



Work Health and Safety (WHS) Policy and Procedures

Policy Number	2010/24
Approved by:	Heritage Management Committee – September 2010, 12 August 2014; December 2019 Director Approved minor / COVID updates – April 2020, Oct 2021, Feb, May, March, Oct 2022; April 2023
Last Review:	September 2010; August 2014; November 2019; Minor update April 2020
Next review due	2023
National Law and Regulations	National Law, Section 167, 174 National Regulation 168, 77, 103-117
National Quality Standard	Quality Area 2: Children’s Health and Safety. Related Areas QA 3: Physical Environment; QA 7: Leadership and Service Management

Table of Contents

Policy Statement	3
Legislative Background	4
Definitions	6
Rationale, Policy Aims and Scope	8
Strategies and Procedures	9
COVID-19 Procedures as at April 2023	9
Insurance Coverage	9
Ensuring a Safe Work Environment	9
Risk Management	9
Maintaining Buildings and Equipment	11
Purchasing New Equipment	11
Electrical Equipment.....	12
Heating and Air-Conditioning Systems	12
Hot Water Supply.....	12
Toys and Equipment used by Children (including Bike Helmets)	12
Toys from Home	13
Hazardous Materials	34
Procedures for Work Health and Safety Checks	13
Table of Work Health and Safety Checks	15
Health and Wellbeing	16
BeYou Resources for Educators including Wellbeing Plan	16
Pregnant Women	16
Manual Handling and Back Care	16
Procedures for Injury/Illness Sustained at Work	20
Managing Emergencies	22
Excursions and Transportation	23
Notification Requirements for Death, Serious Injury and Illness	23
Documenting Work Health and Safety Practices	24
Communication and Consultation	24
Training and Professional Development	25
Summary of Key Responsibilities	25



Non-Compliance with Work Health and Safety Policy	31
Policy Evaluation and Review	31
Related Policies	32
Sources and Further Reading	32
Useful Websites and Factsheets	34
Version Control and Change History	34
Appendix 1: Related National Law, Regulations and Quality Standards	36
Appendix 2: Assessment of Risks to Heritage Community	38
Appendix 3: Assessment of Risks to Educators and Trainees.....	53
Appendix 5: Heritage Maintenance Map of Building.....	57
Appendix 6: Health and Safety Representative Duty Statement	58
Attachment 1: Safe Lifting/Manual Handling Guide for Educators	60
Attachment 2: Safe Computer Use	63
Attachment 3: Safe Photocopier use	63
Attachment 4: Microwave Safety	64

List of Related Documents

1. Incident and Accident Summary Record
2. Work Health and Safety Inspection Report – 6 Monthly
3. Quarterly Hygiene and Infection Control Procedures - Educator Compliance Check
4. Quarterly Food Safety Procedures - Educator Compliance Check
5. Quarterly Nappy Change Procedures - Educator Compliance Check
6. HACCP Food Safety Procedures - Compliance Check for Cooking Activities
7. Health and Safety Representative (HSR) Duty Statement
8. Outdoor Safety Check – Nursery, Toddler Room, Preschool Room
9. Indoor Safety Check – Nursery, Toddler Room and Preschool Room
10. Heritage Maintenance Person Jobs Schedule
11. Hazard Identification and Action Sheet
12. Fridge and Freezer Temperature Check (including Probe Thermometer Calibration)
13. Safe Sleeping Check
14. Safety Maintenance Checklist - External Buildings and Grounds
15. Safety Maintenance Checklist – Indoor Furniture, Fittings and Equipment
16. Mixed Valve Tap Water Temperature Check
17. Pre-Employment Medical Disclosure Form
18. Staff Accident Report Form
19. Guild Insurance Forms in Workers Folder and Employers Folder
20. Excursion and Incursion Risk Assessment Form
21. Risk Benefit Assessment of Gulambany on Country Program
22. Risk Benefit Assessment of the Natural Environment in and Around Heritage
23. Be You Wellbeing Plan for Educators

Health and Safety Guides (Attachments 1-5)

- Manual Handling Guide for Early Childhood Educators
- Guide for Computer Keyboard and Workstation Use
- Photocopier Safety Guide
- Microwave Safety Guide
- Be You Wellbeing Program for Educators

Related Factsheets (links in Sources and Further Reading)

- Moving Equipment in Children’s Services
- Using Cots, High-chairs and Change Tables in Early Learning Workplaces.
- Working at Low Levels in Children’s Services
- Managing Indoor and Outdoor Areas in Children’s Services
- Storing Supplies and Equipment in Children’s Services



Policy Statement

Work Health and Safety is concerned with both safety in the workplace to reduce or minimise injury or disease, and the health and welfare of all employees, visitors, contractors and clients. **It encompasses the ‘whole person’ - their social, mental and physical wellbeing.**

In early childhood education settings, the number of hazards that can potentially cause harm, injury or illness to an individual, or damage the environment is extensive. Poorly managed hazards are the main cause of health and safety problems and accidents. Australian Workers’ Compensation statistics show that a third of all injuries at work happen during **manual handling**. In addition, WorkSafe Victoria found that 70% of the serious injuries which occurred in early childhood education services (from 2004-2008) were preventable musculoskeletal sprains, strains, fractures and soft tissues injuries.

Six Most Common Hazardous Tasks in Early Education Services

- **Lifting children** - in/out of cots/highchairs or on/off change tables.
 - **Working at low levels** - awkward postures, tripping or falling due to sitting on children’s furniture or the floor.
 - **Moving equipment** - lifting/moving heavy/awkward indoor and outdoor play equipment.
 - **Storing supplies and equipment** - tripping, falling or being hit by falling objects due to overcrowded or poorly designed storage areas.
 - **Using office areas** - awkward body postures due to poorly designed, cluttered or inappropriate office areas.
 - **Maintaining indoor and outdoor areas** - falling from heights while standing on chairs/tables to display artwork. Tripping or falling over toys or on poorly maintained, uneven or wet floor surfaces.
- (WorkSafe Victoria)

Heritage Early Childhood Centre (Heritage) understands that health and safety policies and procedures have a direct effect on both an individual’s physical and psychological well-being. It recognises the moral and legal responsibility to provide a safe and healthy environment that protects the safety and wellbeing of all persons (employees, children, parents/guardians, students, volunteers, contractors, visitors and all other persons) who participate in the program at Heritage, both on the premises and on excursions.

Heritage strives to minimise foreseeable risks as far as is reasonably practical while achieving its Mission and Vision. The service complies with all legislative and reporting requirements and actively strives to go beyond basic levels of compliance to work towards best practice in ensuring a safe work environment. Heritage is committed to continuous improvement in all areas of workplace health, safety and wellbeing.

This policy reflects the importance the Heritage places on the wellbeing of the Heritage community. It sets out clear procedures for ensuring health, safety and wellbeing, and embeds this commitment into all service activities and processes. Heritage recognises that safety is “everyone’s responsibility”. The service supports all employees with appropriate supervision, facilities, training and advice. Heritage recognises that educators engage in many mentally demanding situations during the course of their work and that they may feel challenged, stressed, upset, worried or burnt out. Heritage utilises the resources of the Be You Program to support the mental wellbeing of educators.

The Management Committee is responsible for overseeing and reviewing the effectiveness of the service’s health, safety and wellbeing policies and procedures. It ensures employees have the support they need to be able to fulfil their responsibilities safely. The Committee, in consultation with the Director, provides leadership to create a positive health and safety culture at the service. The importance of, and legal requirement to, regularly consult with all employees on ways to

control the risks associated with identified hazards is understood. Heritage implements policies and procedures that reflect this consultation process.

Heritage employs a risk management approach involving taking all reasonably practicable steps to identify, assess, control, minimise or eliminate the risks associated with workplace hazards. When assessing risks in relation to children, Heritage recognises that children benefit from growing up in a natural environment that provides challenges and interests and assists them in their physical and sensory development. In view of this, Heritage takes a risk-benefit approach, taking into account the developmental need for children to explore risks and to make sound supported judgements about risks, while also taking into account the potential for actual harm to the children. Risk Benefit Assessments are undertaken for all aspects of the Outdoor Program including assessing the natural environment in and around Heritage, regular outings around the ANU Campus and exploring the bushland around Heritage as part of the Gulambany On Country Program.¹

Heritage is guided by a number of the Australian National University WHS policies.² Heritage management complete comprehensive WHS, Risk Management and Fire Warden training. The ANU run the training sessions on campus and deliver training on site. The ANU Facilities and Services division takes responsibility for the maintenance and ongoing development of the Heritage garden and buildings including a regular schedule of checks of trees, leaf litter, electrical equipment and wiring, painting and vermin. It also conducts tests of the fire panel, smoke alarm and other equipment tests and an annual WHS Safety Audit.

Heritage is committed to the ongoing upgrade of its' indoor and outdoor learning spaces as financial resources allow. The Heritage Management Committee, in consultation with the Director and ANU Facilities and Services Division, guides all future strategic planning in this area. The Heritage Quality Improvement Plan (QIP) contains information regarding strategic planning for improvements.

Facilities and Services Contacts: Ph: Ext. 5400 or email Commercial.services@anu.edu

Legislative Background

Health and safety in the workplace in the ACT is governed by a system of laws, regulations and compliance codes that set out the responsibilities of employers and employees.

The Work Health and Safety Act 2011

The *Work Health and Safety Act 2011* sets out the key principles, duties and rights in relation to workplace health and safety.³

The legal duties of an employer are to:

- Provide and maintain a healthy and safe workplace by eliminating risks where it is reasonably practicable⁴ to do so, and to take reasonable steps to minimise risks that cannot be eliminated.
 - This responsibility extends to contractors for routine tasks over which the employer has management. For contractors completing non-routine tasks, the employer must ensure that the service's daily operations and layout do not pose unreasonable risks.
- Ensure other individuals, such as families and visitors, are not exposed to health and safety risks arising from the organisation's activities as far as reasonably practicable.
- Consult with employees about WHS matters that will, or will likely, affect employees directly, including identifying hazards and assessing risks, and making decisions about risk control measures.

¹ Refer to: Excursions and Incursions Policy; Physical Activity Policy.

² Refer to: Sources and Further Reading

³ *Work Health and Safety ACT 2011* <https://legislation.act.gov.au/a/2011-35/>

⁴ Refer to: Definitions



The legal duties of an employee under the Act are to:

- Take reasonable care of their own safety and the safety of others who may be affected by their actions or omissions.
- Co-operate with reasonable WHS actions taken by the employer, including:
 - Complying with WHS policies, procedures and guidelines, complying with any reasonable instruction given by the employer.
 - Attending WHS-related training.
 - Seeking to prevent hazards and reporting incidents and safety concerns to management or HSR.
 - Co-operating with WHS investigations.
 - Encouraging good WHS practice with fellow employees and others at the service.
 - Assisting the employer with conducting WHS inspections during operating hours.
- Not interfering with safety equipment provided at the service, such as fire extinguishers.

The legal duties of other persons such as families or visitors to the service under the Act are to:

- Take reasonable care for their own health and safety.
- Take reasonable care that their acts or omissions do not adversely affect the health and safety of other persons.
- Comply, so far as the person is reasonably able, with any reasonable instruction that is given.

Worksafe ACT

- The Work Health and Safety Regulator in the ACT is WorkSafe ACT and is responsible for education, compliance, inspectors, workers' compensation, dangerous substances, policy and legislation.
- Notifiable Incidents⁵ involving workplace health and safety are required by law to be reported to WorkSafe ACT.
- Notification is required for incidents that result in death or serious injury/illness, or dangerous occurrences at <https://www.worksafe.act.gov.au/health-and-safety-portal/notify-worksafe>

Australian Standards

- Heritage ensures it purchases equipment that meets Australian Standards as required under the Work Health and Safety Codes of Practice.
- This includes cots, playground equipment and surfaces, safety plugs etc.

The Education and Care National Law and Regulations 2011

Heritage work health and safety policies meet or exceeds the *Education and Care National Law and Regulations 2011*.

- Every reasonable precaution must be taken to protect children from harm and from hazards likely to cause injury (National Law, Section 167).
- Policies and procedures are developed to meet all matters specified in Regulation 168(2), including emergency and evacuation, water safety, UV/sun protection, delivery and collection of children, supervision of children, excursions, dangerous products, food safety, hygiene, child protection, and incident, injury, trauma and illness.
- Clear risk management and minimisation strategies are developed, supported by clear policies and procedures for the specific areas of child safety that help ensure that the environment and practices at the centre are child safe, including clear safety checklists and a maintenance schedule (Regulation 168(2)(h) providing a child safe environment).
- Risks in the child's physical environment are minimised by the completion of a number of comprehensive Risk Assessments, Risk Minimisation Plans and Risk Benefit Assessments. These assessments ensure, as far as practicable, the safety of buildings, grounds, equipment,

⁵ Refer to: Definitions



materials and furniture used at the service, and the safe storage and use of dangerous substances such as cleaning products and chemicals.

- Serious incidents are reported to CECA within 24 hours by the Director or Responsible Person in Charge in consultation with the Management Committee (National Law Section 174).

National Quality Standard (NQS)

Heritage work health and safety policies meet or exceed Quality Areas 2, 3 and 7 of the NQS.

- **Quality Area 2, Children's Health and Safety**, aims to safeguard and promote children's health and safety, minimise risks and protect children from harm, injury and infection.
 - All children have the right to experience quality education and care in an environment that provides for their physical and psychological wellbeing and provides support for each child's growing competence, confidence and independence.
- **Quality Area 3, Physical Environment** aims to ensure that the physical environment is safe, suitable and provides a rich and diverse range of experiences that promote children's learning and development.
 - The way that the environment is designed, equipped and organised determines the way that the space and resources are used and has the potential to maximise children's engagement and level of positive experience and inclusive relationships.
- **Quality Area 7, Governance and Leadership** aims to support effective leadership and management of the service that contributes to quality environments for children's learning and development.
 - Well-documented policies and procedures, well-maintained records, shared values, clear direction and reflective practices enable the service to function as a learning community. An ongoing cycle of planning and review, including engagement with families, creates a setting for continuous improvement.

