

Contents

Before you begin	iv
Topic 1 Following safe work practices	1
1A Health and safety laws	3
1B Identifying and dealing with hazards	9
1C Following emergency procedures	17
Summary	22
Learning checkpoint 1: Following safe work practices	23
Topic 2 Implementing safe work practices	27
2A Maintaining safe environments	29
2B Reporting incidents and injuries	38
Summary	40
Learning checkpoint 2: Implementing safe work practices	41
Topic 3 Contributing to safe work practices	43
3A Raising WHS issues	45
3B Participating in WHS improvement	47
Summary	50
Learning checkpoint 3: Contributing to safe work practices	51
Topic 4 Reflecting on your safe work practices	53
4A Maintaining WHS currency	55
4B Managing stress and fatigue	58
Summary	60
Learning checkpoint 4: Reflecting on your safe work practices	61



Topic 1

In this topic you will learn about:

1A Health and safety laws

1B Identifying and dealing with hazards

1C Following emergency procedures

Following safe work practices

As a worker in the education and care service industry, it is your responsibility to implement industry standards, comply with regulations, and follow organisational policies and procedures related to work health and safety (WHS). All workers must be aware of their responsibilities, and be able to assist each other to implement the correct procedures for maintaining a safe and healthy workplace, including following emergency procedures.

To follow safe work practices, you need to:

- ▶ be aware of health and safety legislation, regulations and organisational policies
- ▶ be aware of your service procedures for monitoring WHS
- ▶ be aware of workplace hazards and risks
- ▶ understand your role in following WHS procedures.

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

National Quality Standard	
	Quality Area 1: Educational program and practice
✓	Quality Area 2: Children's health and safety
✓	Quality Area 3: Physical environment
✓	Quality Area 4: Staffing arrangements
	Quality Area 5: Relationships with children
	Quality Area 6: Collaborative partnerships with families and communities
✓	Quality Area 7: Governance and leadership
Early Years Learning Framework	My Time, Our Place
Principles	
	Secure, respectful and reciprocal relationships
	Partnerships
	High expectations and equity
	Respect for diversity
	Ongoing learning and reflective practice
Practice	
	Holistic approaches
	Responsiveness to children
	Learning through play
	Intentional teaching
	Learning environments
	Cultural competence
	Continuity of learning and transitions
	Assessment for learning
	Holistic approaches
	Collaboration with children
	Learning through play
	Intentionality
	Environments
	Cultural competence
	Continuity and transitions
	Evaluation for wellbeing and learning
Outcomes	
	Children have a strong sense of identity
	Children are connected to and contribute to their world
	Children have a strong sense of wellbeing
	Children are confident and involved learners
	Children are effective communicators

These duties are explained in the following table.

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

Health and safety authorities

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

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

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

Jurisdiction	Name of authority	Website
National	Safe Work Australia	http://aspirelr.link/safeworkaustralia
ACT	WorkSafe ACT	http://aspirelr.link/access-canberra-whs
NSW	SafeWork NSW	http://aspirelr.link/safework-nsw-resources
NT	NT WorkSafe	http://aspirelr.link/worksafe-nt
Qld	Workplace Health and Safety Queensland	http://aspirelr.link/worksafe-qld
SA	SafeWork SA	http://aspirelr.link/safework-sa
Tas.	WorkSafe Tasmania	http://aspirelr.link/worksafe-tas
Vic.	WorkSafe Victoria	http://aspirelr.link/worksafe-vic
WA	WorkSafe WA	http://aspirelr.link/worksafe-wa

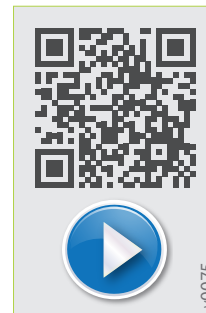
1B Identifying and dealing with hazards

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

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

- ▶ before planning or commencing new tasks
- ▶ before changes are made to a workplace, equipment, work processes or work arrangements
- ▶ as part of planning major tasks or activities, such as equipment shutdowns
- ▶ following an incident report
- ▶ when new knowledge becomes available
- ▶ at regular intervals during normal operations
- ▶ prior to disposing of equipment or materials.




Watch this video about hazards and risks.



Existing and potential hazards

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

Hazard	Possible outcomes	How this may occur in your workplace
Manual tasks	Overexertion or repetitive movement which can cause muscular strain	<ul style="list-style-type: none"> ▶ Lifting children onto a change table or into a cot ▶ Moving heavy equipment
Storage of items	Falling objects that may cause concussion, permanent injuries or death	<ul style="list-style-type: none"> ▶ Equipment not being stored correctly
Floors	Falls, slips and trips that can cause fractures, bruises, lacerations, dislocations, concussion, permanent injuries or death	<ul style="list-style-type: none"> ▶ Sand not being swept, leaving a slippery surface
Electricity	Potential ignition source; exposure to live electrical wires can cause shock, burns or death from electrocution	<ul style="list-style-type: none"> ▶ Using electrical equipment with wet hands ▶ Overloading power points

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

Risk assessment

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

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

When assessing the risk, consider the following:

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

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

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

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

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

a.



b.



c.



