section 7 - Workplace Responsibilities	38
Reporting Procedures.....	38
Legislative Requirements	38
Internal Reporting Requirements	39
Employee's Responsibilities.....	40
Worker's Compensation	41
First Aid.....	43



About This Workbook

This workbook is divided into sections which will cover the competencies and skills required.

This course has several resources:

- Health and Safety Workbook (this workbook): This resource provides a self paced learning program and may also be used as a reference resource;

plus

- On-line course: Ask your teacher/assessor to register you in this on-line resource.

This course has been designed to appeal to differing learning styles, so the information and learning experiences are presented in different ways.

Learning Outcomes

The learning outcomes are shown at the beginning of each section. Learning outcomes match the competencies you must demonstrate to be successful in this course of study.

You must also hold a recognised First Aid Certificate to complete this Open Access College course.

Learning Icons

Throughout each book icons are used to indicate the activity or purpose of the text. The icons used in this course are explained on the following page.

Prerequisites

1. Sound literacy skills.
2. Sound numeracy skills.
3. Basic computer skills, e.g. able to use a mouse and limited keyboard skills

As you work through this workbook you will encounter different symbols that indicate a task for you to complete.



The introduction to the topic and overview of the units, and includes your instructions, assessment and objectives.



This symbol indicates there are Internet sites that will support your learning and provide further resources.



You are to complete the work indicated by this symbol in your notebook.



Work that is to be completed by you and returned to your teacher use this icon. You are return your work primarily through e-mail where possible, otherwise by other methods.



You may be asked to listen to or prepare a piece of audio work. Read the instructions carefully.



In some instances, your work may be returned by fax. This is indicated by the icon on the left.



A practical exercise is indicated by this symbol.



Supporting resources may be provided in CD-ROM format. Locations where these resources are to be used display this icon.



This symbol indicates “self-check” questions. Once you have completed the question you need to check your answers from the self check pages at the back of the book.



Unit Overview

Unit Purpose

To provide competency-based training in effective occupational health and safety practices associated with employment in the Education industry. The unit is suitable for participants who are entering an education workplace, e.g. a school or home learning environment, and need to understand the range of occupational health and safety procedures they will encounter.

The competency includes applying basic first aid techniques and communicating details of the incident as these are common Occupational Health and Safety (OHS) issues within an educational environment.

Candidates should hold a basic first aid qualification before undertaking such duties.

You must have a basic First Aid Certificate issued by a reputable authority - St John's Service or South Australian Ambulance. This element of the course is undertaken separately by the candidate. Evidence of the successful completion of this certificate must be presented to your trainer/assessor before you will be deemed competent in this Unit.

The Unit of Competency, HLTOHS300A *Contribute to OHS processes* contains the following elements and performance criteria:

Plan and conduct work safety

- 1.1 Plan work in accordance with relevant provisions of OHS legislation, standards, codes of practice/compliance codes and guidance material
- 1.2 Identify hazards as part of work planning and work process
- 1.3 Address identified hazards prior to starting work using judgement within defined scope of responsibilities
- 1.4 Report residual risk according to organisation procedures
- 1.5 Report incidents and injuries in line with organisation policies and procedures
- 1.6 Undertake OHS housekeeping in work area
- 1.7 Maintain and update own knowledge of OHS issues as they apply to workplace systems, equipment and processes
- 1.8 Manage own levels of stress and fatigue to ensure ability to work safely

Support others in working safely

- 2.1 Share information on safe work practices and work procedures with members of the work group
- 2.2 Check the OHS practices of less experienced members of the workgroup
- 2.3 Provide guidance and coaching to less experienced members of the workgroup to support them in working safely
- 2.4 Support members of the workgroup to accurately record incidents and complete associated workplace documentation according to organisation procedures

Contribute to OHS participative processes

- 3.1 Raise OHS issues in accordance with organisation procedures
- 3.2 Contribute to workplace meetings, workplace inspections or other consultative activities in a constructive manner to improve safety
- 3.3 Provide assistance to workgroup members to contribute to workplace safety
- 3.4 Apply knowledge of roles and responsibilities of OHS representatives and OHS committees

Contribute to hazard identification, OHS risk assessment and risk control activities

- 4.1 Report identified hazards and inadequacies in risk controls
- 4.2 Check the workplace for hazards using itemised checklist(s) in accordance with work procedures
- 4.3 Contribute to risk assessments
- 4.4 Provide input to development and implementation of control measures, with reference to the hierarchy of control

Participate in the control of emergency situations

- 5.1 Identify emergency signals and alarms and responded to them appropriately
- 5.2 Take initial action to control/confine emergency according to organisation procedures, and taking account of the nature and scope of the emergency
- 5.3 Implement emergency response procedures within scope of training and competence

Critical aspects of evidence

The following evidence is critical to you being judged competent in this unit:

- knowledge of organisational health and safety procedures and processes
- hazard identification and reporting ability
- possession of a first aid certificate and delivery of basic first aid



Section I

Occupational Health and Safety

On completion of this section, participants will be able to:

1. Explain why workplace health and safety is important.
2. Determine sources of information related to workplace health and safety.
3. Collect and organise information appropriate to a safe working environment.



What is Occupational Health and Safety (OHSW)?

Occupational Health and Safety can be defined as the provision of a safe working environment that minimises the risk of workplace accident and illness. While workplace accidents and illness cannot be entirely prevented, OHS deals with the strategies that can be employed in the workplace to ensure that these risks are kept to a minimum.

Costs of an unsafe workplace

An unsafe workplace can be extremely costly to all concerned. Financially, workplace accidents and illness cost literally billions of dollars each year when one takes into account the costs in compensation payouts, lost production, replacement labour and rehabilitation costs.

Whilst financial cost is one aspect, overall costs can be measured in terms of:

Cost to the individual

Accident or injury in the workplace can have an extremely serious impact on the individual concerned. In addition to costs to the health of the worker and a loss in wages, an individual can suffer considerably from depression, lowered self-esteem and loss of promotional opportunities. This may also impact considerably on the families of injured workers and lead to strained personal relationships.

Cost to the business

In addition to the costs to the individual, workplace accidents and illness may have a significant impact on the business. The business will generally require replacement labour until the injured worker can return to work. There may be losses in production, materials and equipment, which can have significant financial impact on the business. In addition, the business may be forced to pay higher worker's compensation premiums.

The cost to the country

The cost of workplace accident and illness can have a significant financial impact on all Australians. The community bears the additional burden on health and welfare services that are reflected



in higher health care premiums. The government also places additional financial burden on taxpayers to fund compensation schemes and public health care. Increased production costs that are the result of workplace accidents and illness are passed on to consumers as higher prices for goods and services. All Australians also share the social burden of workplace accident and illness.

OHSW Authorities

In Australia, there are a number of authorities responsible for legislation and management of OHS practices throughout all workplaces. Their role also includes legislation and advice about how to create a safe working environment. They provided the standards, which are required of employers in the workplace. These organisations are outlined below.

Australian Safety and Compensation Commission (ASCC)

In seeking to improve Australia's occupational health and safety (OHS) performance, the Australian Safety and Compensation Commission (ASCC):

1. Facilitates, through partnerships, the development and implementation of better approaches to achieving improved identification and prevention outcomes;
2. Supports and adds value to efforts to State and Territory authorities to tailor approaches to prevention improvement;
3. Develops national standards and codes of practice only when there is a demonstrated need, and work towards regulations that are easy to understand, simple and effective; and
4. Integrates the needs of small business into its work.

The website for the ASCC is: <http://www.ascc.gov.au/>

The five priorities identified by the National Strategy to achieve short- and long-term OHS improvement and to support longer-term change are to:

- reduce the impact of risks at work
- improve the capacity of business operators and workers to manage OHS effectively
- prevent occupational disease more effectively
- eliminate hazards at the design stage, and
- strengthen the capacity of government to influence OHS outcomes.

You may like to download and peruse the *Australian National Health Strategy 2002 - 2012* from the site:

<http://www.ascc.gov.au/NR/rdonlyres/E8D707CF-9E69-4C61-A063-F04519170EF7/0/NationalOHSStrategy200212.pdf>



Other Organizations

In addition to the National Occupational Health and Safety Commission, there are bodies in each individual State and Territory responsible for OHS legislation and monitoring. These are:

WorkCover Corporation South Australia

Website: www.workcover.sa.gov.au

Workplace Health and Safety Queensland

Website: www.dir.qld.gov.au/workplace/index.htm

ACT WorkCover

Website: www.workcover.act.gov.au

WorkCover Authority of NSW

Website: www.workcover.nmsw.gov.au

Victorian WorkCover Authority

Website: www.workcover.vic.gov.au

WorkSafe Western Australia

Website: www1.safetyline.wa.gov.au

Workplace Standards Authority Tasmania

Website: www.wsa.tas.gov.au/oh&s/

Northern Territory Work Health Authority

Website: www.nt.gov.au/wha

If you have access to the Internet, check each organization's site. Look for the commonalities.