Definitions

Buildings: In relation to this policy, the main structure (Lennox House, G-Block) as well as surrounding areas utilised by children and educators including the back deck, outside play areas, sheds, car park, fences, gates and sandpits.

CECA: Children's Education and Care Assurance (CECA): The ACT Regulatory Authority in the ACT, responsible for approving early childhood education providers and services, assessing and rating services, ensuring compliance of services, and investigating complaints.

Duty of care: A common law concept that refers to the responsibilities of organisations to provide people with an adequate level of protection against harm and all reasonable, foreseeable risk of injury. In the context of this policy, duty of care refers to the responsibility of education and care services to provide children, staff, students, volunteers, contractors and anyone visiting the service with an adequate level of care and protection against reasonable, foreseeable harm and injury.

Equipment: In relation to this policy, an instrument needed to perform a service and includes children's toys, computers, photocopiers, washers and dryers, kitchen appliances, furniture and shelving, etc.

Harm: Includes death, or injury, illness (physical or psychological) or disease that may be suffered by a person as a consequence of exposure to a hazard.

Hazard: Something that can cause potential harm (or a situation that could lead to a degree of harm) to people or property and the potential harm is identified as Physical (P), Chemical (C) Biological (B), Mechanical (M) or Psychological (Psych).

Hazard identification: A process that involves identifying all foreseeable hazards in the workplace and understanding the possible harm that each hazard may cause.

Hazard management: A structured process of hazard identification, risk assessment and control, aimed at providing safe and healthy conditions for employees, contractors and visitors while on the Heritage premises or engaged in Heritage activities such as on excursions.

Hazardous Material: Any substance that has the potential to harm the health of persons in the workplace, including chemicals scheduled under the Poisons Act.



Health and Safety Representative (HSR): A person who represents the educators and staff in their work group in relation to health and safety matters at work.

Manual Handling: Any activity requiring the use of force exerted by a person to lift, push, pull, carry or otherwise move, hold or restrain any person, animal or thing.

Material Safety Data Sheet: Data sheet provided to employees and emergency personnel with safety procedures for working with toxic or dangerous materials. It includes relevant information about the material such as physical properties (eg: melting/boiling point, toxicity and reactivity), health effects, first aid requirements and safe handling procedures (e.g. personal protective equipment, safe storage/disposal and management of spills).

Notifiable Incident. An incident involving workplace health and safety that is required by law to be reported to WorkSafe ACT. Notification is required for incidents that result in death or serious injury/illness, or dangerous occurrences.⁶

Reasonably Practicable: In relation to this policy, that which is, or was at a particular time, reasonably able to be done in relation to ensuring health and safety, taking into account and weighing up all relevant matters including—

- (a) the likelihood of the hazard or the risk concerned occurring; and
- (b) the degree of harm that might result from the hazard or the risk; and
- (c) what the person concerned knows, or ought reasonably to know, about -
 - (i) the hazard or the risk; and
 - (ii) ways of eliminating or minimising the risk; and
- (d) the availability and suitability of ways to eliminate or minimise the risk; and
- (e) after assessing the extent of the risk and the available ways of eliminating or minimising the risk - the cost associated with available ways of eliminating or minimising the risk, including whether the cost is grossly disproportionate to the risk.

Risk: The likelihood that a hazard will cause harm/an adverse consequence such as an injury to a person or damage to property.

Risk Assessment: A process for developing knowledge/understanding about hazards and risks so sound decisions can be made about the control of hazards. Risk assessments assist in determining:

- o What levels of harm can occur.
- o How harm can occur.
- o The likelihood that harm will occur.

Risk Control/Mitigation: A measure, work process or system that eliminates a WHS hazard or risk, or if this is not possible, reduces the risk so far as is reasonably practicable.

Serious Incident: The *Education and Care National Regulations 2011* define a serious incident as one that involves any of the following:

- Serious injury, trauma or illness of a child, where urgent medical or hospital attention is required (or where a child ought reasonably to have attended a hospital). The attendance of emergency services at the education and care service premises (or ought reasonably to have been sought). NOTE: It does not mean an incident where emergency services attended as a precaution.
- The death of a child, while being educated and cared for by a service or following an incident at a service.
- Any circumstance where a child being educated and cared for by a service:
 - o Appears to be missing or cannot be accounted for.
 - o Appears to have been taken or removed from the education and care service premises in a manner that contravenes the National Regulations.
 - o Is mistakenly locked in or locked out of the education and care service premises or any part of the premises.

Work Health and Safety (WHS): Sometimes called occupational health and safety (OH&S), WHS is defined as the management of risks to the health and safety of everyone in a specific workplace. This includes customers, visitors and suppliers.

⁶ Refer to: Emergency and Evacuation Policy; Worksafe ACT: <https://www.worksafe.act.gov.au/health-and-safety-portal/notify-worksafe>



Rationale

Heritage recognises it has a duty of care to take all reasonable, practicable steps to manage risks in order to provide the Heritage community with a safe and healthy work environment that supports their physical and emotional health and wellbeing (*Work Health and Safety Act, 2011*). In addition, the policy has been developed to comply with:

- *Work Health and Safety Regulations, 2011*
- Work Health and Safety Codes of Practice
- Australian Standards - www.standards.org.au
- *Education and Care Services National Law (ACT) Act 2010*
- *Education and Care Services National Regulations (ACT) 2011*
- *National Quality Standard for Early Childhood Education & Care & School Age Care, 2011.*⁷

Policy Aims

The Heritage Work Health and Safety Policy aims to:

- Ensure the service fulfils its obligations under legislation and relevant codes of practice and goes beyond the minimum standard to adopt best practice for early education services.
- Set out clear procedures for health, safety and maintenance matters.
- Ensure all persons who attend the Heritage program, including employees, children, parents/guardians, students, volunteers, contractors and visitors, are provided with a safe and healthy environment.
- All reasonable steps are taken by the Management Committee, as the employer of staff, to ensure the health, safety and wellbeing of employees at the service. WHS is an item on the monthly Committee meeting agenda.
- Systematic identification, assessment and control of hazards is undertaken at the service.
- Clear risk management systems are established. This enables the service to systematically identify, assess and seek to eliminate or minimise risks both on the premises, and on excursions before they become a hazard, and control health and safety risks when they arise.
- Ensure all management, employees, families, students, volunteers, contractors and visitors are aware of their duty of care and specific health and safety responsibilities in relation to themselves and other members of the Heritage community.
- Ensure training is provided to assist staff to identify health and safety hazards.
- Promote awareness among the Heritage community regarding health and safety issues.
- Encourage on-going and innovative ways of reducing risk in the service environment.
- Ensure effective communication and consultation in the management process

Scope

It is understood that there is a shared legal responsibility and accountability between the Management Committee, Director, all-employees, families, students on placement, volunteers, contractors, visitors and all other persons attending the Heritage premises and programs, including on excursions, to implement the Heritage Work Health and Safety Policy as a matter of high priority.

The policy applies to, but is not limited to all manual tasks, hazardous chemicals, events, situations, tasks, buildings, equipment, electrical equipment, methods, materials, substances, products, vehicles used for transporting employees, volunteers and children, rehabilitation and safe return to work of employees and managing emergencies.

⁷ Refer to: Appendix 1: Relevant National Law, Regulations and Quality Standards



Strategies and Procedures

Additional Work Health and Safety Procedures During COVID-19 Pandemic (as at April 2023)

As government restrictions ease and the community transitions to “living with COVID”:

- Heritage recognises that high levels of vaccination and COVID-safe behaviours are the best protections against COVID-19 in 2023.
- Currently, the broader community is being encouraged to follow the [COVID Smart behaviours](#) to minimise their own risk and assist in protecting vulnerable people.
- Workplaces are being asked to take on the responsibility for managing the risk of COVID-19 as part of their work health and safety obligations.

What are the symptoms?

- Symptoms include fever, cough, sore throat, fatigue, and shortness of breath. Other symptoms can include runny nose, chills, body aches and headache, loss of taste/smell, conjunctivitis, unexplained chest pain. Refer to: [Health Direct Symptom Checker](#)

Attendance Records

- Attendance records will be maintained for all children, parents, staff, students, volunteers and visitors, including a best contact phone number for the day.
- All visitors to the premises must sign the Visitors Book using their own pen or a sanitised pen provided by Heritage.

Heritage Risk Management Strategy

- The Director will regularly check relevant authorities for current information and update the Illness and Infectious Diseases policy and related policies as necessary.
- The Director will identify and manage the risks of the virus entering and spreading at the service with appropriate control measures and by rapidly applying any Government mandates and guidelines. (Currently there are no government mandates).
- Heritage recognises that the chances of infection/re-infection by COVID-19 is currently high due to the Omicron subvariants being better able to evade immunity from vaccination. Also, people’s immunity after their last vaccine dose or previous infection wanes with time.
- New variants will likely cause further periodic surges/waves of infection, however recent surges in infection have resulted in fewer cases of severe illness as increasing numbers of the population have hybrid immunity (from both vaccination and infection) and early evidence suggests that the newer Omicron subvariants do not cause more severe disease.⁸
- All contact staff will be required to be double COVID-19 vaccinated as part of their Terms of Employment, and strongly encouraged to have boosters, and the annual influenza jab.
- Families will be strongly encouraged to follow [COVID Smart Behaviours](#) and be vaccinated against influenza and COVID-19 in line with ACT Health advice.
- Where a staff member/child/visitor tests positive to COVID-19 or is a household contact, they or their parent/carer must notify the service as soon as possible.
- All staff will be strongly encouraged to wear a mask while inside the premises, unless eating/drinking or where it limits effective communication and quality education and care.
- All visitors will be strongly encouraged to wear a mask while inside the premises.
- Rapid Antigen Tests will be provided as needed for contact staff.
- Heritage educators and children will be reminded to strictly follow the Hygiene and Infection Control Policy and wash hands thoroughly and often for 20 seconds, (or use alcohol-based sanitiser if hand washing is not available) throughout the day.
- Environmental cleaning will be increased including more frequent cleaning and sanitising of high-touch surfaces during the pandemic (regular COVID-safe cleaning).

⁸ <https://www.health.gov.au/our-work/covid-19-vaccines/advice-for-providers/clinical-guidance/clinical-features>



- Cleaning will be enhanced when a positive or suspected case arises at the service in line with [ICEG COVID cleaning and disinfection guidelines](#). **Note:** Deep cleaning, requiring the service to close for up to two days, will only be conducted by a specialist service on a case-by-case basis on advice from CECA/ACT Health.
- Heritage educators and children will be reminded to cough and sneeze into their elbow or directly into a tissue and throw the tissue in a bin, to avoid touching their eyes, nose, and mouth with unwashed hands and to avoid close contact with others.
- Heritage will consider physical distancing strategies during heightened COVID-19 risk periods, taking into account the advice of The AHPCC that maintaining 1.5m between children is not appropriate/practical in education and care services.
- Adults must, where reasonably practicable, continue to undertake physical distancing when interacting with other adults, e.g., in staff room and when picking up or dropping off children.
- Parents will be encouraged not to come into the service during heightened risk periods and arrival and departure routines modified to encourage physical distancing and reduce contact with families/carers at pick up and drop off as far as practicable.
- Educators will consider the setup of rooms and implement small group play, staggered mealtimes and outdoor play opportunities whenever possible.
- Windows will be opened during the day where possible, ventilation maximised, and air purifiers placed in each room.
- Educators will mitigate the risks of activities that may spread germs eg, sharing play dough, using wind instruments (eg, regularly replacing play dough, singing outside etc).
- Food sharing will be avoided.
- Social events, meetings, visitors and excursions will be restricted during heightened risk periods and risk assessments conducted that take into account the latest advice from the authorities and those at high risk such as those with medical conditions.
- Training will be provided to support educators as required e.g., resources/webinars.
- The Director will provide information/factsheets to families and staff on the virus and to support mental health and wellbeing. **Refer to:** Members Area of the [Heritage Website](#).

Exclusion Requirements

- As per this policy, any child or staff member who is unwell and reasonably suspected to have a communicable disease will be excluded until symptoms resolve and they have been cleared by a doctor to return as required.
- Those who have been [diagnosed with COVID-19](#) **will be excluded until acute symptoms resolve (runny nose, sore throat, fever, cough) and they are well.**
- **Where there are two or more cases of COVID-19 at the service in a week, the exclusion period will increase to 5 days from the positive test and until acute symptoms resolve and they are well.**
- Those with a [fever or other acute COVID-19 symptoms](#) (runny nose, sore throat, cough) will be excluded until symptoms resolve and they are well.
- Those who have returned from [interstate/overseas](#) will be excluded in line with any current restrictions. Currently there are no restrictions however returned travelers are advised to look out for symptoms for 7 days after arrival.
- Staff and children who are household contacts of a person diagnosed with COVID-19 are not excluded however staff and families are asked to take extra precautions until the infectious period passes (10 days from the positive test), strictly follow hygiene procedures and stay home/keep their child home if they develop any symptoms and take a test.
- Family members who are household contacts and who need to attend the service are asked to take a RAT test and ensure it is negative before entering the service. If negative, they are asked to strictly follow hygiene procedures, wear a mask inside the premises and stay home if they develop symptoms.
- If a child has COVID-19 symptoms but tests negative on a RAT, they are advised to have a PCR test and stay at home until acute symptoms resolve and they are well.