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

1C Following emergency procedures

An emergency is any situation or event that poses an imminent or severe risk to people. In emergency situations, confusion and panic may affect even the most organised and prepared people. Understanding emergency and evacuation procedures gives you a greater chance of being reliable and supportive to others.

You must be aware of any signals and alarms that indicate an emergency. Your organisation may alert people of emergencies by using a whistle, bell or alarm, such as a smoke alarm.

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

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

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

Watch this video about following emergency policies and procedures.



Dealing with emergency situations

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

Emergencies in your organisation may relate to:

- ▶ serious injuries and medical emergencies, such as a child breaking a limb, or experiencing an asthma attack or severe allergic reaction
- ▶ events requiring evacuation
- ▶ fires and explosions
- ▶ hazardous substances and chemical spills
- ▶ explosion and bomb alerts/threats
- ▶ security emergencies, such as armed robberies, intruders and disturbed persons on the premises
- ▶ internal emergencies, such as loss of power or water supply, or structural collapse
- ▶ external emergencies and natural disasters such as flood, storm and traffic accidents impacting the organisation.

Learning checkpoint 1

Following safe work practices

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

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

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



Topic 2

In this topic you will learn about:

2A Maintaining safe environments

2B Reporting incidents and injuries

Implementing safe work practices

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

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

Lighting	Poor lighting can cause eye discomfort and fatigue. Avoid reflection, glare and inadequate lighting for close work, such as reading, sewing and typing.
Fire escapes and equipment	<p>All staff must be trained in the use of fire extinguishers.</p> <p>Emergency drills must occur every three months (Regulation 97 of the Education and Care Services National Regulations), and any fire escapes must be clearly identified.</p> <p>Firefighting equipment must be of the correct type for the chemicals and flammables kept in the workplace.</p> <p>Emergency numbers and information should be clearly displayed next to every telephone.</p>
Rubbish	<p>There must be an adequate number of rubbish bins with lids and lined with plastic. Each bin should be emptied and the contents removed to the appropriate outside receptacle daily. Bins should be cleaned and disinfected regularly.</p> <p>It is advisable to use safe recycling methods, in line with your local council, to protect the environment.</p>

Outdoor areas

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

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

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



Sun safety

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

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

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

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

- ▶ frequency of the activity
- ▶ aspects of the work environment
- ▶ the age of the worker.

Watch this video about manual-handling risks.

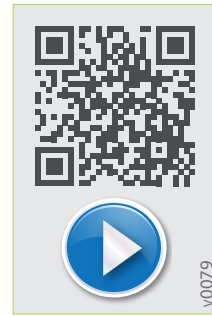
The National Standard for Manual Tasks requires employers to put every effort into preventing manual-handling injuries. It requires employers, in consultation with workers, to:

- ▶ ensure that the environment, equipment and practices are designed, constructed and maintained to be as safe as possible
- ▶ ensure that workers are provided with appropriate and effective training in the use of the environment, equipment and practices
- ▶ put every effort into preventing manual-handling injuries by using mechanical aids, personal protective equipment, teams to lift objects and safe handling methods.

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

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

Watch this video about lifting children safely.



Preventing manual-handling injuries

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

Tips to prevent manual-handling injuries:

- ▶ Whenever possible, kneel or crouch down rather than bend from the waist to avoid neck and back problems.
- ▶ Only carry children when necessary. The correct way to carry a child is to:
 - hold the child facing you as close to your body as possible
 - place one arm under the child's buttocks and the other arm behind the child's back
 - try to avoid carrying children on your hip because this may strain your back.
- ▶ When lifting awkward loads, be careful to lift with a balanced and comfortable posture. Always lift from a crouched position rather than from the waist.
- ▶ Minimise the need to reach above shoulder height if possible; use a ladder instead.
- ▶ Avoid extended reaching.
- ▶ Share the load if equipment is heavy, long or awkward.
- ▶ When heavy items need to be moved, transfer them in trolleys instead of manually lifting them.
- ▶ If reaching for anything stored lower than your hands, remember to bend at the knees.
- ▶ Mechanical aids such as ladders and trolleys should be used where possible.

2B Reporting incidents and injuries

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

An injury or incident may involve staff, children, parents or other visitors to the service. Incidents include:

- ▶ slips
- ▶ falls
- ▶ bumps
- ▶ gas leaks
- ▶ fires
- ▶ flooding
- ▶ electric shocks
- ▶ chemical spills.