Prevention is Better than Cure

In any workplace environment, it is far better to take precautions to prevent accidents and illness from occurring than it is to take action after the event.

The three steps outlined below are a sound guide to preventing accidents and illness in the workplace.

Recognise the Risk

It is important that hazards in the workplace are identified. This is generally the role of the employer, OHS representatives and workplace OHS committees. Checklists specifically designed for this purpose are also available from OHS authorities in each State and Territory.

In an education situation, hazards might include:

1. Environmental hazards such as poor lighting, temperature too hot or cold, inadequate equipment such as non-ergonomically designed chairs and lack of appropriate work area.
2. Chemical hazards such as toner from photocopiers, solvents used in cleaning computer components and cleaning chemicals.
3. Biological hazards brought about by inadequate ventilation or poor or ill-maintained air conditioning systems.
4. Risks of Occupational Overuse Syndrome.
5. Psychological hazards such as poor work organisation, too great a workload and stress.
6. Electrical hazards from power cables, test equipment or malfunctioning hardware.
7. Poor student management procedures.

Assess the Risk

Once a hazard has been identified in the workplace, it is important to assess the seriousness of the situation.

All risks should be reported and staff made aware of the potential risk. Serious risks should be reported to your supervisor immediately or, if necessary, it may be wise to seek outside advice or notify OHS authorities.

It is also important that workplace OHS representatives or committees issue Provisional Improvement Notices to employers in writing for serious OHS concerns. It is then required that the employer take appropriate action to remedy the situation. These forms are available from National and State OHS authorities.

In some cases, it may be necessary for OHS authorities to issue Improvement or Prohibition Notices to employers where there has been a clear breach of the law. In these circumstances, employers are given a set time limit to remedy the problem.

Control the Risk

Once a hazard has been identified and reported in the workplace, it is important to take the necessary steps to control the risk.

There are five recognized strategies to reduce a hazard:

1. Eliminate

The most effective control measure is to eliminate the hazard, i.e. to remove or get rid of it entirely. Sometime this is not possible.

2. Isolate

One of the strategies to overcome this may be isolation. If the hazard is completely removed, the risk of exposure to that hazard is eliminated. This is the ideal control solution.

3. Substitute

Then there is substitution. If you cannot get rid of the hazard altogether it may be possible to eliminate the risks associated with it by replacing it with something that is less likely to cause illness or injury.

4. Modify

It may also be possible to modify the work area, equipment or tools - this is called using engineering controls which may include:

- Modification to tools and equipment.
- Using enclosures, guarding local exhaust ventilation or automation.

5. Administrative controls

If this doesn't work, changing work practices or workflow through administrative controls may be an effective solution. Administrative controls are to be used when a risk cannot be eliminated or controlled by engineering. These controls may include:

- Reducing the number of employees exposed to the hazard.
- Reducing the period of exposure.
- Rotating jobs.
- Adopting purchasing policies which take account of health and safety.
- Using 'lockout' procedures.

The last control on the list is that of providing personal protective equipment along with relevant training for safe and effective use of associated equipment.

6. Personal Protective Equipment (PPE)

Personal protective Equipment (PPE) should only be resorted to where other measures are not practicable, and efforts to use higher-level controls should continue.

PPE may reduce vision, hearing or movement, and may be uncomfortable or awkward. These factors should be considered when planning work that requires use of PPE.

Where PPE is used, it must:

- Be appropriate for the job, eg: gloves
- Be clean and functional, eg: safety glasses
- Fit the operator correctly, eg: ear muffs
- Come with training on its need and use
- Be serviced regularly by appropriately trained staff.

Predicting consequences

Before you can predict the consequences of a hazard, an assessment of the risks associated with that hazard needs to occur.

Risk assessment is the next step after a hazard has been identified.

There are several ways in which risks can be assessed:

1. frequency of employee exposure.
2. probability of accident occurring.
3. severity of injury or outcome.

Each of these elements must be considered and an informed decision made as to likelihood and severity of any consequence.

Example:

Joan works in the office a large school. One of her tasks is ensuring the large photocopier room is stocked with paper. This requires her to load up and carry reams of paper between the storeroom and the copying room several times a week. A trolley cannot be used as students are always walking through the corridor. All paper is carried manually and lifted onto shelves.

In this case, Joan's repeated exposure to this manual handling hazard presents a high level of risk. The probability of an accident occurring is medium given that the majority of injuries reported in education are related to back strain. The severity of the injury may not be life threatening, but could be for life.

The consequences predicted indicated that there is an OHS issue and it needs to be addressed.



Section 2

Workplace Hazards

On completion of this section, participants will be able to:

1. Identify areas where workplace hazards may arise.
2. Determine possible solutions to identified workplace hazards.



Hazards in A Learning Environment

Physical Hazards

In any school or training environment, there are potentially a number of physical hazards that pose a risk to the health and safety of people. These include:

Noise

Exposure to noise in the workplace can cause temporary or even permanent hearing loss. The acceptable level of background noise for an office type environment is generally considered to be between 55dBA - 65dBA. That is quite low.

Strategies to help reduce hearing damage or loss include:

- Eliminate or reduce the noise
- Wear hearing protection
- Remove yourself from the source of noise
- Keep the time spent in noisy areas to a minimum
- Use sound absorbing materials in the workplace
- Use low noise equipment such as printers

Furniture and Equipment

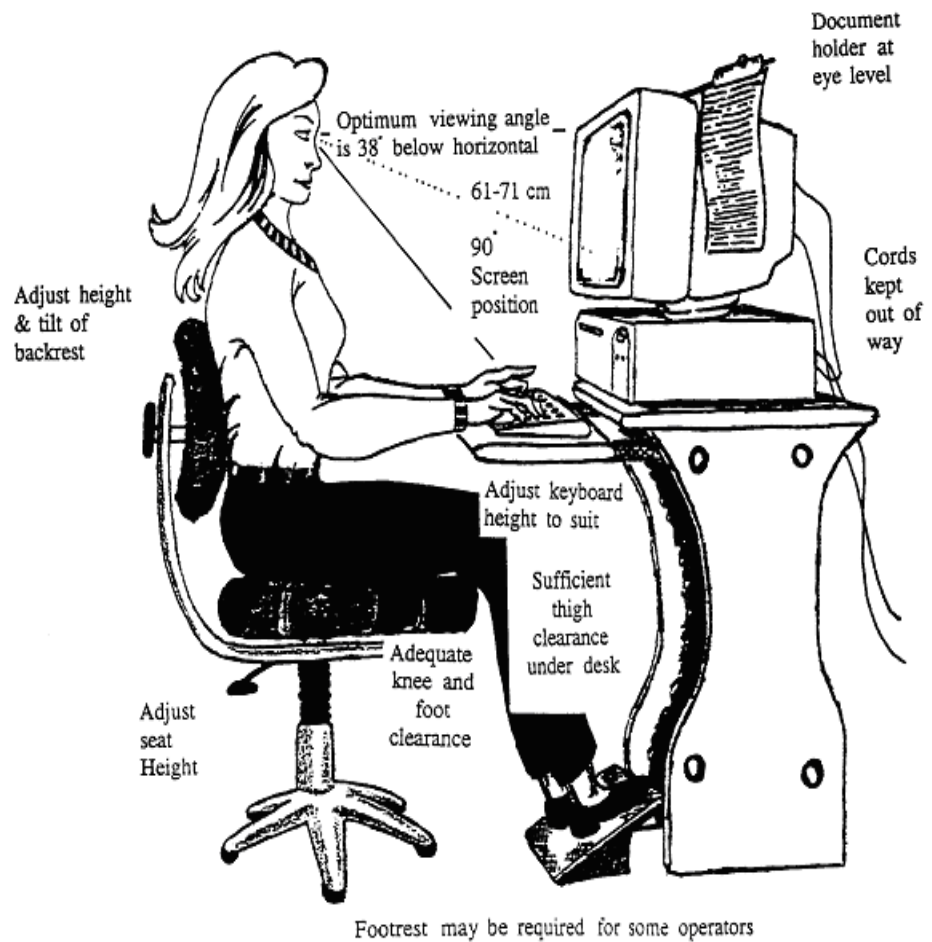
Furniture and equipment in the learning environment should be ergonomically designed, as should the layout of the work area. Ergonomics is the study of work equipment and environment so that the least stress is placed upon users and maximum efficiency achieved.

The benefits of an ergonomically designed work area include:

- Work efficiency will increase
- Workplace accidents and injury are reduced
- Mistakes due to fatigue are reduced
- Work satisfaction increase

In an education environment, ideally students and tutors should have height adjustable swivel chairs, document holders should be provided for keyboard operators, computer screens should have adjustable angle and height, keyboards should be adjustable and footrests should be provided where needed.