- Children will not be excluded if they have a G.P. letter for an on-going, non-infectious, medical condition explaining the symptoms. However, they will be observed for new symptoms.
- The Heritage Exclusion Guidelines continue to apply to certain symptoms, i.e.: exclude for 24 hours after a temperature resolves, for 24 hours after taking paracetamol for a fever and 36 hours after the last episode of vomiting or diarrhoea (Appendix 1).

Procedure for a Positive Case

- Where a staff member/child/visitor is diagnosed with COVID-19 and may have attended Heritage during their infectious period (defined as 2 days before they started having symptoms or tested positive - whichever came first, and for 10 days after), the service must be notified.

The Director/Nominated Supervisor will:

- Follow the [Step By Step process provided by CECA](#) in the current operational guidance.
- Record the date of the positive test for the child, staff member or visitor and confirm whether they attended Heritage during their infectious period. The infectious period is two days before someone started having symptoms or tested positive (whichever came first) and until 10 days after the positive test. If the person was not at the service during their infectious period, no assessment is required.
- Identify date(s) and locations (e.g. room, office, other) of potential exposure.
- Inform the relevant cohort that there has been a potential exposure on relevant date(s).
- Provide information on monitoring for symptoms, recommend COVID-19 testing and advise them not to attend if they have symptoms.
- Ensure enhanced COVID-safe cleaning is undertaken in line with the Infection Control Expert Group (ICEG) COVID cleaning and disinfection guidelines.

Procedure for Children Presenting with COVID symptoms at the Service

- Where a child presents with COVID-19 symptoms while at the service, educators must ensure the child's family is contacted immediately, and they are asked to collect them as soon as possible, and to test and stay at home until acute symptoms resolve and they are well. Advise the family to seek medical advice if concerned.
- Ensure the child is cared for in an area that has been identified as appropriate to isolate staff/children who may become sick with COVID-19, i.e., is separated from others and allows for appropriate supervision.
- Ensure the child is supervised by a staff member wearing a mask.
- If the child tests negative on a RAT, and they still have symptoms, advising the family to take another RAT in 24 hours or have a PCR test. PCR tests are preferred for children under 2. If positive, they must inform the service. **They must remain at home until acute symptoms resolve and they are well.**

Procedure for Staff/Visitors/Volunteers Presenting with COVID Symptoms at the Service

- Ensure visitors or staff with symptoms are asked to stop work and sent home immediately and advised to travel directly home and to wear a mask on the journey.
- Ensure sick staff and volunteers isolate in an appropriate space away from others, sanitise their hands and wear a mask while waiting to return home.
- Ensure the staff member/visitor/volunteer is advised to test and seek medical advice if concerned, and not return to the service until a negative test is received and symptoms resolve.
- If the person tests negative on a RAT, advising them to take another RAT in 24 hours or have a PCR test and to **remain at home until acute symptoms resolve and they are well.**

Note: Where children staff or visitors have other medical reasons for recurrent symptoms that are similar to COVID-19, a letter from the GP is sufficient to allow return to Heritage without returning a negative COVID test. However, they must be monitored for new symptoms.

Refer to: COVID-19 Policy and Procedures (April 2023 update)

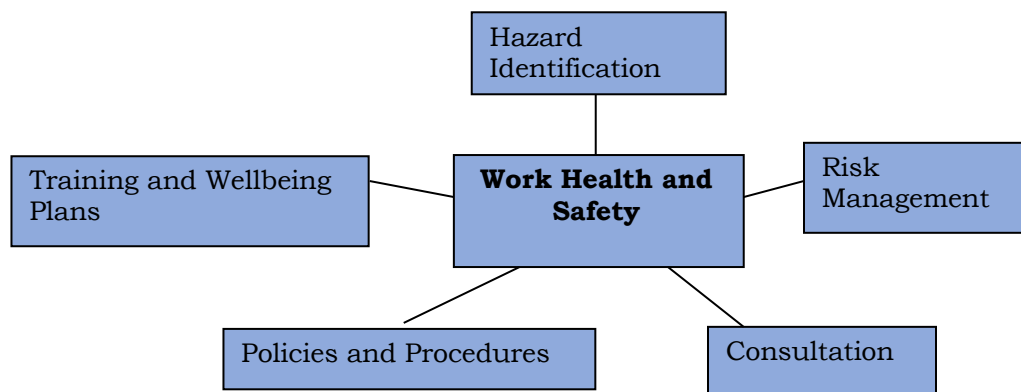
Insurance Coverage

Heritage has current workers’ compensation insurance and public liability insurance as required by work health and safety regulations. Public liability insurance covers children attending Heritage, the general public on the premises, excursions and other extracurricular activities.

Public Liability Insurance	<ul style="list-style-type: none"> • Guild Insurance Limited, Suite 4, 31 Thesiger Court, Deakin, ACT 2600. • Policy Number: 22/80 CIP 171530 • Expiry Date: 24/5/2021 • Amount: \$20,000,000
Workers’ Compensation Insurance	<ul style="list-style-type: none"> • Guild Insurance Limited, Suite 4, 31 Thesiger Court, Deakin, ACT 2600. • Policy Number: 22/80 WRK 119167 • Expiry Date: 30/6/2021

Ensuring a Safe Work Environment

Heritage management understands there are basic elements to developing and sustaining a safe and healthy work environment.



Risk Management

Risk management is understood to be a continuous improvement process. New hazards can emerge over time which make control strategies ineffective. Heritage management will:

1. **Identify the hazards** that exist or may occur on the premises.
2. **Predict the severity of the risk** associated with each hazard by determining the likelihood it will occur and the severity of the impact on health/wellbeing (~~Refer to: Matrix over page~~).
3. **Research solutions and develop procedures** to manage the risk associated with each hazard in a way that provides the highest level of protection and reliability possible, by working down the ‘hierarchy of controls’ listed below (from most reliable to least reliable):

Hierarchy of Controls:
1) Eliminate the hazard OR 2) Find a substitute or modify the hazard OR 3) Isolate the hazard OR 4) Engineer and administer controls to minimise or eliminate the risk AND/OR 5) Implement the use of Personal Protective Equipment (PPE).

4. **Implement the procedures** to eliminate/reduce the risk associated with identified hazards so far as practicable.

5. **Regularly review the risk reducing procedures** to ensure they are still working.
6. **Continue to identify hazards** and associated risks and put procedures in place to manage them in consultation with employees.
7. **Encourage reporting of injuries and trauma** to be analysed and prevented in future.
8. **Engage a suitably qualified health and safety specialist** if required to help find solutions.

Risk Assessment

Heritage management uses the following risk assessment process to identify potential hazards to the Heritage community and to assesses the severity of the consequences and the likelihood that the consequences will occur. (See: Appendix 2: Assessment of Risk to Heritage Community; Appendix 3 Assessment of Risk to Educators and Trainees).

- An overall risk assessment rating is given to each hazard based on the formula: Risk = Severity x Likelihood. **Refer to:** Risk Matrix.
- A hazard is defined as a something that can cause potential harm (or a situation that could lead to a degree of harm) to people or property and the potential harm is identified as Physical (P), Chemical (C) Biological (B), Mechanical (M) or Psychological (Psych).

Heritage Management will:

1) Identify hazards using:

- Daily safety checks of indoor and outdoor environment and equipment.
- Common patterns observed from accident, injury, trauma and illness forms.
- Knowledge of infections and illnesses prevalent in local area.
- Regular WHS safety audits.
- Hazard identification and reporting by members of the Heritage community.
- The Food Safety Policy and HACCP Plan.
- The Hygiene and Infection Control Policy and Procedures.

2) Assess the consequence of the risk associated with each hazard by asking:

- Will someone be injured?
- If someone gets injured, how bad is the injury likely to be?

3) Decide how likely it is that the consequence will occur by asking:

- Has it happened before?
- Have people been injured before?
- What measures are in place to prevent it happening again?
- How reliable are these measures?
- How often will the task/activity be performed?

Risk Matrix						
		Consequence				
		Insignificant	Minor	Moderate	Major	Catastrophic
Likelihood	Almost certain	Moderate	High	High	Extreme	Extreme
	Likely	Moderate	Moderate	High	Extreme	Extreme
	Possible	Low	Moderate	High	High	Extreme
	Unlikely	Low	Low	Moderate	High	High
	Rare	Low	Low	Low	Moderate	High



Maintenance of Buildings and Equipment

- All Heritage buildings and equipment must be maintained in a thoroughly safe, clean and hygienic condition and in good repair at all times.
- The building is regularly maintained to ensure a safe, clean and aesthetically pleasing environment.
- All playground and playroom equipment and furniture is selected to be developmentally appropriate and designed for use by children up to five years of age.

This involves, but is not limited to:

- Regular maintenance and safety checks.⁹
- Regular cleaning and maintenance of floors including tiles and carpets.
- Regular and thorough cleaning and maintenance of gardens and sandpit.
- Regular and thorough cleaning of tables, bench tops, chairs, cots and toys.
- Regular replacement of consumables, eg, gloves, hand towels, toilet paper and cleaning supplies.¹⁰
- Specific storage areas will be allocated for outdoor, larger or maintenance equipment and stored items will be regularly reviewed and discarded if not used.

The Australian National University (ANU) Facilities and Services (F&S) Division

ANU F&S will oversee all maintenance work carried out at Heritage and provide:

- Back to Base emergency alarm system
- Suitable heating and cooling for each room
- Fire detection equipment
- Electrical circuit breaker
- Shelving, sinks and other equipment of appropriate height and weight for safe manual handling.¹¹
- An annual pest control treatment.

Heritage will provide:

- Disposable gloves, soap and other cleaning supplies
- First aid kits

Purchasing New Equipment

- New equipment is subject to a risk assessment prior to purchase and must meet Australian Safety Standards as required.
- Heritage educators must make informed decisions when buying new equipment to ensure it is:
 - Age appropriate.
 - Of suitable quality to meet Australian Standards.
 - Non-combustible.
 - Not likely to lead to choking, piercing, cutting, jamming or burning.
 - Able to be easily cleaned.
 - Lead free.
 - Safe for educators to manoeuvre.

Furniture and Equipment

- Heritage educators must assess equipment and the indoor/outdoor environment daily for safety.¹²
- Any identified damaged or unsafe equipment or furniture is immediately removed and reported to administration for repair or replacement.

⁹ Refer to: Procedures for WHS Checks

¹⁰ Refer to: Hygiene and Infection Control Policy

¹¹ Refer to: Strategies for Minimising Back Injuries

¹² Refer to: Table of Heritage Safety Checks



Electrical Equipment

- Heaters, coolers, washers and dryers, ovens, microwaves power points and office equipment will be inaccessible to children.
- Educators will be trained in the safe use of electrical equipment and safe use notices will be displayed near equipment.
- Electrical equipment will be installed, regularly checked and well maintained by ANU F&S personnel.
- Electrical cords will be kept untangled and out of the way.
- Power boards will be used with only one per socket and no double adaptors used in them.
- Unused plug sockets will be covered with safety covers.
- Washers, dryers and kitchen appliances will be well maintained. Lint will be removed from filter in dryers before each use.

Heating and Air-Conditioning Systems

- Heating and air-conditioning equipment will be regularly serviced by ANU F&S.
- Air-conditioning filters will be cleaned every 3 months by ANU F&S.

Hot Water Supply

- The hot water supply will be regulated to keep it below the temperature at which a child can be scalded and checked monthly by ANU F&S (the current Kidsafe recommendation is below 43.5°C).¹³

Toys and Equipment used by Children

- All equipment, furniture and toys used by children must be safe, positioned safely to avoid collisions, and in good repair.
- Baby walkers are not appropriate for early childhood settings. They may lead to an increased number of accidents and adequate supervision may not be possible.
- All equipment must meet Australian standards where a standard exists.
- Toys must be regularly tidied away and children encouraged to help as part of the transition.
- Bicycles and other mobile play equipment must be used in areas away from potential hazards such as swings and slides. To prevent injuries to children, bicycles must be appropriate to the age and ability of children and children must wear helmets. See below.
- The maximum free height of fall is 500mm for moveable equipment; 1800mm for fixed play equipment (Play Australia, 2014).
 - For equipment between 600mm and 1500mm in height, a 1500mm wide impact absorbing area (eg tanbark) is required.
 - For equipment between 1500mm and 1800mm in height, a 1700mm wide impact area is required.
 - Loose fill material should be maintained at a minimum depth of 300mm (or as specified).
 - Under heavy traffic areas (eg. base of slides) the soft fall is 20% deeper.
- Safe play rules and adequate play spaces are provided and running is discouraged indoors.

Bike Helmets

Helmets are compulsory when riding bikes in the ACT and recommended when riding scooters. They must:

- Meet Australian/New Zealand Standard AS/NZS 2063:2008 (label on helmet), be properly fitted and securely fastened, with the chinstrap firmly fastened and not twisted.
- Always be replaced after an impact or accident.
- Be sprayed occasionally with hairspray to deter headlice. If there is an outbreak, helmets must be put in plastic bags for two weeks to kill all lice.

¹³ Refer to: Procedures for WHS Checks



Toys from Home

When families allow children to bring toys from home to Heritage, problems can arise:

- Small toys may be lost and are potential choking hazards.
- Children may experience strong emotions which may disrupt the flow of the day. For example, if children are used to Heritage toys being shared and try to play with a toy from home brought from by another child.
- Children may become confused if they see other children bringing in toys, but their parents do not allow them to bring their toys.
- Issues may arise at drop off time regarding where to put the toy which makes the settling process more difficult for families and educators.
- The Heritage Hygiene and Infection Control Policy may be breached as all Heritage toys are shared and washed regularly.
- Stuffed toys may cause problems for children who suffer from allergies or asthma.