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

Reporting documentation

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

- ▶ hazard identification report
- ▶ risk assessment record
- ▶ maintenance report
- ▶ child accident record
- ▶ health and safety record
- ▶ incident form
- ▶ incident investigation report
- ▶ notification of serious accident.

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

- ▶ the name and age of the child
- ▶ the time and date of the incident
- ▶ the circumstances leading to the incident
- ▶ details of the action taken by the organisation or by an educator
- ▶ details of any person who witnessed the incident

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

Practice task 5

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

Case study

Josh (five years) trips on a mat in the hallway and hits his right shoulder on the lockers. No one else witnesses the incident. You apply ice to the bump and get him to sit down. After 15 minutes his dad comes to pick him up. You explain what happened. Josh says that he is fine and goes home with his dad.

1. Obtain a copy of an organisational policy and procedures that relate to reporting an injury. Who must you report the incident to?
-
2. Locate an incident, injury, trauma and illness record and use it to report the injury in this case study. You can download one here:
<http://aspirelr.link/acecqa-injury-report>

Summary

- ▶ Health and safety procedures will guide you to implement safe work practices.
- ▶ Incidents and injuries need to be reported to designated personnel, and the required documentation needs to be completed.
- ▶ Your daily actions must incorporate safe work practices to help prevent incidents and injuries from occurring in the workplace.
- ▶ Safe housekeeping practices are an essential part of your organisation's health and safety system.

Inspections

A WHS inspection will occur to resolve issues and/or systematically monitor, locate and report particular health and safety hazards in the workplace.

Consultation is important during workplace inspections, which may involve staff or an external WHS inspector. Inspections occur to ensure that an organisation and its workers are meeting all their WHS responsibilities. In an education and care service, this may involve inspecting:

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

By forewarning when an inspection will occur, staff may become more aware of the correct procedures in the lead-up to the inspection. Situations or possible risks may be more noticeable, and staff may attend to these noticeable situations before the inspection takes place. This is beneficial because it helps all staff to become aware of safe work practices.

However, in some situations, forewarning may produce an unrealistic picture of how things usually run in an organisation — particularly if staff are generally unaware or unconcerned about hazard control. Be alert to this and to the fact that the desired result is to identify and deal with as many potential hazards as possible.

These inspections are another useful opportunity to learn more about health and safety, and how your organisation can better meet its responsibilities to children, family members, workers and employers. Inspection results can be used to inform the revision, development and implementation of safe work policies and procedures in your work area.

Example

Team lifting session

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

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

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

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

4A Maintaining WHS currency

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

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

Maintaining currency of safe work practices

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



Information	Details	Example	Your role in keeping up to date (best practice)
Health and safety legislation	<ul style="list-style-type: none"> Includes Commonwealth, state and territory Acts and regulations. Must be followed by law. 	<i>Work Health and Safety Act 2011 (Cth)</i>	<ul style="list-style-type: none"> Be aware of the content. Follow legislation. Inform others of details. Ensure a current copy of any legislation is available at all times and that all staff members are aware of its location.
Standards	<ul style="list-style-type: none"> Standards are documents produced by national bodies, health and safety regulators or industry bodies that prescribe preventative action to avert occupational deaths, injuries and diseases. Standards are of an advisory nature only, except where a law adopts the standard and thus makes it mandatory (when standards are mandatory they can be used as legal evidence). 	National Standard for Manual Tasks 2007, Safe Work Australia	<ul style="list-style-type: none"> Be aware of the content. Follow standards where possible and appropriate. Inform others of details. Ensure a current copy of any standard is available at all times and that all staff members are aware of its location.

2

Determine ways to control stress

- ▶ Whether the stress originates in your personal life or from a workplace situation, you are responsible for attempting to manage this stress.
- ▶ Report your stress and gain support. This is part of a regular WHS process.
- ▶ Create a plan to reduce the cause of your stress. You might do this alone or with the support of your workplace.
- ▶ List the aspects of the situation that cause you stress and try to change them or come to terms with them.

3

Reduce stress

- ▶ Implement the strategies and ideas you identified to control your stress.
- ▶ You may need someone to help you successfully implement your ideas or you may be able to do it yourself.
- ▶ Use stress-relief techniques such as talking to a friend, exercising, or having a bath or a massage.
- ▶ You may need to change your habits so you can have a balanced diet and make time for the relaxation techniques that suit you.
- ▶ Some service policy changes may benefit all staff, so reporting stress can result in positive outcomes for all.

4

Manage stress

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

Practice task 9

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

- ▶ when you felt stressed
- ▶ why you felt stressed
- ▶ how stressed you felt; for example, slightly stressed, moderately stressed, very stressed or could not cope
- ▶ any actions you took to reduce the stress you felt.