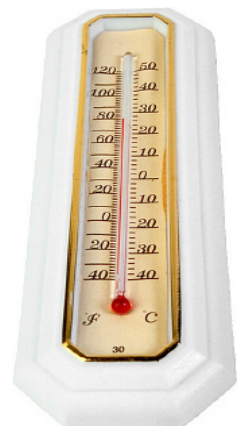
The ideal posture for computer operation is shown below.



It is also important to take into consideration the design and placement of office equipment such as filing cabinets. These items have sharp edges, which can cause injury if placed in walking areas.

Temperature and Humidity

Ideally, temperature in the office environment should be kept between 20-26 degrees Celsius at all times. Humidity should be sufficient for persons to be comfortable. Extremes of temperature and humidity may contribute to the discomfort of persons resulting in an increase in the likelihood of errors. Variations in temperature and humidity may also affect the health of people.



In order to minimise temperature and humidity variations in the workplace, measures may include:

- Provision of adequate heating and cooling systems
- Use of thermal insulation
- Having adequate and adjustable ventilation
- Ensuring adequate space between office equipment to aid air flow

Lighting

Inadequate lighting and glare in the office and work areas can lead to headaches and eyestrain. Lighting should be sufficient to clearly see what you are doing without being overly glary. Generally for computer work, the light level of the room



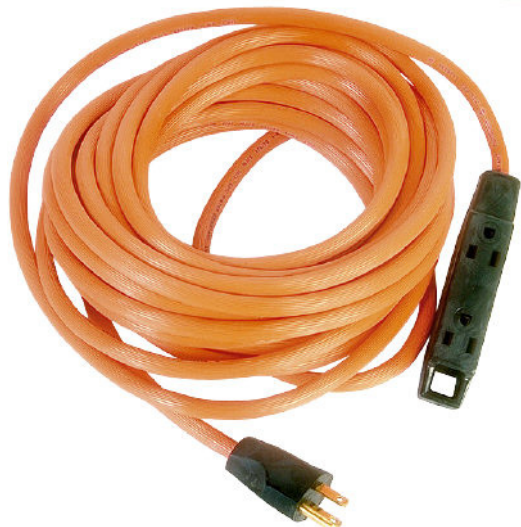
should be equivalent to the light level of the monitor. Sources of reflection on computer screens can be eliminated by turning the monitor away from the light source or by the provision of curtains.

Electrical

There are many potential electrical hazards in the general work environment. These include exposed wires, overloaded electrical circuits and electrical cords that can trip a person.

It is important that electrical hazards be recognised and removed. Always unplug electrical equipment before attempting repair. Never use suspect equipment and if need be, contact a qualified electrician to check suspect equipment.

A common hazard arises with the use of extension cords and power boards. These are often overloaded and laying around in the workplace where they hamper access or constitute a hazard. If extension cords must be used, they must be secured to prevent ripping and used in accordance with their electrical capacity.



Your Desktop

All items on your desktop should be arranged so that they are within easy reach. Your desk can be divided into three areas:

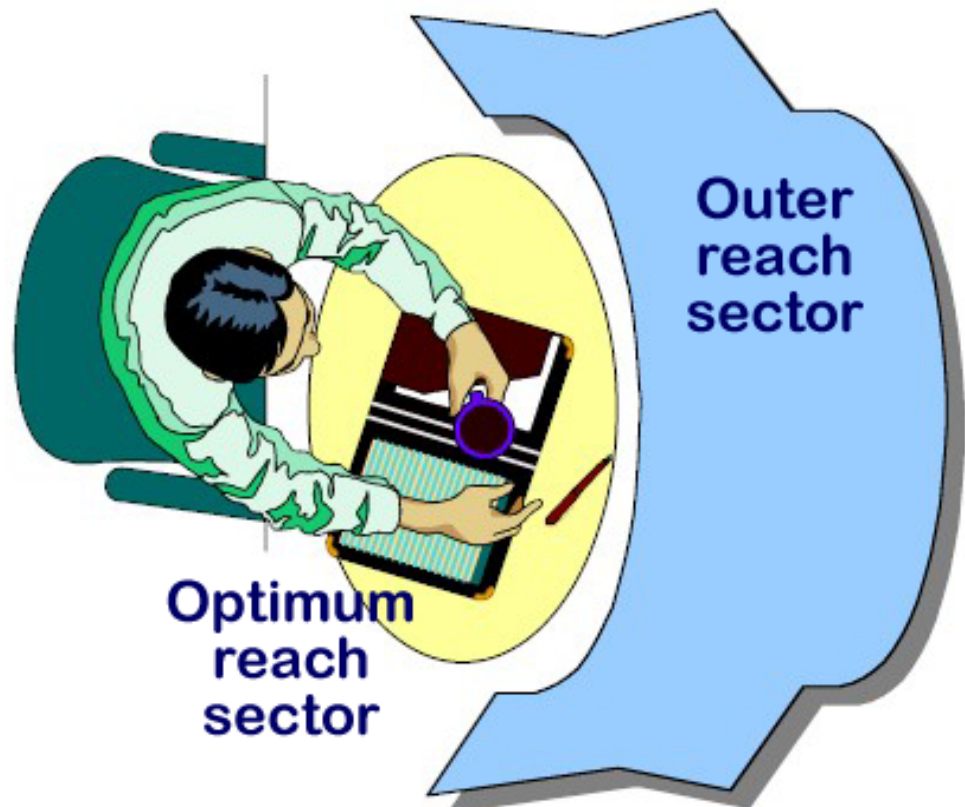
The optimum reach sector - the area closest to you where your hands operate most of the time.

The maximum reach sector - further away, but still within easy reach.

The outer reach sector - where you have to lean forward or stand to reach items.

Your desk should be organised as follows:

- Frequently used objects closest to you
- Intermittently used objects such as the phone out of the way but, still within easy reach
- Less frequently used items in the outer reach zone



Behavioural Hazards

Tiredness and stress in the work environment can lead to an increase in the likelihood of accidents and illness. It is important that people be encouraged to take adequate rest periods during the day.

Repetitive tasks may lead to people becoming careless. This in turn will increase the likelihood of workplace accidents. In order to overcome this, it is recommended that persons (students and tutors) be exposed to a variety of tasks during the day via some sort of job rotation program.

Substance abuse such as alcohol and drugs may also lead to an increase in the likelihood of accidents. Persons who are suspected of substance abuse may be provided with counselling services or removed entirely from the workplace. There is no place for this in a learning situation; the risks are simply too great.

Carelessness by yourself or others is another serious cause of workplace accidents. It is essential that co-workers monitor their peers and point out any acts that could potentially cause illness or injury.

Smoking is another risk in any environment. Generally smoking is banned in the majority of workplaces, especially schools and educational institutions. It poses a serious health risk to fellow workers, students and others (i.e. passive smoking injuries) and may lead to fires. If smoking is allowed, consider the health and safety of others by smoking only in designated areas or preferably not at all.



Check Your Understanding

What may be two examples of substance abuse you might encounter in a workplace? Email your answers to your teacher/assessor.



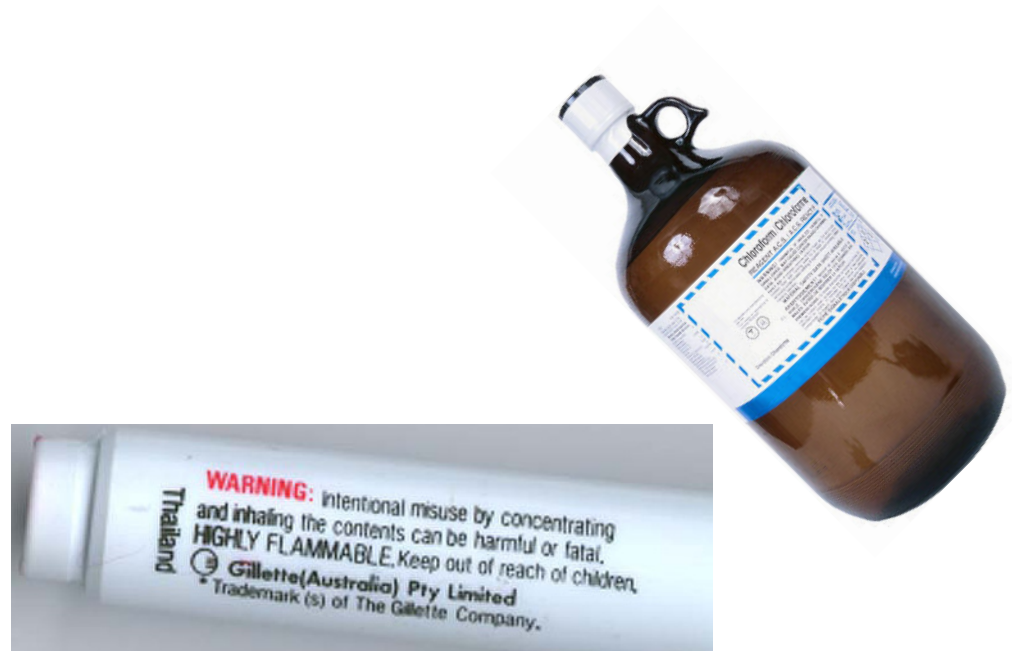
Chemical Hazards

The main source of chemical hazards in a learning environment is from toners used in photocopiers and laser printers and from chemical cleaning products.