In view of this, Heritage management ask that families do not allow their children to bring toys from home unless they have made prior arrangements with the Room Leader. Toys which may be acceptable include:

- ‘Security’ toys for children beginning the settling in process or who need these items at rest time.¹⁴
- Toys occasionally brought in for Show and Tell in the Preschool Room. In this case, a photograph of the toy will be taken by educators and the child may use the photograph for Show and Tell. Educators will store the item safely until pick-up time.
 - **Note:** Heritage educators prefer that children bring photographs of family activities (weekend/holiday etc) to share at Show and Tell time. These experiences can be developed by educators and related to the program to extend the child’s communication skills.

Hazardous Materials

Heritage will ensure procedures are in place to minimise the health and safety risks associated with the handling and storage of hazardous materials¹⁵. Heritage management must:

- Provide the least hazardous chemical, product or equipment for the task without jeopardising hygiene.
- Ensure all staff, contractors, visitors and students have access to Material Safety Data Sheets¹⁶ and adequate training on the safe use and storage of all hazardous substances prior to any exposure to those substances.
- Ensure that non-toxic plants are planted within the workplace and undertake regular grounds maintenance to minimise the risk of toxic plants within the grounds and premises.

Procedures for Work Health and Safety Checks

- Regular work, health and safety checks (Table 3, over-page) will be undertaken of the Heritage environment, buildings and equipment to highlight the appropriate equipment and facilities required for each area of the service and to identify hazards/risks.
- All WHS forms will be stored in the WHS Folder.
- Records of all maintenance work will be stored in the Maintenance Folder and used to track and monitor the effectiveness of work health and safety checks.

When a risk/hazard is identified during a safety check, educators must:

- Mark a cross on the safety check form in the appropriate area.
- Advise the Director or Health and Safety Representative.

¹⁴ Refer to: Sleep, Rest and Relaxation Policy and Procedures

¹⁵ Refer to: Dangerous Products Policy

¹⁶ Refer to: Definitions



The Director must:

- Complete a Hazard Identification Action Sheet.
- Assess the severity of the risk, the likelihood it will occur, the likely impact on health and wellbeing and the urgency of action required.
- Ensure appropriate action is taken, eg, isolate risk until it can be mitigated, eg, repaired or replaced, and inform **Facilities and Services if required on ext. 5400 or email Commercial.services@anu.edu.au**

Table of Work Health and Safety Checks

Over-page



Table of Work Health and Safety Checks

Daily	Person Responsible
Cleaning of Service (also weekly and monthly as per contractor's schedule)	Cleaning Contractor
Outdoor Safety Checks	Room Educator
Indoor Safety Checks	Room Educator
Fridge and Freezer Temperature Checks *	Room Educator
Filters in Dryers – cleaned before each use	Educator doing laundry
Safe Sleeping Check *	Room Educator
Weekly	
Weekly First Aid Kit Check	First Aid Officer
Monthly	
Safety Maintenance Checklist, External Buildings and Grounds *	Heritage Maintenance Person
Safety Maintenance Checklist, Indoor Furniture, Fittings and Equipment *	Heritage Maintenance Person
Nappy Change Procedures – Educator Compliance Check	Health and Safety Representative
Mixed Valve Tap Water Temperature Check *	ANU Facilities and Services Personnel
Fire Alarms Check	ANU Facilities and Services Personnel
Quarterly and Six Monthly	
First Aid Kit Content Checks	Parasol EMT Pty Ltd
Work Health and Safety Internal Audit	Health and Safety Representative
Food Safety Procedures: Educator Compliance Check	Health and Safety Representative
Probe Thermometer Calibration Check *	Health and Safety Representative
Air-conditioning Check - Filters Cleaned	Heritage Maintenance Person
Heating System Checked	ANU Facilities and Services Personnel
Hygiene and Infection Control – Educator Compliance Check	Health and Safety Representative
Fire and Evacuation Drill	Director or Responsible Person in Charge
Annual	
Carpets Cleaned	Carpet Cleaning Contractor
Electrical Equipment Safety Check	ANU Facilities and Services Personnel
Fire Equipment and Alarm Safety Check	ANU Facilities and Services Personnel
Fire and Evacuation Drill	ANU Facilities and Services Personnel
Thermostat Mixing Valves	ANU Facilities and Services Personnel
Pest Control Assessment and Treatment	ANU Facilities and Services Personnel
Work Health and Safety Audit	ANU Facilities and Services personnel
Car Park and Signage Audit	ANU Facilities and Services personnel



Health and Wellbeing

- Heritage is committed to ensuring the physical and mental wellbeing of all employees, children, volunteers, contractors, student and visitors, and will provide and maintain adequate rest, meal and first aid facilities¹⁷ for the welfare of employees.
- Heritage recognises the need for educators to engage in many mentally demanding situations during the course of their work and that they may feel challenged, stressed, upset, worried or burnt out.
- Heritage recognises that looking after mental health is just as important as looking after physical health.
- Heritage provides educators with factsheets and advice on looking after their mental health.
- The service acknowledges the value of the resources provided by **BeYou** and provides a link to the website for the Heritage community in the members area of our website.
<https://beyou.edu.au/resources/> **Refer also to:** Useful Factsheets; Attachment 6 Be You Strategies.
- Heritage encourages educators to become familiar with the BeYou resources and to make a **wellbeing plan** preferably before experiencing difficult times as this is understood to be an important way of protecting mental health. The plan can assist educators to be prepared for unexpected periods of difficulty and to know what to do when such an occasion arises.
<https://beyou.edu.au/-/media/wellbeing-tools-for-you/practice/be-you-wellbeing-plan-for-educators.pdf?la=en&hash=63AD91B6A7505C25FBA94BFD8A206A4C0875663B>

Pregnant Women

All educators and regular visitors to Heritage who are planning to become, or who are, pregnant are asked to **talk to their GP** and inform them that they are in regular contact with children and discuss how they can minimise the risks of contracting the following infections in the workplace:

- **Rubella:** Women of childbearing age need to be protected from Rubella as it can cause birth defects. Immunity be tested with a blood test.
- **Cytomegalovirus (CMV):** CMV may be contracted from nappy changing routines. In pregnancy it may affect the unborn child. The risk is low if the mother has had CMV before. A blood test can identify immunity.
- **Toxoplasmosis:** This disease can lead to congenital abnormalities. It is contracted by contact with cat faeces or eating poorly cooked meat.
- **Chicken Pox:** Most adults have had chicken pox or can be immunised. Pregnant women exposed to chicken pox in early pregnancy should contact their doctor. An injection of antibodies can be given if exposed.
- **Erythema Infectiosum:** Commonly known as Slapped Cheek, can cause miscarriage or still births in a small percentage of women. Malformations do not appear to occur in babies who survive this infection in the mother.

Pregnant educators must take extra care:

- When changing nappies during their pregnancy and wear Personal Protective Equipment (PPE), eg gloves, apron, face mask.
- During manual handling of objects and children and ask for assistance.¹⁸
- If they have a proven risk to CMV (serology test) and not change nappies.

Manual Handling and Back Care

Manual handling refers to lifting, lowering, pushing, pulling, carrying, moving, holding or restraining any object, animal or person. Australian Workers' Compensation statistics show that one third of all occupational injuries at work happen during manual handling.

¹⁷ Refer to: First Aid Policy

¹⁸ Refer to: Information for Pregnant Women Poster



Heritage management strives to:

- Protect all staff from the risk of musculoskeletal disorders (MSD) and other injuries associated with manual tasks.
- Minimise manual task hazards in the workplace.
- Provide a framework for staff to identify and self-manage key manual tasks proactively.
- Provide appropriate and timely intervention to identify, assess and control hazardous manual tasks.
- Implement policy, practice and training consistent with legislation and best practice manual task management.

The Director must:

- Manage manual handling risks:
 - Identify risks: discuss these with educators and check past incident/accident records.
 - Assess risks: look at how much strain, pressure, stress, weight, force, grip, skill and duration is required for each activity.
 - Control risks: when designing tasks in order to minimise injury, look at changing the way jobs are done, change the layout of the workplace and change equipment.
- Provide manual handling and correct lifting/back care training for all educators every 12 months and discuss procedures on a regular basis such as during staff meetings.
- Ensure manual handling information is clearly displayed in each room.¹⁹

The Health and Safety Representative must:

- Conduct 6 monthly checks to monitor the manual handling procedures (as part of the Work Health and Safety Inspection Report) across the service and alert the Director and Staff Representative on the Management Committee to any problems immediately.

Educators must:

- Assist in identifying manual handling risks and hazards.
- Use their common sense and not take unnecessary risks when handling large/heavy objects.
- Not perform tasks at low levels for long periods of time.
- Avoid bending down at the waist to interact with children and use small chairs with good back support and maintain good posture or use adjustable adult chairs for eye level interaction.
- If possible, when sitting on the floor, sit against a wall or furniture to provide back support.
- Minimise repetitive bending and stooping when cleaning up toys.
- Follow the correct lifting procedures for children and objects.²⁰

Strategies for Minimising Back Injuries

Heritage management will provide:

- Adult height sinks and change tables.
 - The Preschool bathroom does not yet have an adult sized sink which is a risk for educators who must bend to wash hands after assisting Preschoolers with toileting. Educators must ensure they bend their knees to wash their hands to mitigate this risk.
- Adult sized toilets for adults and low self-help toilets for children, and step stools for children.
- Features in outdoor areas for educators to sit on.
- Small chairs with good back support and adjustable adult-sized chairs are available for educators to use instead of squatting or bending for interaction with children at eye level.
- An adult chair for educators when feeding infants.
- Cots with a high working height and drop-sides.
- Toddler beds that are lightweight and stackable with washable mattresses.

¹⁹ Refer to Attachment 1: Manual Handling Guide for Early Childhood Educators

²⁰ Refer to: Safe Lifting Techniques over-page; Attachment 1: Safe Lifting Guide for Early Childhood Educators



- A trolley for laundry and have the clothesline at a reachable height.
- Mechanical aids where suitable for lifting/moving, ensuring they are not a safety hazard.
- Well maintained step ladders/ladders/step platforms if required and ensure tables and chairs not used for reaching higher objects.
- Training in safe ladder use, ie, three points of contact on ladders at all times (eg, one hand and two feet) and top rung of ladders not used.
- Adult sized furniture in all areas where adults do not interact with children.
- Training, posters and information on back care and safe lifting techniques.

Office and Storage Areas

Heritage management will:

- Ensure shelving, filing cabinets and storage cupboards are secure and at a suitable height for educators in order to reduce the need to stretch to reach them.
- Minimise the need to reach above shoulder level by ensuring frequently used items are placed between shoulder and knee height and heavier objects are not stored overhead.
- Ensure shelving is well maintained, fixed securely and not overloaded.
- Provide lightweight, stackable containers with wheels and handles to store objects.
- Minimise the need for extended reaching forward, eg, leaning into low equipment boxes.
- Train educators, when sliding, pulling or pushing equipment, to organise a team lift; lift or move furniture with at least 2 people.
- Minimise the need to lift of children by having steps/foot stools in areas where lifting children is likely to be needed, such as nappy change areas.
- Ensure educators change children from a front on position and supplies are within easy reach so educators do not over stretch.
- Use labels on heavy equipment with storage and handling instructions.
- Ensure office areas are well organised and clutter free.
- Ensure charts with correct posture for computer use are on display.
- Encourage regular breaks from screen work.

Back Care and Safe Lifting Techniques

See table over-page



Back Care and Safe Lifting Techniques	
General Guidelines	<ul style="list-style-type: none"> • Heritage encourages educators to see the following acronym: <ul style="list-style-type: none"> ○ Back Straight ○ Avoid Twisting ○ Close to Body ○ Keep Smooth • Where possible, kneel rather than bend down to avoid neck and back problems. • When sitting on floor, lean against a wall, where possible. • Carry children only when necessary in the correct way, ie: • With one arm under the child’s buttocks and the other arm supporting the child’s back. • Holding the child facing in and as close to the body as possible. • Avoiding carrying the child on hips as this may strain the back. • When lifting awkward loads, lift with a balanced, comfortable posture. • Seek assistance when lifting a child/object weighing more than 15 kg. • Never twist while lifting. • When lifting a child/object, not stretch over and lift, but lean close and raise as close as possible to their body.
When lifting an Infant	<p>Educators are encouraged to use the ‘tripod lift and:</p> <ul style="list-style-type: none"> • Put one foot next to the infant. Keep back straight and slowly lower down onto one knee. • Position infant close to knee on the floor. Slide the infant from knee to mid-thigh, keep head forward, back straight, buttocks out and lift the infant onto the opposite thigh. • Put both forearms under the infant with palms facing upward and hug the infant close. • Prepare for the lift by looking forwards. Lift upwards following head and shoulders. Hold the infant close to body. Lift by extending legs while keeping back straight and buttocks out. • Breathe as lift.
When lifting a toddler or object	<p>Educators are encouraged to:</p> <ul style="list-style-type: none"> • Place feet apart in a striding position. • Keep breastbone elevated. • Bend knees. • Brace stomach muscles. • Hold child or object close to body. • Move thigh muscles, not their spine to stand up. • Prepare to move in a forward direction. • Breathe out as lift.

Refer also to Attachment 1: Manual Handling Guide for Early Childhood Educators



Procedures for Injury / Illness Sustained while at Work

Heritage promotes the prevention of injury and illness through maintaining a safe and healthy working environment as set out in this policy.

Heritage is committed to providing effective occupational rehabilitation, and to supporting staff who have sustained injuries or illness to safely return to suitable employment through:

- Minimising the impact of injuries on employees and the workplace.
- Ensuring the provision of timely and appropriate intervention at each stage of the rehabilitation process.
- Implement policy and practice which is consistent with legislation and best practice injury management.