If using toners, avoid physical contact and inhalation as they can cause inflammation of the lungs and mucous membranes. It is advisable to always wear gloves when replacing toners. Protective clothing may also be worn if this task is one that is going to occupy a significant amount of time.

Ensure that all chemicals are labelled and stored according to the directions. Most workplaces will have a safe place for the storage of hazardous substances.

NOTE: Before using any chemical substances, read the directions carefully. Generally a label on the container will also provide information about the nature of the chemical and first aid procedures.



Practical Activity



Obtain a container label that provides information about the nature of the chemical contained and the necessary first aid procedures to follow in case of accident or misuse. Mail this to your teacher/ assessor along with a description of how the container is stored in your workplace or home.



Section 3

Workstations

On completion of this section, participants will be able to:

1. Explain how a work station must be set up.
2. Establish a safe work station area for their themselves.



Setting up Your Workstation

It is extremely important, that consideration be given to your workstation as a major Occupational Health and Safety (OH&S) issue. While many people may have an adjustable workstation, it is surprising how many are incorrectly adjusted or laid out.

When setting up your or your student's workstation, you should consider:

Chair

Adjust your chair so that your feet are flat on the floor. Your legs should be vertical to the floor. Adjust the backrest so that it comfortably fits the curve of your lower back. Armrests, if fitted, should be in a position so as not to interfere with your work.

Desk

The surface of the desk should be just below elbow height when sitting. If your desk is not height adjustable, it may be necessary to adjust your chair and use a footrest to compensate. If your desk is too low, you may need to raise it on blocks. Ensure that there is plenty of leg room beneath the desk.

Don't clutter the area beneath your desk. All items that you use regularly should be placed in easy reach with your keyboard and monitor directly in front.



Keyboard

With many keyboards, it may be possible to adjust the angle by moving the rear legs found on many units.

Mouse

The mouse and mouse mat should be placed directly to the side of your keyboard.

Monitor

Adjust the monitor so that the top of the screen is level with or slightly lower than your eyes. The screen should be at least 50cm from you to minimise radiation exposure. It is also important to consider factors such as glare, reflections and shadows when positioning your screen.

Document Holder

It is important that you place the document holder in a position that is comfortable for you. It should be in such a position that you do not need to turn your head greatly to see either the screen or document holder.

Telephone

You should be able to reach your telephone without any stretching. It should be in such a position that it is outside of your work area, yet easily reachable.



Practical Activity

As a matter of urgency, now spend some time setting up your own work space.

Ensure your chair is correctly set up, your monitor and keyboard are in place and your desk set out for work.

If you have access to a digital camera, have someone photograph you in a working position and email the resulting image to your teacher/assessor. If not, perhaps a normal photograph of your work area can be taken and the resulting photograph mailed to your teacher/assessor.



Some Website Resources

Ergonomics in Australia: <http://www.ergonomics.com.au/>

<http://www.lib.utexas.edu/ergonomics/general.html>

<http://www.lib.utexas.edu/ergonomics/resources.html>



Section 4

Workplace Hazards

On completion of this section, participants will be able to:

1. Identify areas where workplace hazards may arise.
2. Determine possible solutions to identified workplace hazards.



Occupational Overuse Syndrome (OOS)

Formerly known as Repetitive Strain Injury, Occupational Overuse Syndrome (OOS) is the name used to cover a variety of overuse injuries. The cause of OOS seems to be repetitive work patterns or similar body movements. Typing in particular seems to be a major cause of OOS.

Typically in OOS tendons, which connect the muscle to the bone, become inflamed. This leads to stiffness and soreness in the limbs and joints making it difficult or impossible to carry out normal duties. Over the long term, this may lead to a temporary loss of movement in the limbs or in extreme cases, permanent partial loss of movement may occur.

The following factors may contribute to OOS:

- Frequency of movement
- Rate of work
- Poor work posture
- Poor equipment design
- Stress
- Poor workplace design

Stages of OOS

Generally, there are considered to be three stages to OOS. These are:

Stage 1

There may be a dull ache and continual tiredness that, goes away when away from the workplace. If detected at this early stage, a full recovery will generally result.

Stage 2

Even when you stop work, there is a general ache and tiredness. This may persist for weeks after you have stopped work. If treated early, a full recovery may result.

Stage 3

Weakness, tiredness and aching which, may persist for months or even years. There is generally pain associated with non-repetitive movement in the performance of routine, non-work related tasks. Treatment at this point is often too late.

Causes and prevention of OOS

The table below shows some of the causes of OOS and possible preventative measures.

Poor Work Practices	Prevention
High speed and forceful hand movements	Warm-up exercises Self-paced work Frequent work
Unrealistic work rates	Reasonable workloads negotiated with employers and supervisors
Lack of job rotation	Variety of tasks
Lack of rest periods	Adequate rest periods scheduled throughout the day.
Work overload at busy times or to meet deadlines	Sufficient staff, proper re-scheduling of work.
Poor Equipment Design	Prevention
Desks and chairs that are not ergonomic.	Adjustable chairs and desks. Chair to provide proper back support.
Lack of support for wrists, neck and feet.	Provision of palm rests for wrists, foot rests and document holders.
Poor Work Posture	Prevention
Strained neck and back	Adjustable chair, adjustable desk and adjustable screen. Take a rest break; try stretching exercises.
Sore eyes from constant refocusing	Place materials being keyed in at a same distance from eyes as computer screen. Remember to blink!!

In addition, consider the following preventative activities that help reduce the incidence of OOS:

Realistic work rates

It is important that you set yourself realistic work rates. Do not be afraid to say no to employers or coworkers who place unrealistic demands on your time. Work rate is important, but not at the expense of your health.

Stress management

Try to reduce stress levels within the work environment. This may require restructuring the workplace or the way that you work. This should be done in consultation with your employer.

Job rotation

An effective strategy in the prevention of OOS is the variation in jobs throughout the working day. Generally for repetitive tasks such as typing, it is recommended that you spend no more than 3 hours before changing jobs.

Rest breaks

If job rotations are not possible, frequent rest breaks are necessary. A general guide is a 15 minute rest break every hour.

Exercise

It is an excellent idea to use exercise to help reduce the risk of OOS. A series of exercises recommended for office workers are shown on the following page 33.



Websites about OOS

The following websites offer further information on Occupational Overuse Syndrome (OOS):

www.soapplab.auckland.ac.nz/info/oos/oos.htm

<http://adminwww.flinders.edu.au/ohsw/Ergobook/EB-OOS.html>

www.rsi-uk.org.uk/

Eyestrain and Shortsightedness

Closely associated with the use of computers, is eyestrain and shortsightedness. Staring too long at a computer screen at short distance can retrain your eyes to focus at close distances, leading to short-sightedness. Glare from the screen can cause eyestrain, as can poor lighting in the work environment.

It is particularly important, when using a computer for long periods of time that you remember to blink regularly to lubricate the eyes and change focus occasionally by staring out the window or at an object some distance away. Regular breaks can also assist.

Back Strain

Sitting for long periods of time can place strain on the lower back. It is important that an appropriate chair is used if your job involves sitting for long periods of time.

To reduce the incidence of back strain, it is advisable to adopt an appropriate posture, particularly when keyboarding. This includes:

✓	The desk on which the keyboard is located should be just high enough to fit your knees underneath.
✓	You should have an adjustable chair, with the seat height positioned so that when sitting your thighs are parallel to the floor.
✓	The padded back of the chair should be adjusted in height so that it supports the small of your back.
✓	Your back should be straight with your body sloping slightly forward from the hips. Your bottom should be set well back on the chair.
✓	Your shoulders should be held back, but relaxed. Your reading materials should be placed to the front, at eye level or just below.
✓	Your chair should be placed so that your body is centred in front of the alphanumeric keyboard (the J key should be opposite the middle of your body).
✓	Your forearms should be either parallel with the floor or sloping downwards slightly.
✓	Your feet should be placed flat on the floor, one slightly in front of the other, or on a footstool if you are short.
✓	Your wrists should be held so that the fingers slope down towards the keyboard. Fingers should be curved over onto the keys.

Exercise

In order to assist in the prevention of workplace injury such as OOS and back strain, exercise can be used effectively to help reduce the risk.

A set of exercises known as pause gymnastics which, are recommended for office workers are shown below.

These exercises should be performed in a relaxed manner. Each movement being slow and rhythmical.

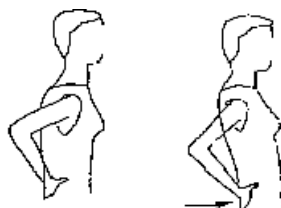
Place hands either side of base of neck. Take head and neck back slowly. Perform six times.



Gently stretch arms and shoulders to floor by side - sustain the stretch for 5 seconds. Perform six times



Turn head to left, six times, then turn head to right, six times



Place hands in the small of the back and arch/bend back gently. Perform 6 times.



Section 5

Other Hazards

On completion of this section, participants will be able to:

1. Identify areas where workplace hazards may arise.
2. Determine possible solutions to identified workplace hazards.



Manual Handling

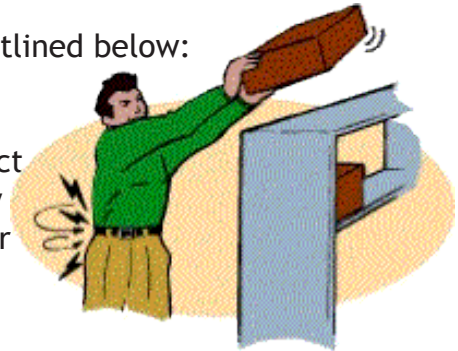
Manual handling is any activity that requires you to lift, push, pull, carry or move any object. In a learning environment you may be required to move computer equipment, carry boxes of goods such as photocopy paper, work in storerooms, lift children and so on. Incorrect manual handling is responsible for many work related injuries and young people are most likely to injure themselves in this way.

As a guide never try to move objects that you cannot handle safely; plan carefully how you are going to move objects; use a trolley; or, ask for assistance if required.

DO NOT attempt to move heavy objects on your own. Always ask for assistance.

Some tips for manual handling are outlined below:

- Plan ahead
- Determine the best technique
- Take a secure grip on the object
- Pull the load close to you body
- Vary handling tasks with lighter work
- Ask for assistance



Floor Surfaces

In the majority of learning environments, floor surfaces are either carpeted or have a non-skid surface, which reduces the risk of slips and falls. However, in carpeted offices, carpet may become creased, wrinkled, loose or torn. This will increase the likelihood of a person tripping over loose carpet. In this instance, it is important that such faults be rectified immediately and if necessary, the carpet repaired or replaced.

Uncarpeted surfaces such as linoleum or tiles may increase the risk of slips, especially if wet. If spills do occur in these areas, be sure to either attend to it yourself or have someone else see to it immediately. It is particularly common to see spills in tea and coffee making areas.



Access Points and Exits



Corridors, access points and exit points should be kept clear at all times. High traffic areas such as these must be free from electrical cords, boxes and so forth. In the event of an emergency, it is especially important that people be able to move through these areas with complete safety.

Emergency exit doors must be kept unlocked and unimpeded at all times. Doors that can always be opened from the inside are advisable in these locations.

Equipment

By its very nature, some equipment is inherently dangerous. As mentioned previously, filing cabinets placed in walkways can cause injury. Opening several drawers at a time may cause a filing cabinet to topple over.



Other equipment such as shredders and guillotines are obviously dangerous. Great care should be taken when using this equipment. If others are using this equipment, allow them to work undisturbed at all times.

Compactus filing/storage cabinets save valuable space but there is a potential that a person may become trapped between units. If you are using compactus units, always check to see that no one else is between units.

Electronic staplers and other mechanical tools such as hole punches and so on can be dangerous if used incorrectly or care is not taken. When using equipment that is potentially dangerous, it is very important to:

- Use the item only for its intended purpose
- Check that equipment is undamaged and working properly
- Observe OHS procedures at all times
- Make sure that equipment is located in an area appropriate for the task



Section 6

Specific Issues in Schools

On completion of this section, participants will be able to:

1. School and organisational processes and procedures are identified and followed.
2. Reporting processes are followed.
3. Understanding of the cope of OHS issues within an educational workplace are understood.



OHSW in South Australia

In South Australia there are a range of policy and procedure statements relating to workplace health and safety. As an education support worker it is vital you are aware of and follow health and safety requirements.

The following policy and procedures statements are examples of what is available:\



Occupational Health Safety and Welfare Manual - Science

<http://www.decs.sa.gov.au/docs/documents/1/OhsWManualScience.pdf>

This document provides information and recommendations relating to a wide variety of facilities, apparatus and materials in the area of Science.

OHS&W Manual General Guidelines

http://www.decs.sa.gov.au/docs/files/communities/docman/1/OHS_W_Manual_General_Guide.pdf

The manual provides guidelines to meet the requirements of the relevant legislation and details the minimum occupational health and safety workplace standards to be achieved in educational facilities.

Steps in employee health support planning

http://www.decs.sa.gov.au/speced2/files/pages/chess/hsp/steps_in_employee_hsp.pdf

A document outlining the steps in managing the health of DECS employees.

Steps in resolving a health and safety issue

http://www.decs.sa.gov.au/speced2/files/pages/chess/hsp/Information/Resolving_health_and_safet.pdf

A document outlining the steps in to manage health and safety issues within DECS workplaces.

Manual Handling of Students

As a teacher-aide or tutor you will come into contact with young people who will need assistance. Sometimes these young people may have a disability while others it may be simply that they have fallen while playing. The following is drawn from a publication, *TEACHER AIDES Working with Students with Disabilities Physical Impairment*, (<http://www.decs.sa.gov.au/decs/1/studentswithdisabilities1-1.pdf>)

It is highly likely that you will be expected to assist in a number of activities which involve manual handling. Manual handling is a broad term which means basically any action that requires us to exert ourselves to move or restrain an animate or inanimate object.

Students with a physical impairment may need you to help them to transfer in a number of situations. For example:

- from a wheelchair to a toilet
- from the floor to a chair
- from a bus/taxi to a walker.

You may also be expected to move pieces of equipment or furniture.

General principles for movement

There are principles for good movement which apply to all activities with which we are involved during the day. Try to internalise these so that they become automatic responses for you:

- avoidance of extreme range of movements
- avoidance of bending in any direction when lifting
- avoidance of repetitive/prolonged bending of the spine
- avoidance of spine twisting with bending
- movement in a controlled manner
- no jerking
- avoidance of jumping from a height.

It is very important that you work through a planning process before you start your move or lift.
THINK AHEAD.

Role of the teacher aide / tutor

Planning will need to consider the student or object to be moved in terms of:

- weight
- size
- shape
- position
- level of cooperation/physical ability/understanding.

Check the environment for:

- steps
- obstacles
- slippery surface
- rough ground
- space.

When lifting be aware of your own body:

- Brace your abdominal and back muscles to give extra support to your back.
- Keep correct posture for spine.
- Place feet apart with the front foot pointing in the direction of the move.
- Hold the load with your hands, not your fingers.
- Bend your knees.
- Hold the load close to your body.
- Use leg and buttock muscles for the lift.
- Use body momentum as you lift.
- Complete the lift before turning.
- Transfer your weight from leg to leg.

It is sensible to wear flat shoes with non-slip soles and clothing that allows freedom of movement if you know that you will need to lift or assist with transfers. It is also in your own interest to keep yourself fit. Do some stretching and strengthening exercises each day to maintain flexibility and strengthen your trunk and leg muscles.



Section 7

Workplace Responsibilities

On completion of this section, participants will be able to:

1. Identify when mandatory reporting is required.
2. Understands requirements for First Aid in the workplace.



Reporting Procedures

Despite legislation by OHS authorities and the preventative measures taken by employers, Australia still has about 500 work-related deaths each year and in excess of 300,000 work related injuries or illness. The direct and indirect costs of this are believed to be in excess of 10 billion dollars.

All workplace accidents and illness must be reported, regardless of how insignificant they seem. They may point the way to more serious injury in the future or over time, the cumulative effect of an injury may lead to further problems down the track.

Legislative Requirements

To assist in the provision of a safe workplace, the Occupational Health and Safety (Commonwealth Employment) Act 1991 sets out the guidelines for workplace accident and illness reporting requirements.

Each workplace must have at least one representative who has attended an accredited OHS course. This representative has the power to inspect the workplace and investigate safety complaints. They are also able to issue Provisional Improvement Notices in writing to an employer to rectify safety problems. To perform these duties effectively, the OHS representatives must have accurate and detailed records of all workplace accidents illness and any other safety concerns.

Any incident that causes serious injury or results in death must be reported to the relevant OHS body in your State. It is also a requirement that any accident or work-related illness that prevents an employee from performing their duties for a set period of time or a dangerous occurrence in the workplace must be reported.

The injured person or witnesses to the occurrence must fill out an accident form, so that the relevant OHS authorities can take action to prevent the incident from occurring again. This also gives OHS authorities the option to take action against the employer if warranted.

Internal Reporting Arrangements

It is important that workers report all incidences of workplace accident and illness regardless of how insignificant they might seem at the time. Minor incidents can be further aggravated and can in time lead to more serious injury or illness. For example, a back injury can recur over and over again.

It is also a requirement of the Occupational Health and Safety (Commonwealth Employment) Act 1991 that employers keep records of all reportable accidents and illness and to make these records available to inspectors. In addition, employers are encouraged to keep all records of accidents and work-related illness regardless of how minor.