For employees with a pending or accepted workers' compensation claim, Heritage management will:

- Ensure that the safe return to work process commences as soon as possible (consistent with medical advice) after the illness or injury occurs.
- Utilise necessary expert advice and assistance to ensure the process is consistent with legislative requirements.

Pre-Employment Medical Disclosure Form

- Before commencing permanent employment, all employees must complete a Pre-Employment Medical Disclosure Form.
- Failure to disclose a pre-existing injury or disease will remove entitlement to Workers' Compensation benefits if the nature of the employment aggravates the pre-existing injury or disease.

In the event of any employee sustaining physical injury/illness whilst at work:

- The employee must report the incident to the Director immediately.
- Any physical injury of a significant nature (ie, falls, cuts, back pain and sprains), that may have immediate/future implications for workers' compensation, must be seen and assessed by a Medical Practitioner without delay and an approved medical certificate obtained.
- A Staff Accident Report form must be completed and the injury documented in the Register of Injuries.
- A **Guild Insurance Incident Report Form** must be completed within **48 hours** of receiving notification.
- The employee must notify the Director if leave is required.
- Where the employee seeks Workers' Compensation, the Director is responsible for coordinating the processing of claim forms, rehabilitation if necessary and workers' compensation payments to the affected staff member.

Summary of Obligations under the Guild Insurance Injury Management Program

The Employer must:

- Maintain a **Register of Injuries** accessible to all workers and workplaces.
- Establish, maintain and display a Return-to-Work program in consultation with workers, relevant unions and an approved rehabilitation provider.
- Display a Summary Notice accessible to all workers, this notice must set out the claim processes for making a claim.
- Notify Guild Insurance **within 48 hours** of being notified of an injury.
- Co-operate in the establishment of a **Personal Injury Plan** for the worker and comply with all reasonable obligations.
- Provide suitable duties for injured workers.
- Forward any documentation requested by the insurance company relating to the injured worker's claim **within 7 days**.



- Provide the worker with vocational rehabilitation.

The Employee must:

- Advise the Director they have received a workplace injury as soon as possible after the injury occurs.
- Enter details of their workplace injury in the **Register of Injuries** immediately.
- Nominate a treating doctor or medical practice who is prepared to take part in the development of their **Personal Injury Plan**. **Note:** If the treating doctor or medical practice does not wish to participate in the worker's return to work the worker must be prepared to change their treating doctor or medical practice. Guild Insurance must be notified of that change.
- Participate and co-operate in the establishment of a Personal Injury Plan and comply with all reasonable obligations under that plan.
- Attend any medical assessments made by Guild Insurance.
- Make all reasonable efforts to return to work with their pre-injury employer as soon as possible, having regard to the nature of the injury.
- Authorise their nominated treating doctor/practice to provide relevant information to the insurer or the employer for the purposes of their Personal Injury Plan.
- Complete and return the **Worker's Claim Form** with an approved medical certificate within **7 days** from the date of injury. If the completed claim form with an approved medical certificate is not received, weekly payments cease on the 8th day.
- Payments will recommence when the completed claim form and an approved medical certificate have been received.
- **Note:** The employee's entitlement to weekly compensation could cease if the worker unreasonably fails to comply with the obligations set out in the Personal Injury Plan.

Guild Insurance must:

- Establish and maintain an Injury Management Program and comply with the obligations under that plan.
- Take appropriate steps to ensure that each employer is made aware of their obligations under the Injury Management Program.
- Within **3 days** of being notified of an injury take action under the Insurers Injury Management Program and contact the employer, worker and doctor/practice (if applicable).
- Establish a **Personal Injury Plan** for an injured worker who has a significant injury. The Personal Injury Plan must be established with the agreement of the employer and the injured worker, with their co-operation and participation.
- Provide information to the employer and injured worker regarding the Personal Injury Plan. This also must include what happens to the workers entitlements to weekly compensation if the worker fails to comply with the Personal Injury Plan.
- Inform the employer of any steps taken under the Personal Injury Plan to return the injured worker to work.
- Make sure all medical treatment for reasonable services related to the injured workers injuries are paid promptly.
- Ensure as far as possible, that vocational rehabilitation provided or arranged for the injured worker under the Personal Injury Plan is of a kind that may reasonably be thought likely to lead to a real prospect of employment or a real increase in earnings for the injured worker.

Nominated Treating Doctor must:

- Participate in the Personal Injury Plan if they agree to be the injured workers nominated treating doctor.
- Provide relevant information to Guild Insurance, employer or a person who requires the information in relation to the management of the worker's claim for compensation eg. Rehabilitation Provider.



Refer to: Guild Insurance Workers Folder and Employer's Folder in Staff Resources Room

- These folders contain: The Register of Injuries; Injury Management Program Obligations; Worker's Step by Step Guide; Employer's Step by Step Guide; Approved Medical Certificate; Return to Work Program Policy and Procedures; Flow Chart for Employers for Managing Injury at Work.

Workers' Compensation Payments

- In accordance with the *Work Health and Safety Act 2011*, on the Insurer accepting the claim for workers' compensation, Heritage will compensate the injured employee until they are cleared to return to work by their Medical Practitioner.
- Payment is 100% of ordinary weekly earnings where the injury does not exceed 26 weeks. Where the injury does exceed 26 weeks, payments are reduced to 75% of ordinary weekly earnings. To ensure ongoing compensation payments, employees must submit a current medical certificate.
- In the event where approval has not been granted by the Insurer at the end of the employees pay period, accrued sick leave will be drawn upon to ensure the employee is not financially disadvantaged. Upon receiving approval from the Insurer, sick leave will be reimbursed. Where no sick leave has been accrued, no payments can be made until approval has been given by the Insurer.
- Any invoice for services/medical expenses are to be submitted to the Director for forwarding onto the Insurer for payment or reimbursement
- Employees are to note, sick leave and annual leave entitlements do not continue to accrue after 14 days leave in a 12-monthly period in the case of sickness or accident.
- The Superannuation Guarantee levy does not apply to employees receiving Workers' Compensation payments. Employees covered by the Child Care Industry Award are entitled to Superannuation contributions during the first 26 weeks of receiving payments under the Work Safety Act. Superannuation contributions cease hereafter until employee returns to work.
- For the purposes of Long Service Leave entitlements, continuity of service is suspended until the employee receiving Workers' Compensation payments return to work, ie, if an employee has three months off on Workers' Compensation, the employee must be engaged for seven years and three months before becoming eligible for Long Service Leave (as per Public Service Commission).

Managing Emergencies

Heritage management understands that best practice management of emergency situations is achieved through effective:

- Preparation and planning
- Response
- Recovery

Heritage management is committed to providing a framework for emergency management to:

- Minimise the risk posed by natural disasters and other emergency situations that could pose a threat to life, health or property
- Ensure a rapid response to emergencies when they occur.
- Ensure all employees are trained in managing emergencies in accordance with legislation and best practice in early childhood education. ²¹

²¹ Refer to: Emergency and Evacuation Policy



Excursions and Transportation

The Work Health and Safety Policy and Procedures apply on all excursions to ensure the health and safety of employees, family volunteers and children at all times. Appropriate supervision is a priority, and a risk assessment is undertaken for each excursion.²²

All personal or hired vehicles used by Heritage to transport educators, family volunteers or children must be:

- Roadworthy.
- Properly registered for the number of passengers.
- Third party insured.
- Driven by a person holding an appropriate driver's licence for the class of vehicle being used.

Children travelling by personal or hired vehicle while in the care of Heritage, for example on an excursion, must have parental consent and be transported safely by:

- Following the driver/hirer's instruction when using a bus.
- Complying with the Australian road rules when transporting children in motor vehicles.
- Ensuring that no child is left in a vehicle without adult supervision.
- Using a child restraint where appropriate which conforms to current ACT laws, and the child's weight and size.
- Having contingency plans in place in the case of vehicle breakdown or accident.

Notifications of Death, Serious Injury or Illness

- Early childhood education and care service providers are required to report serious incidents under the *Work Health and Safety Act 2011*. In some circumstances providers need to notify both Children's Education and Care Assurance (CECA) and WorkSafe ACT when a serious incident involves a child.
- WorkSafe ACT is undertaking a campaign to audit Education and Care services during 2021.

Work Health and Safety ACT 2011

- The Director, in consultation with the Management Committee must notify WorkSafe ACT as soon as they become aware of a death, serious injury, illness or incident.
<https://www.worksafe.act.gov.au/health-and-safety-portal/notify-worksafe>
- The Director must ensure the site where the incident occurred is left undisturbed as much as possible until an inspector arrives or as directed by the regulator.

Education and Care Services National Law (ACT) Act, 2010

- The Director, in consultation with the Management Committee must notify the ACT Regulatory Authority - CECA²³ within **24 hours** of a serious incident.²⁴
- This notification must be done by submitting a notification using the National Quality Agenda IT System (NQAITS): <http://www.acecqa.gov.au/national-quality-agenda-it-system>
- If there is any doubt, the Director must contact CECA for clarification.
Children's Education and Care Assurance, Early Childhood Policy and Regulation,
Education Directorate, ACT Government.
Website: www.education.act.gov.au
Email: ceca@act.gov.au
Phone: (02) 6207 1114
Fax: (02) 6207 1128

²² Refer to Excursions and Incursions Policy

²³ Refer to: Definitions

²⁴ Refer to: Definitions



Documenting Work Health and Safety Procedures and Practices

Heritage management understands that effective work health and safety documentation improves communication between stakeholders and ensures consistent and accurate information.

Records kept by Heritage relating to work health and safety include:

- Documents confirming Australian Standards are met for:
 - Glazing materials and installation
 - Cots
 - Soft fall and outdoor equipment
 - Fencing and gates
 - Any other equipment and furniture
- Documents confirming hot water is tempered.
- ANU Facilities and Services Work Health and Safety Audit Reports.
- Daily, Weekly, Monthly, 6 monthly and Annual WHS Checks.
- Material Safety Data Sheets (MSDS).²⁵
- Accident, Illness, Injury and Trauma Forms.²⁶
- Administration of Medication Forms.²⁷
- Serious Incident Reporting Forms.
- Emergency Evacuation and Lockdown Practise Drills Documentation.
- Educator Compliance Checks²⁸
- Complaints and Grievance Management Forms.²⁹
- Staff Performance Appraisal Forms and Educator Training Records.³⁰
- Excursions Risk Assessment. ³¹

Communication and Consultation

Heritage management understands that:

- It is a legal requirement to ensure effective consultation is undertaken with employees regarding WHS.
- Effective consultation occurs when information on matters that may affect health, safety and welfare, is shared with employees.
- Employees must be given the opportunity to express their views and opinions so that these can be taken into account when decisions are made about WHS.

At Heritage:

- Educators, relief educators, students and families are informed of the Heritage Work Health and Safety Policy and Procedures through the induction and enrolment processes. They receive all relevant Handbooks (Heritage Handbook, Educator/Relief Educator Handbook) that contain WHS information and access to the Policy and Procedures section within the Members Area on the Heritage website.
- Work Health and Safety posters are displayed throughout the service for the Heritage community.
- Notice boards and emails are used to inform the Heritage community of work health and safety matters.
- Work Health and Safety is listed as an agenda item at each staff meeting and Committee Management Meeting. Discussions include related policies, procedures and guidelines; how tasks are undertaken at low levels; how equipment is maintained, moved and stored; how often children need to be lifted; wellbeing and stress management techniques etc.

²⁵ Refer to: Dangerous Products Policy

²⁶ Refer to: First Aid for Injury, Trauma and Illness Policy; Illness and Infectious Diseases Policy

²⁷ Refer to: Medical Conditions Policy; Medication Policy

²⁸ Refer to: Food Safety Policy, HACCP Food Safety Plan, Hygiene and Infection Control Policy

²⁹ Refer to: Complaints and Grievance Management Policies (Staff and non-Staff)

³⁰ Refer to: Employment and Recruitment Policy

³¹ Refer to: Excursions and Incursions Policy

- Work Health and Safety is included regularly as a newsletter item so that families understand their role in helping the Heritage community and premises stay safe.
- Daily safety checks by educators enable new hazards to be identified and discussed with the Director and HSR as they arise.
- Support agencies or guest speakers educate employees and families about health and safety issues.
- Children are taught about health and safety as part of the educational program. Areas of focus in the program include fire safety, food safety, hygiene and hand washing. In addition, educators must model health and safety behaviours and practices at all times.

Training and Professional Development

- Heritage ensures educators and supervisors have access to WHS training during their induction and ongoing and refresher professional development that increases their understanding of work-health and safety issues and ensures they are well practiced in all emergency procedures.
- Heritage management understands that for WHS training to be effective, there must be good supervision to embed the training into day-to-day practice.

WHS training includes:

- On-the job training by senior educators, supervisors and the Director.
- Instructions on WHS responsibilities and daily practices.
- Specific hazard training.
- Work procedures and skills training (eg, manual handling, food safety, hygiene).
- Emergency procedures training (eg, evacuation drills).
- First aid training and HSR training.
- Back care and manual handling.
- Wellbeing and stress management.

Summary of Responsibilities

Persons with responsibility for health and safety while on the Heritage premises include the Director, Management Committee, Health and Safety Representative (HSR), Heritage Maintenance Person, all employees, families, students, visitors, ANU Facilities and Services personnel, ANU Security personnel, external contractors (such as tradespersons, cleaners) and persons requiring special consideration, eg, pregnant women.

Persons with Responsibility	Responsible for Ensuring:
<p>The Management Committee</p>	<ul style="list-style-type: none"> • A work environment is provided and maintained that is, as far as practicable, safe and without risks to health (<i>WHS Act 2011</i>). • All work health and safety related policies, including this policy, are transparent and easily available for any person to access. • This policy is updated regularly in consultation with the Director, educators, contractors and parents/guardians to reflect WHS and other legislative requirements and early childhood education best practice. • The Director is supported to implement WHS procedures in daily practice as per the policy. • WHS Systems and procedures, including risk management processes, are developed in consultation with all stakeholders and implemented which comply with current WHS legislation. • Operations which pose unacceptable risks are discontinued. • WHS is an agenda item at every Committee meeting. • Adequate resources are allocated to implement this policy.