In the Department of Education and Children's Services (DECS), like other other education systems, there are standard processes and forms that are to be used for reporting.

Read the following policy and procedure statement carefully:

Injury/Incident Reporting and Investigation

(<http://www.decs.sa.gov.au/docs/documents/1/InjuryIncidentInvestigati.pdf>)

The flowchart of this process is found later in this workbook.

Employers' Responsibilities

All employers within Australia have a clear set of OWHs responsibilities:

Employers are to provide and maintain so far as is reasonably practicable:

- A safe working environment
- Safe systems of work
- Safe plant and substances
- Training, supervision and information
- Prescribed welfare facilities
- To monitor working conditions and employees' health
- To keep work injury records
- To supervise inexperienced workers to ensure their health and safety.



Employee's Responsibilities

The premise of OHS is shared or joint responsibilities, i.e. that both the employer and the worker have responsibilities that they must carry out.

This means that employees have a set of legal responsibilities that they must address. An employee must take reasonable care to:

- Protect own health and safety
- Avoid adversely affecting the health and safety of others
- Use equipment provided for health and safety
- Obey instructions from employer regarding health and safety
- Comply with published or approved Occupational Health and Safety Commission policies
- Ensure that alcohol or drug consumption does not endanger health and safety.

Workplace accidents and illness, regardless of how minor, should be recorded by employees on the appropriate forms and given to OHS representatives or employers.

Forms similar to the example on the next page are typically used by many organisations to record all workplace injuries and illness. In some organisations, a separate accident report form may also be required. The example is drawn from Education Queensland.

Joint Responsibilities

The responsibilities shared by both employer and worker include:

- To prepare health and safety policies and maintain a written statement of practices and procedures at the workplace to protect health and safety and to translate these into languages other than English where appropriate.
- Employer/employees should also discuss the election of health and safety representatives.

Practical Exercise



Print out the proforma from the following pages and complete with a hypothetical accident you attended at a school. The 'accident' is to be one that may possibly occur in a school.

Ensure you refer to the process flowchart on page 44 as a means of checking you have completed all required actions.



INJURY REPORT FORM

Forward pages 1-3 promptly to Health & Safety Services – refer Notes page 4

PLEASE PRINT CLEARLY AND COMPLETE ALL SECTIONS.

Worksite

1	Worksite:	Location No:
	Name of Worksite Manager:	Telephone:
	Date of Injury : / / Time of Injury : : Hours	24 hour clock:

Affected Person

2.	Surname:	Given Name/s:
	Date of Birth: / /	Sex: <input type="checkbox"/> Male <input type="checkbox"/> Female
	Is the affected person a DECS employee? <input type="checkbox"/> Yes <i>Go to Section 2A.</i> <input type="checkbox"/> No <i>Go to Section 2B.</i>	

2A DECS Employee

ID No: : : : : :	Employment: <input type="checkbox"/> Permanent <input type="checkbox"/> Casual <input type="checkbox"/> Contract
	Status: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time
Work Role:	<input type="checkbox"/> Teacher <input type="checkbox"/> SSO <input type="checkbox"/> Site Manager <input type="checkbox"/> Line Manager <i>supervisory role other than site manager</i> <input type="checkbox"/> ECW <input type="checkbox"/> AEW <input type="checkbox"/> GSE <input type="checkbox"/> PSM Act Employee <input type="checkbox"/> Director <i>District/Corporate</i>
Was time lost from work?	<input type="checkbox"/> No <input type="checkbox"/> Yes <i>More than half day.</i> Date ceased work: / / Time: : Hours <i>24 hour clock.</i>
Will a workers compensation claim be lodged?	<input type="checkbox"/> No <input type="checkbox"/> Unsure <input type="checkbox"/> Yes <i>If Yes, forward ED155, WorkCover Worker Report form and Prescribed Medical Certificate as soon as possible to: Health & Safety Services, Courier R11/7 Injury Management Helpline Tel: 8226 7555 available for advice.</i>

Name of Person completing form:

2B Non-DECS person

Status: <input type="checkbox"/> Student <input type="checkbox"/> Visitor <input type="checkbox"/> Contractor <input type="checkbox"/> Voluntary Worker <input type="checkbox"/> Other <i>e.g. Paid by Site, Govt.</i>	
Home Address:	Telephone:
Post code:	
Name of person in charge: <i>i.e. DECS person on duty at time.</i>	Work Role:

3. Details and Initial Assessment of Injury *If insufficient space is provided on this form, please attach additional sheet*

What was the affected person doing at the time?
What happened?

4. Description of prior events and contributing factors

Describe any <u>prior</u> act or event that may have led up to the injury.
What factors and/or hazards contributed <u>at the time</u> of the Injury?

5. Witnesses If applicable

Name:	Address:
Name:	Address:

6. Place of Injury

<input type="checkbox"/> Classroom	<input type="checkbox"/> Path / walkway	<input type="checkbox"/> Camp	<input type="checkbox"/> Art / craft room
<input type="checkbox"/> Staffroom	<input type="checkbox"/> Steps / stairways	<input type="checkbox"/> Excursion	<input type="checkbox"/> Toilet
<input type="checkbox"/> Office	<input type="checkbox"/> Canteen	<input type="checkbox"/> Swimming venue	<input type="checkbox"/> Structured Workplace Learning Site
<input type="checkbox"/> Hallway / corridor	<input type="checkbox"/> Gymnasium	<input type="checkbox"/> Travelling	(e.g. Work experience placement)
<input type="checkbox"/> Play area / yard	<input type="checkbox"/> Workshop	<input type="checkbox"/> Agricultural area	<input type="checkbox"/> Drama / music room
<input type="checkbox"/> Sports field	<input type="checkbox"/> Laboratory	<input type="checkbox"/> Home Economics room	
<input type="checkbox"/> Worksite car park	<input type="checkbox"/> Library	<input type="checkbox"/> Other (Specify):	

7. Part of Body / Person Injured In the case of multiple injuries please tick the **most serious**

<input type="checkbox"/> Head (forehead/skull)	<input type="checkbox"/> Vocal chords	<input type="checkbox"/> Elbow	<input type="checkbox"/> Ankle
<input type="checkbox"/> Teeth	<input type="checkbox"/> Back	<input type="checkbox"/> Wrist	<input type="checkbox"/> Feet / toes
<input type="checkbox"/> Ears	<input type="checkbox"/> Shoulder (including collarbone)	<input type="checkbox"/> Hand / fingers	<input type="checkbox"/> Groin
<input type="checkbox"/> Nose	<input type="checkbox"/> Trunk (chest / ribs / abdomen)	<input type="checkbox"/> Hip / buttocks	<input type="checkbox"/> Nervous system
<input type="checkbox"/> Eyes	<input type="checkbox"/> Internal organs	<input type="checkbox"/> Thigh	<input type="checkbox"/> Multiple locations
<input type="checkbox"/> Face	<input type="checkbox"/> Upper arm	<input type="checkbox"/> Knee	<input type="checkbox"/> General and/or unspecified locations
<input type="checkbox"/> Neck	<input type="checkbox"/> Forearm	<input type="checkbox"/> Lower leg	

8. Nature of Injury In the case of multiple injuries please tick the **most serious**

NOTE: If this is a notifiable injury refer page 4

<input type="checkbox"/> Sprain / strain	<input type="checkbox"/> Concussion / intracranial injury	<input type="checkbox"/> Disorders of the conjunctiva and cornea (eyes)
<input type="checkbox"/> Open wound	<input type="checkbox"/> Insect bite / sting	<input type="checkbox"/> Respiratory condition due to substances
<input type="checkbox"/> Bruising	<input type="checkbox"/> Bite (human – skin broken)	<input type="checkbox"/> Chemical exposure
<input type="checkbox"/> Superficial injury	<input type="checkbox"/> Bite (human – skin intact)	<input type="checkbox"/> Dermatitis or eczema
<input type="checkbox"/> Fracture	<input type="checkbox"/> Deafness (tinnitus / hearing loss)	<input type="checkbox"/> Mental distress
<input type="checkbox"/> Dislocation	<input type="checkbox"/> Foreign body – no wound (e.g. in eye/s)	<input type="checkbox"/> *Amputation See page 4
<input type="checkbox"/> Burn / scald		
<input type="checkbox"/> Other (Specify):		

* Immediately Notifiable

9. Mechanism How the injury was sustained

NOTE: If this is a notifiable injury refer to page 4

<input type="checkbox"/> Stress / strain while lifting, moving / lowering objects	<input type="checkbox"/> Hit by falling objects (from a height)	<input type="checkbox"/> Injured by a person (accidental)
<input type="checkbox"/> Stress / strain while lifting, moving / assisting person	<input type="checkbox"/> Collapse of furniture (eg chair / shelving)	<input type="checkbox"/> Injured by a person (deliberate - assault)
<input type="checkbox"/> Stress / strain through bending, twisting or reaching	<input type="checkbox"/> *Contact with electricity	<input type="checkbox"/> Physical harassment
<input type="checkbox"/> Stress / strain through repetitive movement	<input type="checkbox"/> Exposure to single sudden sound	<input type="checkbox"/> Verbal harassment
<input type="checkbox"/> Slips, trips and falls	<input type="checkbox"/> Long term exposure to sound	<input type="checkbox"/> Work pressure:
<input type="checkbox"/> Hit object with part of body	<input type="checkbox"/> Single contact with chemical / substance	Circle as appropriate:..
<input type="checkbox"/> Hit by moving objects	<input type="checkbox"/> Long term contact with chemical / substance	1. Workload
	<input type="checkbox"/> Contact with hot objects	2. Role ambiguity
	<input type="checkbox"/> Exposure to environmental heat	3. Site management processes
	<input type="checkbox"/> Insect/spider bites and stings	4. Student behaviour
	<input type="checkbox"/> Animal bite	5. Interpersonal conflict
		6. Performance issues
		7. Other (eg personal issue, illness, event)
<input type="checkbox"/> Other (Specify):		<input type="checkbox"/> Traumatic experience
		<input type="checkbox"/> Other mental stress factors

* Immediately Notifiable

10. Agency Causation factor – person, place or object

NOTE: If this is a notifiable injury refer page 4

<input type="checkbox"/> Student	<input type="checkbox"/> Live animals	<input type="checkbox"/> Trolleys, handcarts	<input type="checkbox"/> Mechanical shears, slicers, guillotines
<input type="checkbox"/> Staff member	<input type="checkbox"/> Insects	<input type="checkbox"/> and wheelie bins	<input type="checkbox"/> Pressing, rolling machinery
<input type="checkbox"/> Line manager	<input type="checkbox"/> Spiders	<input type="checkbox"/> Tractors	<input type="checkbox"/> Oxy-acetylene equipment
<input type="checkbox"/> Visitor	<input type="checkbox"/> Snakes and other reptiles	<input type="checkbox"/> Other powered garden and outdoor equipment	<input type="checkbox"/> Arc welding equipment
<input type="checkbox"/> Parent	<input type="checkbox"/> Laboratory equipment	<input type="checkbox"/> Non – powered hand tools	<input type="checkbox"/> TIG / MIG / MMA
<input type="checkbox"/> Volunteer	<input type="checkbox"/> Chemicals / chemical products	<input type="checkbox"/> Portable powered tools, appliances & equipment	<input type="checkbox"/> Blood or body fluids
<input type="checkbox"/> Contractor	<input type="checkbox"/> Fire / flame / smoke	<input type="checkbox"/> Fixed machinery	<input type="checkbox"/> Non physical agencies
<input type="checkbox"/> Intruder	<input type="checkbox"/> Kitchen & domestic equipment & appliances	<input type="checkbox"/> Other (Specify):	<input type="checkbox"/> Agency not apparent
<input type="checkbox"/> Holes or uneven ground	<input type="checkbox"/> Office electric equipment		<input type="checkbox"/> Furniture
<input type="checkbox"/> Steps and stairways	<input type="checkbox"/> Mechanical lifting equipment		
<input type="checkbox"/> Playground & sports equipment			
<input type="checkbox"/> Sun	(for lifting / moving students)		

11. Treatment of Injury

NOTE: If this is a notifiable injury refer to page 4

<input type="checkbox"/> None required	<input type="checkbox"/> First aid (returned to class/work)	<input type="checkbox"/> First aid (sent home)
<input type="checkbox"/> Debriefing	<input type="checkbox"/> Professional Counselling	<input type="checkbox"/> Other personal support
<input type="checkbox"/> Medical/dental (Including hospital outpatient treatment)	<input type="checkbox"/> *Hospitalised (Admitted as inpatient)	<input type="checkbox"/> *Fatal

*** Immediately Notifiable.**

For students only: Was the student treated by a qualified medical practitioner (within 48 hours of accident/incident)? Please indicate:

Yes **Forward form to Health & Safety Services** No **Please retain on site - do not forward on** See Note 2, page 4

12. Site Manager Section

If insufficient space please attach additional page

Injury reported to me on	Date: / /	Time: : Hours 24 hour clock
Safety measures in place at the time of injury	<input type="checkbox"/> Supervision <input type="checkbox"/> Written instructions <input type="checkbox"/> Verbal instructions <input type="checkbox"/> Local policy / procedure <input type="checkbox"/> Protective clothing <input type="checkbox"/> Safety guards	<input type="checkbox"/> Contact numbers displayed <input type="checkbox"/> Professional development plan <input type="checkbox"/> Not applicable to this issue
SafeWork SA Inspectorate Notification	Is this an immediately notifiable work-related injury? <input type="checkbox"/> Yes <input type="checkbox"/> No Is this an immediately notifiable dangerous occurrence? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes to either of the above, has SafeWork SA been notified? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not applicable See Note page 4	
What immediate action was taken to address the cause?		
Actions being taken to minimise the likelihood of similar injury happening again	For example: risk assessment process, controls identified / implemented, documentation filed	
If a workers compensation claim is likely briefly outline your views of the circumstances	For example: was the person undertaking their normal duties at the time? Were normal administrative processes in place? Inform H&S Services within 2 days of being notified of injury.	
Initial rehabilitation assessment by Site Manager.	Date: / /	(Should be the same as date injury is reported)
Rehabilitation is required:	<input type="checkbox"/> No <input type="checkbox"/> Yes If Yes, Contact the Injury Management Helpline immediately Tel: 8226 7555.	
Site Manager Signature:		

13. Noted by relevant Line Manager / Supervisor (where applicable) and H&S Representative

13	Line Manager Name: _____	Signature: _____	Date: / /
	Health & Safety Rep: _____	Signature: _____	Date: / /

Please print clearly

NOTES TO ASSIST COMPLETION OF INJURY REPORT FORMS

1. DECS EMPLOYEES

Use the ED 155 to document and record all employee injuries and forward the completed form to HEALTH & SAFETY SERVICES, (H&SS) STATE OFFICE, (R 11/7) within 48 hours. Retain a copy at the worksite for legal and auditing purposes. Where possible ED155 should be printed double sided before recording details and photocopying. Managers may attach additional information in regard to an injury. Please complete all sections.

WHERE A DECS EMPLOYEE INDICATES THAT A WORKER'S COMPENSATION CLAIM WILL BE LODGED

- a) Notify the Injury Management Helpline immediately Tel: 8226 7555. Fax the ED155 form within 24 hours to Fax: 8226 1177.
- b) Complete and forward, a WorkCover Worker Report Form, a Prescribed Medical Certificate and a copy of the ED155 form as soon as possible to Health & Safety Services (R 11/7).

2. NON DECS PERSONS

Use the ED 155 to document and record injuries to Non DECS Persons and forward the completed form to HEALTH & SAFETY SERVICES, (H&SS) STATE OFFICE, (R 11/7) within 48 hours. Retain a copy at the worksite for legal and auditing purposes.

FOR STUDENT INJURIES

Complete an ED 155 whenever there is a serious injury to a student and retain a copy at the worksite; i.e.

- The student receives professional medical treatment
- The student has to leave school as a consequence of an accident
- The principal or his/her delegate believes that there is the potential for legal proceedings to result

Only forward (to H&SS) ED155 forms where professional medical treatment was administered.

Where an Ambulance has been called for a student and the parent/care-giver has claimed payment via a Statutory Declaration Form; forward a copy of the ED155, Ambulance Account and Statutory Declaration to Legislation and Legal Services Unit (courier R11/13). The Statutory Declaration Form can be located on the Website – www.decs.sa.gov.au/docs/files/communities/docman/1/ambserv.dot

3. **ED155 forms must be signed by the worksite/workgroup manager** except in cases of psychological injury where the worksite/workgroup manager is directly involved and the affected **employee** believes such action may cause additional distress. In such cases the unsigned form may be forwarded to:

- The relevant District Director (School and Preschool based personnel).
- The next level of line management (District Directors, PSM Act personnel and seconded staff).

4. INJURIES REQUIRING FURTHER NOTIFICATION

Critical Incidents

The worksite manager is required to complete a Critical Incident Report following:

- Any event or issue of a critical or highly contentious nature.
- Any event that may result in media attention.

Forward to the critical incident report to the District Director who will in turn forward it to the Manager of SchoolCare. Immediately Notifiable Work Related Injury where one or more of the following has occurred:

- The injury has resulted in death;
- The injury had acute symptoms associated with exposure to a substance at work;
- The injury required immediate medical treatment as an in-patient in a hospital.

The worksite manager must notify SafeWork SA as soon as possible. Tel: 1800 777 209, Fax: 8204 9200

E-mail: help@safework.sa.gov.au.