	<ul style="list-style-type: none"> • Educators and staff are aware they are entitled to elect a Health and Safety Representative (HSR) to carry out duties as per the legislation and HSR Duty Statement.³² • There is appropriate information, instruction, training and supervision for employees regarding WHS procedures, including through Handbooks, training and professional development. • Employees are informed of known hazards to their health and wellbeing that are associated with the work that they perform at the service. This is understood as a duty of care owed to all employees, children, parents/guardians, volunteers, students, contractors and any members of the public who are at the workplace at any time. • There is adequate consultation with employees on WHS matters including: <ul style="list-style-type: none"> ○ Identification of hazards ○ Making decisions on how to manage health and safety risks ○ Making decisions on health and safety procedures ○ Proposed changes at the service that may impact on health and safety ○ Attempting to resolve WHS issues with employees or their representatives within a reasonable timeframe • All plant and equipment for use by staff, including machinery, appliances and tools etc., is safe and meets relevant safety standards. • There are regular safety checks³³ related to the following: <ul style="list-style-type: none"> ○ Indoor and outdoor environments and all equipment including emergency equipment. ○ Playgrounds and fixed equipment in outdoor environments. ○ cleaning ○ Horticultural maintenance ○ Pest control • A regular External Audit is undertaken of WHS procedures and practices. • A WHS refresher course is undertaken by the Director or HSR at least every 3 years. • Material Data Sheets are available for chemicals.³⁴ • Procedures are in place to ensure all incidents, injuries, trauma and illnesses are recorded and responded to appropriately, and any patterns are identified so they may be avoided in the future.³⁵ • There are adequate welfare facilities including first aid services, rest and meal areas for all Heritage persons, and access to wellbeing plans. • Children are adequately supervised and educator to child ratios are at least equal to legislative requirements.³⁶ • Alcohol, cigarettes and illegal drugs are not brought on to the premises by educators and other staff.³⁷ • Emergency procedures are clearly visible in each room.³⁸ • WHS accountability is included in all job descriptions.³⁹ • When an employee sustains an injury or illness at work, each injured person is restored to the same physical, economic and social condition in
--	---

³² Refer to: Attachment: HSR Duty Statement

³³ Refer to: Safety Checks Chart

³⁴ Refer to: Dangerous Products Policy

³⁵ Refer to: First Aid Policy for Incidents, Accidents, Trauma and Illness

³⁶ Refer to: Supervision and Water Safety Policy

³⁷ Refer to: Heritage Code of Conduct/Ethics; Educator Handbooks; Reportable Conduct Policy

³⁸ Refer to: Emergency and Evacuation Policy

³⁹ Refer to: Employment and Recruitment Policy



	<p>which he/she was before suffering the injury/illness in accordance with the <i>WHS Act 2011</i>.⁴⁰</p> <ul style="list-style-type: none"> • Programs for employees returning to the workplace are developed in line with medical advice and insurance procedures, including rehabilitation programs due to a workplace injury, extended personal leave (stress, sick or bereavement) or parental leave. • There is no discrimination against employees who are involved in health and safety negotiations. • Producing WHS documentation as required by inspectors and answering any questions that an inspector asks. • Not obstructing, misleading or intimidating an inspector who is performing his/her duties.
<p>The Director</p>	<ul style="list-style-type: none"> • All employees are aware of the WHS policy and are supported to implement it at the service. • All work health and safety related policies are transparent, available for any person to access, adhered to and updated regularly to reflect legislative requirements and early childhood education best practice. • This policy is regularly reviewed according to the policy review schedule and in consultation with the Management Committee and all stakeholders, including staff, contractors and parents/guardians. • Identifying and providing appropriate resources and training to assist staff, contractors, visitors, volunteers and students to implement this policy. • Keeping up to date and complying with any relevant changes in legislation and practices in relation to this policy. • Employees have easy access to the WHS Policy, Staff Accident Report Form and Workers' Compensation information in Staff Resources Room. • Educators and staff are aware they are entitled to elect a Health and Safety Representative (HSR) to carry out duties as per the legislation and Duty Statement.⁴¹ • First Aid Officer and Health and Safety Representative notices are displayed in the Staff Room as required. • WHS risk management processes are developed and administered. • A written response is made to the 6 monthly WHS Inspection Report. • A regular External Audit is undertaken of WHS procedures and practices. • WHS documentation and records are stored appropriately. • A WHS refresher course is undertaken by the Director or HSR at least every 3 years. • All employees receive information and training on WHS issues including through Handbooks, the Policy and Procedures section on website, and professional development courses. • Employees are trained in the procedures for: <ul style="list-style-type: none"> ○ Lifting and carrying, especially of children. ○ Computer keyboard and workstation use. ○ Use of machinery and appliances including washing machine, dishwasher, photocopier and microwave. ○ Use and storage of chemicals. ○ Supervision of children.

⁴⁰ See: Section on Procedures for Injury/Illness Sustained while at Work

⁴¹ Refer to: Attachment: HSR Duty Statement



- Minimising the spread of infection.⁴²
- Material Data Sheets are available for chemicals.⁴³
- All incidents, injuries, trauma and illness are recorded and responded to appropriately and any patterns are identified so they may be avoided in the future.⁴⁴
- Regular safety audits are organised regarding the following:
 - Indoor and outdoor environments
 - All equipment, including emergency equipment
 - Playgrounds and fixed equipment in outdoor environments
 - Cleaning services
 - Horticultural maintenance
 - Pest control⁴⁵
- All equipment and materials used at the service meet relevant safety standards.
- All cupboards are labelled contain chemicals and first aid kits, and that child-proof locks are installed on doors and cupboards where contents may be harmful.
- On learning that an educator is pregnant, they are advised to seek information from their G.P. on the risks of working with young children and how to mitigate the risks.
- Operations which pose unacceptable risks are discontinued.
- All employees understand the need to exercise personal responsibility for their own safety and cooperate in preventing harm to others and this is clear in all job descriptions.
- When an employee sustains injury or illness at work, each injured person is restored to the same physical, economic and social condition in which he/she was before suffering the injury/illness in accordance with the *WHS Act 2011*.⁴⁶
- Programs for employees returning to the workplace are developed in line with medical advice and insurance procedures. This includes rehabilitation programs due to a workplace injury, extended personal leave (stress, sick or bereavement) or parental leave.
- All contractors and visitors to Heritage comply with the WHS Policy and Procedures while on the premises.
- There are adequate welfare facilities including first aid services, rest and meal areas for all Heritage persons, and access to wellbeing plans.
- All buildings, equipment required in the buildings, and external areas are safe at all times.⁴⁷
- Children are adequately supervised and educator to child ratios are at least equal to legislative requirements.
- Alcohol, cigarettes and illegal drugs are not brought on to the premises by educators and other staff.
- Emergency procedures are clearly visible in each room.
- The service is up to date with current legislation on child restraints in vehicles if transporting children.
- Implementing and practising emergency and evacuation procedures.⁴⁸

⁴² Refer to: Health and Safety Guides/Posters; Dangerous Products Policy; Supervision and Water Safety Policy; Illness and Infectious Diseases Policy; Food Safety Policy; HACCP Food Safety Plan

⁴³ Refer to: Dangerous Products Policy

⁴⁴ Refer to: First Aid Policy for Incidents, Injuries, Trauma and Illness

⁴⁵ Refer to: WHS Safety Checks Chart

⁴⁶ Refer to: Section on Procedures for Injury/Illness Sustained while at Work

⁴⁷ Refer to: Section on Work Health and Safety Checks

⁴⁸ Refer to: Emergency and Evacuation Policy and Procedures



<p>The Health and Safety Representative (HSR)</p>	<ul style="list-style-type: none"> • Their role in the WHS consultation process is understood. • It is understood that HSRs are elected for 3 years unless they leave the work group, are disqualified, resign or the majority of workers they represent agree they should not represent them. • Their primary function is to represent educators and staff in relation to WHS matters. • They receive and read the HSR Duty Statement.⁴⁹ • They undergo relevant training. • Regular safety checks are completed including:⁵⁰ <ul style="list-style-type: none"> ○ Monthly Water Temperature Check. ○ Monthly Quarterly Nappy Change Procedures Staff Educator Compliance Check.⁵¹ ○ Quarterly Hygiene and Infection Control Procedures Educator Compliance Check.⁵² ○ Quarterly Food Safety Procedures Educator Compliance Check.⁵³ ○ 6 monthly Workplace Health and Safety Inspection Report. ○ HACCP Food Safety Procedures Compliance Check - cooking activities.⁵⁴ • Any issues are promptly reported to the Director and the Staff Representative on the Management Committee. • Any issues are discussed at staff meetings. • Compliance measures by Heritage management are monitored. • Complaints relating to WHS from educators/staff are investigated. • Any identified risks to the health or safety of educators/ staff are investigated. • Two weeks' notice is given to the Director if they wish to relinquish the position.
<p>All Educators and Staff</p>	<ul style="list-style-type: none"> • They abide by their duty to take all reasonable, practicable steps for their own health and safety and that of others in their care. • The procedures in this policy are implemented and they consider contributing to the review of this policy. • They are vaccinated against COVID-19 if contact staff. • Immunisations are up to date. • Taking a serum test within 3 months of probation period to identify the need for booster shots. • They co-operate with reasonable WHS actions taken by the Management Committee and/or Director, including: <ul style="list-style-type: none"> • The WHS procedures as set out in service policies are followed. • WHS training is attended as required. • They co-operate with any WHS investigations. • Good WHS practices are encouraged with fellow employees and others attending the service. • A clean and tidy environment daily and removing tripping/slipping hazards as soon as these become apparent. • They look out for spiders, snakes and vermin. Special attention is paid to cubby houses and sheds which are also checked as part of their daily safety checks by educators.

⁴⁹ Refer to: Attachment: HSR Duty Statement

⁵⁰ Refer to: Table of WHS Safety Checks

⁵¹ Refer to: Hygiene and Infection Control (including Toileting) Policy

⁵² Refer to: Hygiene and Infection Control (including Toileting) Policy

⁵³ Refer to: Food Safety Policy (Food from Home)

⁵⁴ HACCP Plan (Food Made on Premises)



	<ul style="list-style-type: none"> • They report to the Health and Safety Representative (HSR) or Director as soon as any hazards are found on the Heritage premises • They read the relevant Educator Handbook, refer to the Policy and Procedures section on the Heritage website, and become familiar with the Heritage policies and procedures relating to health and safety. • They make every effort to ensure that children can play in safety and regularly check equipment and play areas/premises for hazards according to the schedule of WHS checks and as required.⁵⁵ • Children are educated in the appropriate use of equipment and prevented from using equipment unsuitable for their stage of development. • Appropriate programs to educate children regarding health and safety issues are developed. Potentially dangerous products and equipment are stored out of reach and/or within a locked or supervised environment.⁵⁶ • Children are not allowed access to areas beyond the boundaries of Heritage without appropriate supervision.⁵⁷ • Children are encouraged to develop appropriate behaviour towards others.⁵⁸ • An accurate daily attendance roll is kept and children are only released to authorised persons.⁵⁹ • Photographs of children are not taken without parental permission.⁶⁰ • Safety equipment provided by the ANU is not interfered with and emergency and evacuation procedures are practised as required.
<p>Students, Contractors and Family Volunteers</p>	<ul style="list-style-type: none"> • They are familiar with this policy and complying with all service policies and procedures, including this WHS Policy, while at the service. • They do not act recklessly or in any way that might place the health and safety of other adults and children at the service at risk. • They undertake an induction as required. For example, student and regular volunteers read and sign the Relief Educator Handbook and complete the Student/Volunteer Declaration and Induction Checklist prior to commencement at the service. • They follow the directions of staff at the service at all times to ensure that the health, safety and wellbeing of adults and children at the service is protected.
<p>Families</p>	<ul style="list-style-type: none"> • They read the Family Handbook, refer to the Policy and Procedures section on the Heritage website and become familiar with/abiding by all policies and procedures relating to health and safety. • They abide by their duty to take all reasonable, practicable steps for their own health and safety while on the Heritage premises, eg, holding their child's hand in the carpark. • They report to the Director immediately if they identify any hazards on the Heritage premises. • They do not act recklessly and/or place the health and safety of other adults or children at the service at risk.

⁵⁵ Refer to: Table of WHS Safety Checks

⁵⁶ Refer to: Dangerous Products Policy

⁵⁷ Refer to: Supervision and Water Safety Policy

⁵⁸ Refer to: Supporting Children's Behaviour Policy

⁵⁹ Refer to: Delivery and Collection of Children Policy

⁶⁰ Refer to: Child Protection Policy; Social Media Policy

<p>Heritage Maintenance Person</p>	<ul style="list-style-type: none"> • They check the maintenance work sheet daily and confirm with the Director/Responsible Person in Charge any tasks to be prioritised. Safety checks of the premisses are completed every day and maintenance resulting from checks must be added to maintenance work sheets. These safety checks are completed and signed off by room staff. • They undertake minor carpentry, maintenance, painting/touch up tasks etc. tasks as requested. • They ensure the work area is kept tidy. • They are inclusive of children where tasks are suitable.
<p>Pregnant Women</p>	<p>All educators and regular visitors to Heritage who are planning to become, or who are, pregnant are asked to talk to their GP and inform them that they are in regular contact with children and discuss how they can minimise the risks of contracting the following infections in the workplace:</p> <ul style="list-style-type: none"> • Rubella: Women of childbearing age need to be protected from Rubella as it can cause birth defects. Immunity be tested with a blood test. • Cytomegalovirus (CMV): CMV may be contracted from nappy changing routines. In pregnancy it may affect the unborn child. The risk is low if the mother has had CMV before. A blood test can identify immunity. • Toxoplasmosis: This disease can lead to congenital abnormalities. It is contracted by contact with cat faeces or eating poorly cooked meat. • Chicken Pox: Most adults have had chicken pox or can be immunised. Pregnant women exposed to chicken pox in early pregnancy should contact their doctor. An injection of antibodies can be given if exposed. • Erythema Infectiosum: Commonly known as Slapped Cheek, can cause miscarriage or still births in a small percentage of women. Malformations do not appear to occur in babies who survive this infection in the mother. <p>Pregnant educators must take extra care:</p> <ul style="list-style-type: none"> • When changing nappies during their pregnancy and wear Personal Protective Equipment (PPE), eg gloves, apron, face mask. • During manual handling of objects and children and ask for assistance. • If they have a proven risk of CMV and not change nappies.