Notifiable Dangerous Occurrence

Where there is immediate & significant risk to any person that is attributable to one or more of the following:

- Electrical short circuit, malfunction or explosion;
- An uncontrolled explosion, fire or escape of gas, hazardous substance or steam;
- Collapse of building (eg wall) or structure (e.g. pergola/sports structure)

The worksite manager must notify SafeWork SA in writing within 24 hours of the occurrence via Fax: 8204 9200

Electrical or Gas incident

The site manager must immediately notify: The Office of the Technical Regulator Tel: 1800 558 811. If anyone experiences an electric shock, they must be advised to seek professional medical advice as soon as possible after the incident.

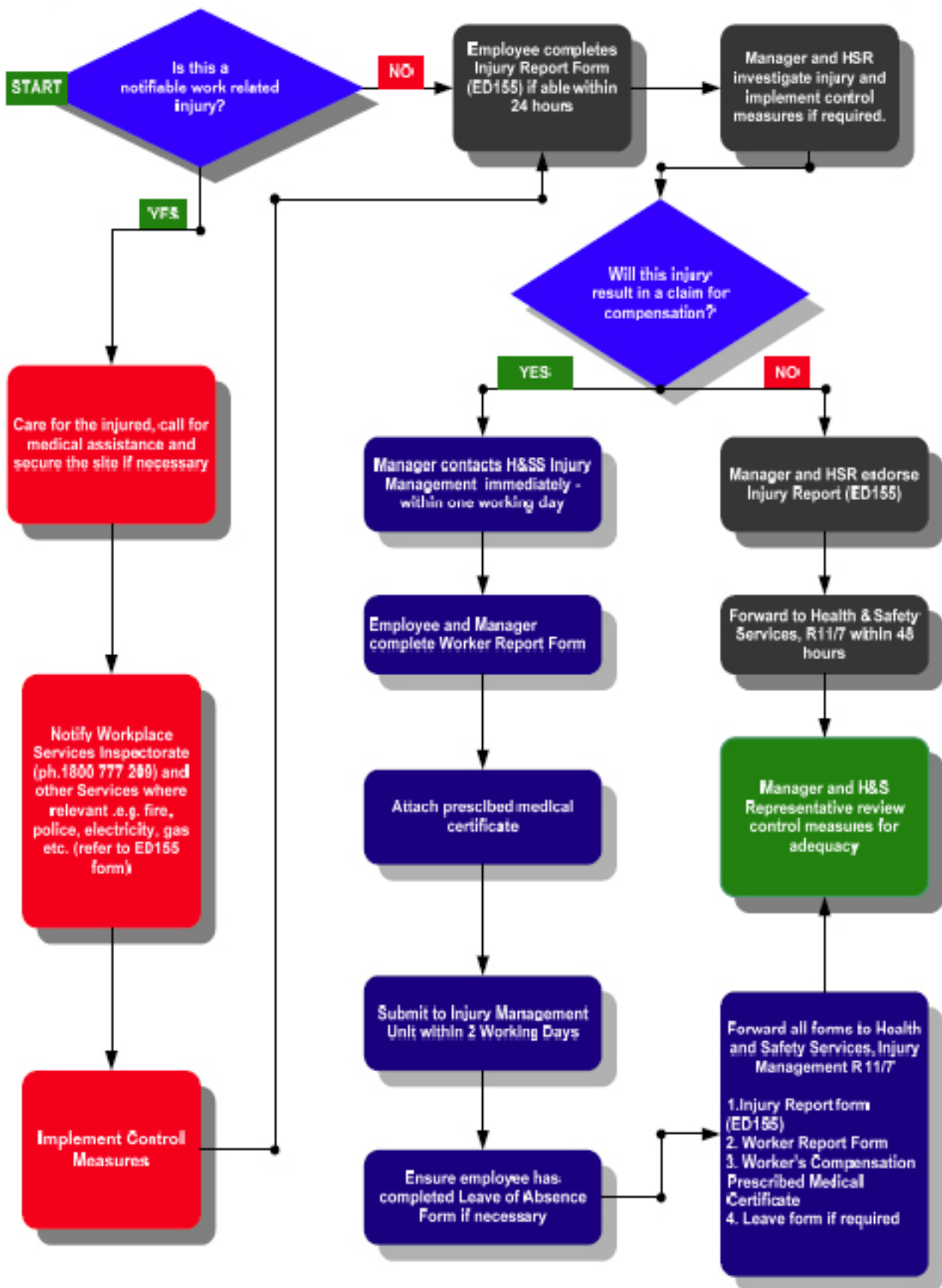
Where a dangerous occurrence or immediately notifiable work-related injury has occurred the worksite manager must get permission from a SafeWork SA inspector before they:

- Alter the site where the injury occurred.
- Re-use, repair or remove any plant or substance that caused or was connected to the death or injury.

FOR FURTHER INFORMATION, ADVICE OR CLARIFICATION CONTACT HEALTH & SAFETY SERVICES

Telephone: 8226 1440

INJURY REPORTING AND INVESTIGATION FLOWCHART



Duty of care

As well as the delegated responsibilities, there is also the responsibility on all workers for a duty of care. This is a principle of common law that applies in all aspects of Australian life. Example: If we drive cars on public roads we have a duty of care to ensure that we drive them according to the road traffic laws and the safety of others.

In the workplace, it means that each person has responsibilities towards the building of a healthy and safe workplace for themselves and others.

If a person carries out unsafe work practices that could be reasonably considered to lead to harm of another person, then there has been a breach of the worker's duty of care. A fellow worker or colleague who is harmed may sue for the damage suffered as a result of that failure or negligence.

There are several aspects to duty of care and these include the following:

- Legal: What the law says we must do.
- Professional/ethical: What the field generally thinks its workers should do.
- Organisational: What organization and employing body expect of its workers.
- Community: What clients and other members of the community believe should be done.
- Personal: What our personal attitudes and values suggest we should do.

The duty of care statement is linked to established standards that a reasonable person would try to meet. An established standard reflects a particular level of skill, knowledge and expertise.

The following important points relate to your duty of care when you are employed:

- It is important that in your work role, you have awareness and understanding of what you can or cannot do and should or should not do. You must not work beyond your level of *recognized* expertise; especially important when dealing with children.
- You should follow your organisation's policies and procedures regarding safe work practices and expected standards of competence for any given task.
- Wilful negligence may be claimed of a worker deliberately disregards the 'rules'. Example: Attending school under the influence of drugs or alcohol.

- Your employing organization must provide you with policies and procedures related to your work and maintain adequate supervision whilst you carry out your designated duties.
- Your employing organisation must provide you with job and position descriptions that include reference to your obligations regarding duty of care.
- Training and education must be available to help you acquire knowledge about your work and its responsibilities.

The decisions that you make in following your duty of care may be made after consideration of the following concerns.

- The safety of other people
- Basic personal rights, e.g.: confidentiality and privacy.
- Purposes and roles within the school or organisation
- Resources available, e.g.: personnel, financial.

Workers' Compensation

If workers suffer injury or illness in the workplace, they may be entitled to Workers' Compensation. The purpose of workers compensation is to:

- Pay for treatment and rehabilitation of injured workers
- Provide financial assistance to employees unable to return to work after an injury
- Assist injured workers return to work
- Make workplaces safer

In order to claim workers' compensation, an injured worker should:

- Inform the employer as soon as possible
- Complete the necessary claim forms
- Obtain a medical certificate

All workplaces have to offer workers' compensation and rehabilitation services. This will vary slightly from site to site, organization to organisation. There are however substantial elements that remain common to all educational worksites and organisations.

The following policies and procedures are reflect the current standard and processes you would could expect to find in school systems:

DECS Workplace Rehabilitation

(http://www.decs.sa.gov.au/docs/files/communities/docman/1/2006_Rehab_Policy_Procedu.pdf)

This details the Department's obligations under Workers Compensation and Rehabilitation Act 2003, including provision of workplace rehabilitation to employees with a work-related injury/ illness and guidance for provision of workplace rehabilitation to employees with a non-work related medical condition.



First Aid

Legislation requires that each educational workplace have at least one person trained in first aid. This however may vary according to the size of an organisation. Generally, a sound guide as to the number of first aid people in a workplace should be a ratio of one first aider to every ten employees. In high-risk industries, it may be a requirement that all employees be trained in first aid. In low risk work environments, the ratio of employees to first aiders may be higher.

Further information on first aid requirements should be available from the OHS bodies in each individual State and Territory. This information should also be available from the OHS representative in your organization.

First Aid Kits

Legislation requires that appropriate first aid kits are located in the workplace. The number of kits will vary according to the size and nature of the workplace, but generally some form of legislation will provide the minimum requirements.

A suggested list of the minimum requirements for a first aid kit is found in each first aid kit. Once again, this will vary according to the nature of the organisation and the particular circumstances which apply in your workplace. For detailed information contact your local Ambulance Centre or the St John's Ambulance Brigade.



Practical Exercise

Check your first aid kit or the kit used in your school. List the items you believe should be included in the kit, but are not currently present. Provide a reason why you believe the item should be included in the kit. If you believe your first aid kit is sufficient, explain why you believe this. Email your response to your teacher/trainer.