Non-compliance with Work Health and Safety Policy

Work Health and Safety is of paramount importance to providing high quality education and disciplinary action may be taken against employees who do not follow the guidelines set out in this policy.⁶¹

Policy Review and Evaluation

In order to assess whether the values and purposes of this policy have been achieved, the Management Committee will:

- Regularly seek feedback from educators, other staff, parents/guardians, children, management and all those in the Heritage community affected by the policy regarding its effectiveness.
- Monitor the implementation, compliance, complaints and incidents in relation to this policy.
- Report on WHS issues and achievements in the service’s Quality Improvement Plan (QIP) and/or management committee meetings as required.

⁶¹ Refer to: Non-Compliance Policy; Complaints and Grievance Management Policy (Staff and non-staff) Staff Underperformance and Misconduct Policy.



- Keep the policy up to date with current legislation, and relevant research and best practice.
- Revise the policy and procedures as part of the Heritage policy review cycle, or as required and provide educators and families with opportunities to contribute to the review.
- Notify parents/guardians at least 14 days before making any change to this policy.

Related Policies

Name	Location
Allergy and Anaphylaxis Policy	Policy and Procedures in Members Area on Heritage Website
Asthma Policy	
Behaviour Support Policy	
Child Protection Policy	
Clothing and Footwear Policy	
Dangerous Products Policy	Family Handbook
Enrolment and Graduating Rooms Policy	Educator and Relief Educator Handbooks
Emergency and Evacuation Policy	Policy and Procedures Manual in Front Entrance and Staff Resources Room
Employment and Recruitment Policy	
Excursions and Incursions Policy	
Heritage Code of Conduct/Ethics	
First Aid for Injury, Illness and Trauma Policy	
Food Safety Policy (Food from Home)	
Complaints and Grievance Management Policy (non-Staff)	
HACCP Food Safety Plan (Food Made on Premises)	
Hygiene and Infection Control (incl. Toileting) Policy	
Illness and Infectious Diseases Policy	
Immunisation Policy	
Medical Conditions Policy	
Medication Policy	
Non-Compliance Policy	
Sleep, Rest and Relaxation Policy	
Staff Complaints and Grievance Management Policy	
Staff Underperformance and Misconduct Policy	
Sun/UV Protection Policy	
Students and Volunteers Policy	
Supervision and Water Safety Policy	

Sources and Further Reading

Legislative References

Australian Children’s Education and Care Quality Authority (ACECQA). (2017). *Guide to the National Quality Framework.*

https://www.acecqa.gov.au/sites/default/files/2018-03/Guide-to-the-NQF_0.pdf

Education and Care Services National Law Act 2011 (ACT). *Effective: 1 January 2018.*

<http://www.legislation.act.gov.au/a/2011-42/current/pdf/2011-42.pdf>

Education and Care Services National Regulations 2011 (ACT). *Current Version 1 Feb 2018.*

<https://www.legislation.nsw.gov.au/#/view/regulation/2011/653>

Work Health and Safety Act 2011 (ACT). [WHS ACT 2011:](https://www.legislation.act.gov.au/a/2011-35/)

<https://www.legislation.act.gov.au/a/2011-35/>



Other References

- Australian National University.** *Work Health and Safety Policy.*
<https://policies.anu.edu.au/ppl/index.htm>
- BeYou. (2020).** *Exceeding National Quality Standard and Be You.*
<https://beyou.edu.au/resources/news/exceeding-national-quality-standard-themes-and-be-you>
- Children's Services Central (2012).** *Work Health and Safety in Education and Care Services.*
<https://www.acecqa.gov.au/sites/default/files/2021-01/WorkHealthAndSafetyInEducationAndCareServices.PDF>
- Children's Services Central (2012).** *Managing Emergency Situations*
<https://www.acecqa.gov.au/sites/default/files/2021-01/ManagingEmergencySituationsInEducationAndCareServices.PDF>
- Early Learning Association Australia. (2015).** Are your tasks performed safely in your children's service? <https://www.ohsinecservices.org.au/>
- Frith, j., Kambouris, N., & O'Grady, O. (2003).** *Health & Safety in Children's Centres. Model Policies & Practices. 2nd edition.* School of Public Health & Community Medicine, University of New South Wales.
- Gowrie Professional Support Co-ordinator. (n.d.)** *Back Care in Early Childhood Settings*
<https://www.acecqa.gov.au/sites/default/files/2021-01/BackCareInEarlyChildhoodSettings.PDF>
- National Childcare Accreditation Council (closed) (2010).** *Sample Occupational Health and Safety Policy Template.*
<https://webarchive.nla.gov.au/awa/20170216174937/http://ncac.acecqa.gov.au/educator-resources/policy-development.asp>
- National Health Medical Research Council. (2013).** *Staying Healthy. Preventing infectious diseases in early childhood education and care services, 5th Edition.*
<https://www.nhmrc.gov.au/sites/default/files/documents/reports/clinical%20guidelines/ch55-staying-healthy.pdf>
- Safe Work Australia. (2020).** *Resources for Workplaces in the Early Childhood Education and Care Industries on WHS, workers' compensation and COVID-19.*
<https://www.safeworkaustralia.gov.au/covid-19-information-workplaces/industry-information/early-childhood-education>
- Safe Work Australia. (2019).** *Guide to the model Work Health and Safety Act.*
<https://www.safeworkaustralia.gov.au/doc/guide-model-work-health-and-safety-act>
- Safe Work Australia. (2013).** *How to Determine what is Reasonably Practicable to Meet a Health and Safety Duty.*
<https://www.safeworkaustralia.gov.au/doc/how-determine-what-reasonably-practicable-meet-health-and-safety-duty>
- Safe Work Australia (n.d.).** *Model Codes of Practice.*
https://www.safeworkaustralia.gov.au/feature_item/model-codes-practice
- Safe Work Australia (n.d.).** *Work Health and Safety Consultation, Co-operation and Co-ordination Code of Practice.*
<https://www.safeworkaustralia.gov.au/system/files/documents/1702/whsconsultationcooperationcoordination.pdf>
- Safe Work Australia. (2019).** *Comparison of Workers' Compensation Arrangements in Australia and New Zealand.* <https://www.safeworkaustralia.gov.au/doc/comparison-workers-compensation-arrangements-australia-and-new-zealand-2019>
- WorkSafe ACT. (2020).** *WorkSafe ACT's proactive campaign to audit childcare centres.*
<https://www.worksafe.act.gov.au/about-worksafe-act/news-and-media/news/action-notice-those-protecting-our-children-are-at-risk-of-compromised-whs-standards>
- WorkSafe ACT. (2020).** *Work Health and Safety Legislation.*
<https://www.worksafe.act.gov.au/laws-and-compliance>
- WorkSafe ACT. (2020).** *Safety Checklists.* <https://www.worksafe.act.gov.au/health-and-safety-portal/safety-resources/safety-checklists>
- WorkSafe Victoria. (2019).** *Children's Services OHS Compliance Kit.*
<https://content.api.worksafe.vic.gov.au/sites/default/files/2019-10/ISBN-Childrens-services-occupational-health-and-safety-compliance-kit-2019-10.pdf>



Useful Websites

Australian Children’s Education and Care Authority - <http://www.acecqa.gov.au/>
 BeYou - <https://beyou.edu.au/>
 Kidsafe – <http://www.kidsafe.com.au>
 Safe Work Australia: <http://www.safeworkaustralia.gov.au/sites/SWA>
 Standards Australia: <www.standards.org.au>
 WorkSafe ACT - <https://www.worksafe.act.gov.au/>
 Workwatch (Work Health and Safety Training in the ACT) - <http://www.workwatch.com.au/>

Useful Factsheets

Be You: Resources for Educators: <https://beyou.edu.au/fact-sheets>
Be You: Wellbeing Factsheets for Educators: <https://beyou.edu.au/fact-sheets/wellbeing>
Be You: Wellbeing Plan for Educators:
<https://beyou.edu.au/-/media/wellbeing-tools-for-you/practice/be-you-wellbeing-plan-for-educators.pdf?la=en&hash=63AD91B6A7505C25FBA94BFD8A206A4C0875663B>
Kidsafe. (n.d.): Education and Resources: <https://kidsafe.com.au/home-safety/>
WorkSafe Victoria: WHS Factsheets for Children’s Services.

- Moving Equipment in Children’s Services.
<https://www.worksafe.vic.gov.au/resources/moving-equipment-childrens-services-health-and-safety-solution>
- Using cots, high-chairs and change tables in early learning workplaces.
<https://www.worksafe.vic.gov.au/using-cots-highchairs-and-change-tables-early-learning-workplaces>
- Working at Low Levels in Children’s Services.
https://content.api.worksafe.vic.gov.au/sites/default/files/2018-06/02956_wor_H26S_Solutions_working_at_low_levels_in_childrens_services_WEB.pdf
- Maintaining Indoor and Outdoor Areas in Children’s Services.
https://content.api.worksafe.vic.gov.au/sites/default/files/2018-06/02956_wor_H26S_Solutions_Maintaining_indoor_outdoor_areas_WEB.pdf
- Storing Supplies and Equipment in Children’s Services.
<https://content.api.worksafe.vic.gov.au/sites/default/files/2018-06/ISBN-Storing-supplies-and-equipment-in-childrens-services-2017-06.pdf>

Version Control and Change History

Version Number	Approval Date	Approved by	Author and Amendments
1	October 2001	Management Committee	
2	September 2010	Management Committee	Author: Julia Charters Rewrite of policy to meet Standards 2009.
3	April 2012	Management Committee	Added Toys from Home Procedures on p10
4	August 2014	Management Committee	Author: Julia Charters Updated to meet new National Regulations and National Quality Standard and Work Health and Safety Act 2011. Added Contents Page and List of Attachments; Updated attachments, Policy Statement, Rationale, References. New WHS terminology used to reflect WHS Act 2011 which replaced Work Safety Act 2008.



			<p>New Risk Assessment using Risk Matrix. More detail added to Risk Tables and Manual Handling and Back Care section based on WHS Factsheets for Children’s Services (WorkSafe Victoria, 2011). Added notification of serious incidents requirements to WorkSafe ACT and ACECQA.</p>
5	December 2019	Management Committee	<p>Author: Julia Charters. Major Review</p> <ul style="list-style-type: none"> • Updated Policy Statement to better reflect legislative environment including relevant National Law, Regulations and Quality Standards. • Updated Appendix on related legislation. • Added Definitions. • Added detailed section on Legislative Background. • Updated Summary of Responsibilities. • Updated References and Factsheet links. • Updated Risk Assessment to reflect: <ul style="list-style-type: none"> ○ Excursions and Incursions Policy 2019, including Regular Outings and Forest School Risk Benefit Assessment. ○ Emergency and Evacuation Policy 2020, including COVID 19/Pandemic Management Plan; firepit accident, extreme heat and poor air quality etc ○ Physical Activity Policy, including Risk Benefit Analysis of Natural Environments in and around Heritage premises. • Added use of Bike Helmets under Toys and Equipment • Updated CECA and Worksafe ACT notification procedures for Serious Incidents and Notifiable Incidents.
6	April 2020	Director	<p>Addition of COVID-19 procedures to risk assessment. Added references to “BeYou” Wellbeing for Educators Resources.</p>
7	February 2022	Director	<p>Addition of COVID-19 Procedures Table for Term 1 2022.</p>
8	March 2022	Director	<p>Updated COVID-19 Procedures Table to reflect updated COVID-19 Policy and Procedures</p>
9	May 2022	Director	<p>Updated COVID-19 Procedures Table to reflect updated COVID-19 Policy and Procedures</p>
10	October 2022	Director	<p>Updated COVID-19 Procedures Table to reflect updated Illness and Infectious Diseases Policy and Procedures</p>
11	April 2023	Director	<p>Updated COVID-19 Procedures Table to reflect updated COVID-19 Policy and Procedures.</p>



Appendix 1: Related National Law, Regulations and Quality Standards

National Law, Section 167: Protection from harm and hazards

- (1) The approved provider of an education and care service must ensure that every reasonable precaution is taken to protect children being educated and cared for by the service from harm and from any hazard likely to cause injury.
- (2) A nominated supervisor of an education and care service must ensure that every reasonable precaution is taken to protect children being educated and cared for by the service from harm and from any hazard likely to cause injury.

National Law Section 174: Offence to fail to notify certain information to Regulatory Authority

- (2) An approved provider must notify the Regulatory Authority of the following information in relation to an approved education and care service operated by the approved provider:
 - (a) any serious incident at the approved education and care service;
 - (b) any complaints alleging--
 - (i) that a serious incident has occurred or is occurring while a child was or is being educated and cared for by the approved education and care service; or
 - (ii) that this Law has been contravened;
 - (c) information in respect of any other prescribed matters.

National Regulation 168:

- Policies and Procedures are required in relation to providing a child safe environment.

Physical Environment National Law and Regulations 77 and 103-117:

- Fencing and security: National Law: Section 167, National Regulations: Regulation 104
- Furniture, materials and equipment: National Regulations: Regulations 103, 105
- Laundry and hygiene facilities: National Regulations: Regulations 77, 106
- Indoor space requirements: National Regulations: Regulation 107
- Outdoor space requirements: National Regulations: Regulation 108
- Toilet and hygiene facilities: National Regulations: Regulation 109
- Ventilation and natural light: National Regulations: Regulation 110
- Administrative space: National Regulations: Regulation 111
- Nappy change facilities: National Regulations: Regulation 112
- Outdoor space—natural environment: National Regulations: Regulation 113
- Outdoor space—shade: National Law: Section 167 (protection from harm and hazards). National Regulations: Regulations 114, 168
- Premises designed to facilitate supervision: National Law: Section 165. National Regulations: Regulation 115
- Glass: National Regulations: Regulation 117

Regulation 12: Meaning of Serious Incident

For the purposes of section 174(5) of the Law, the following are prescribed as serious incidents—

- (a) the death of a child—
 - (i) while being educated and cared for by an education and care service; or
 - (ii) following an incident while being educated and cared for by an education and care service;
- (b) any incident involving serious injury or trauma to, or illness of, a child while being educated and cared for by an education and care service—
 - (i) which a reasonable person would consider required urgent medical attention from a registered medical practitioner (Examples: Whooping cough, broken limb, anaphylaxis reaction); or
 - (ii) for which the child attended, or ought reasonably to have attended, a hospital;
- (c) any incident where the attendance of emergency services at the education and care service premises was sought, or ought reasonably to have been sought;



- (d) any circumstance where a child being educated and cared for by an education and care service—
- (i) appears to be missing or cannot be accounted for; or
 - (ii) appears to have been taken or removed from the education and care service premises in a manner that contravenes these Regulations; or
 - (iii) is mistakenly locked in or locked out of the education and care service premises or any part of the premises.

136 First aid qualifications

- (1) The approved provider of a centre-based service must ensure that each of the following persons are in attendance at any place where children are being educated and cared for by the service, and immediately available in an emergency, at all times that children are being educated and cared for by the service--
- (a) at least one staff member or one nominated supervisor of the service who holds a current approved first aid qualification;
 - (b) at least one staff member or one nominated supervisor of the service who has undertaken current approved anaphylaxis management training;
 - (c) at least one staff member or one nominated supervisor of the service who has undertaken current approved emergency asthma management training.
- (4) The same person may hold one or more of the qualifications set out in subregulation (1).

The National Quality Standard

Standard 2.2: Safety: Each child is protected.

- Element 2.2.1: Supervision: At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard
- Element 2.2.2: Incident and emergency management: Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
- Element 2.2.3: Child protection: Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

Quality Area 3: Physical Environment

Standard 3.1: Design: The design of the facilities is appropriate for the operation of a service.

- Element 3.1.1: Fit for purpose: Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
- Element 3.1.2: Upkeep: Premises, furniture and equipment are safe, clean and well maintained.

Quality Area 7: Leadership and Service Management

- Standard 7.1: Effective leadership promotes a positive organisational culture and builds a professional learning community.



Appendix 2: Assessment of Risks to Heritage Community

Risk Matrix						
Likelihood	Consequence					
	Insignificant	Minor	Moderate	Major	Catastrophic	
	Almost certain	Moderate	High	High	Extreme	Extreme
	Likely	Moderate	Moderate	High	Extreme	Extreme
	Possible	Low	Moderate	High	High	Extreme
	Unlikely	Low	Low	Moderate	High	High
Rare	Low	Low	Low	Moderate	High	



Risk /Hazard Identified Physical (P), Chemical (C) Biological (B), Mechanical (M) or Psychological (Psych).	Initial Risk Assessment without Mitigation (Likelihood x Severity)	Procedures in place for Mitigating Emergency Risks	Risk Assessment with Mitigation (Likelihood x Severity)
Emergencies			
Fire/Smoke on premises/Grass fire/Catastrophic Bush Fire /Fire Pit Fire or Accident (P, C, Psyche)	Extreme	<ul style="list-style-type: none"> • Premises kept clean and tidy. • Regular work health and safety checks undertaken. • No smoking policy. • Filter in Electric Dryer checked before each use and regularly cleaned. • Children’s artwork kept away from heaters/coolers. • Dangerous chemicals stored safely. • Gas cylinders/hoses on BBQ checked regularly for wear. • ANU F&S regularly clears dry leaf litter from the gardens and gutters. • ANU F&S overseas safe installation of electrical equipment, eg, computers, ovens etc; conducts an annual safety check of electrical equipment/wiring. • ANU F&S regularly checks and tests fire equipment regularly checked and tested including smoke alarms, fire extinguishers and fire blankets. • Exits and passages kept clear of obstructions. • Regular Emergency Evacuation drills. • Heritage Floor Plan and detailed fire and catastrophic fire day procedures on display and in Handbooks. • Educators trained in emergency procedures and practice emergency evacuation and lockdown procedures every 3 months. • Educators trained in use of fire extinguishers. • Fire safety talks organised. Children taught ‘stop, drop and roll’. • Accurate attendance record kept of each child attending the service • Information on fire safety and bushfires from respected authorities regularly checked such as ACT Emergency Services Agency or ACT Health. <p>Fire Pit</p> <ul style="list-style-type: none"> • Fire pit is never left unattended while hot. • Strict rules explained each time fire pit is used and rules enforced. If child fails to follow rules, they are redirected to another area away from the fire. • Hose turned on and within very short distance of fire pit. 	Low

		<ul style="list-style-type: none"> • Seating (logs/rocks) are a safe distance back from the fire pit with a sand barrier between the children and the firepit, and children directed to sit out of the direct line of smoke from the fire. • Children must remain seated around the fire and not walk on the sand barrier near the fire. • Adequate supervision maintained at all times. • Bucket of cold water nearby at all times for use if a child reaches the fire and is scalded and needs to submerge a limb, hand or finger.⁶² 	
<p>Extreme Heat (P)</p>	<p>Extreme</p>	<ul style="list-style-type: none"> • Temperatures kept at comfortable levels and room ventilation is adequate to ensure the health and wellbeing of educators/children. • Heating and air-conditioning equipment regularly serviced. • Air-conditioning filters cleaned every 3 months. • Adequate shade is provided for all play areas. • Sun-safe hats worn by all educators and children during the warmer months and when the UV rating is above 3. • Sunscreen is applied appropriately by families and educators to children. • Extreme Heat Management Procedures/Plan on display and in Handbooks. • Educators trained to recognise and respond appropriately to the signs of heat stroke (tiredness, irritability, fewer wet nappies, nausea, headaches, vomiting, dizziness or faintness). • Information from respected authorities utilised, eg: ACT Emergency Services Agency, Bureau of Meteorology, ACT Health. 	<p>Low</p>
<p>Poor Air Quality (such as from smoky conditions due to bushfire) (P, C)</p>	<p>Extreme</p>	<ul style="list-style-type: none"> • Evaporative cooling systems not utilised as draw air from outdoors. • Heating and air-conditioning equipment regularly serviced. • Air-conditioning filters cleaned every 3 months. • Air quality ratings are checked on the ACT Health website. • Educators monitor air quality directly including by: <ul style="list-style-type: none"> ○ Looking for visible signs of smoke or haze. ○ Checking windows and doors are used appropriately and ensuring activities are not affecting the indoor air quality. ○ Smelling to check for odours indicating that smoke may be present and noting the specific areas/rooms that are affected. ○ Feeling near air vents to check air is flowing from the vents. ○ Noticing if children or educators are experiencing related symptoms. 	<p>Low</p>

⁶² Refer to: Gulambany On Country and Fire Pit Risk Assessment



		<ul style="list-style-type: none"> ○ Noticing if there are any unusual equipment noises that may indicate potential problems. ● Resources on air quality from respected authorities utilised such as ACT Emergency Services Agency or ACT Health. ● Poor Air Quality Management Procedures/Plan on display, in Handbooks. 	
<p>Severe Storms (rain, hail, electrical, wind)/Flood, Earthquake/other Natural Disaster (P, Psyche)</p>	Extreme	<ul style="list-style-type: none"> ● Management regularly checks the advice on ACT Emergency Services Agency (ESA) website. ● Premises checked for tree damage and branches that may potentially fall. ● Gutters are cleared annually. ● Natural disaster emergency procedures on display and in Handbooks. ● Evacuation and lockdown procedures on display and practised regularly. 	Low
<p>Chemical Spill/Gas Leak (P, C)</p>	Extreme	<ul style="list-style-type: none"> ● Regular maintenance checks of building. ● Dangerous products stored safely. ● Educators trained in safe handling of dangerous products. ● Cleaning and gardening chemicals and all medication must be clearly labelled and stored out of reach of children. ● Warning signs displayed. ● Educators trained in safe use of chemicals. ● MSDS information available with first aid instructions. ● Adequate ventilation and Personal Protective Equipment (PPE) provided. ● Chemical spill/gas leak emergency procedures on display, in Handbooks. ● Lockdown and evacuation procedures on display and practised regularly. 	Low
<p>Bomb Threat/Act of Terrorism (P, C, Psyche)</p>	Extreme	<ul style="list-style-type: none"> ● Clear emergency procedures in place, on display, in Handbooks for bomb threats including suspicious items and items contaminated with powder. 	Moderate
<p>Intruders/Armed hold up/personal threat/Hostage/Aggressive People/Animals (P, Psyche)</p>	High	<ul style="list-style-type: none"> ● Unannounced visitors must sign visitors' book. ● Only authorised persons allowed to collect children. Staff aware of procedures for authorised/unauthorised persons as per Enrolment form. ● All entry and exit doors and gates kept shut and secure at all times. ● Locks are in good working order. ● Fences are of correct height and well maintained. ● Windows not opened more than 10cm. ● Heritage pets kept in hygienic conditions and inaccessible to children unless under direct supervision of educators. 	Moderate

		<ul style="list-style-type: none"> • Dogs not allowed on premises in line with insurance requirements. • Any animal related incursions supervised at all times. • Clear emergency procedures in place, on display and in Handbooks. • Lockdown and evacuation procedures regularly practised. 	
<p>Sexual Assault (P, Psyche)</p>	High	<ul style="list-style-type: none"> • Unannounced visitors must sign visitors' book. • Only authorised persons allowed to collect children. Staff understand procedures for authorised/unauthorised persons as per Enrolment form. • Shared knowledge of child protection orders. • Security gates and fencing in good order. • Active supervision at all times. No child left out of sight alone with adult. • Nappy change and toileting areas within sight of other educators. • Educator to child ratios meet or exceed NQS • Two staff members on site at all times. • Educators adequately supervise children at all times. • Staff are trained to engage in respectful interactions with children at all times and trained to recognise signs of abuse/neglect. • All staff well supported through relevant professional development and relief staff management. • Staff given Child Protection Policy on induction and trained in reporting procedures. Procedures reviewed at staff meetings and available at all times in Policy, Educator Handbooks and on Members Section of website. 	Moderate
<p>Non-custodial parent/unauthorised person, tries to collect child (P, Psych)</p>	High	<ul style="list-style-type: none"> • Educators strictly maintain daily attendance roll and children only released to authorised persons. • Children must be signed in/out by their parent/authorised nominee. • Clear procedures in place, on display and in Handbooks to follow and to alert ANU Security and Emergency Services as required. 	Low
<p>Burglary (M, Psych)</p>	High	<ul style="list-style-type: none"> • Premises kept in good condition with regular workplace safety checks. • Minimal cash kept on premises and kept locked away. • Premises kept locked outside of business hours. • Equipment stored securely. • ANU Security personnel on campus. • Clear emergency procedures in place, on display and in Handbooks. 	Low



<p>Snake or dangerous spider sighting/bite (B, Psych)</p>	<p>High/ Extreme</p>	<ul style="list-style-type: none"> • Premises, particularly gaps between walls and floors, and windows kept in good condition. • Hygiene practises are in place to keep surfaces clean and remove cobwebs from cupboards when necessary. • Premises and outdoor areas are kept tidy, free of leaf piles and de-cluttered. • Workplace safety checks in place, check playground before children use it. • Clear procedures in place, on display and in Handbooks. • Qualified first aiders on premises. 	<p>Low</p>
<p>Loss of Power/Water/ Electrocution (M, P)</p>	<p>High/ Extreme</p>	<ul style="list-style-type: none"> • Workplace safety checks in place and electrical equipment installed by ANU and maintained in good condition. • Electrical equipment out of reach of children, regularly checked by ANU. • Cords uncoiled and socket safety covers used. • Washers, dryers and kitchen appliances well maintained and have clear safety instructions for use. • Clear emergency procedures in place, on display and in Handbooks. • Qualified first aiders on premises. 	<p>Low</p>
<p>Structural damage to the property (M, P)</p>	<p>Extreme</p>	<ul style="list-style-type: none"> • Building and equipment maintained in good condition through regular Work Health and Safety Checks. • Clear emergency procedures in place, on display and in Handbooks. 	<p>Low</p>
<p>Missing child on premises or excursion/abandoned child (P, Psych)</p>	<p>Extreme</p>	<ul style="list-style-type: none"> • Quality educator-to-child ratios maintained. • Educators trained in active supervision. • Clear procedures in place for children’s arrival and departure. • Risk Assessment undertaken for each excursion. • Procedures in place for checking all children are accounted for on excursions. • Emergency procedures in place, on display and in Handbooks. 	<p>Moderate</p>
<p>Vehicle accident in car park or on excursion (P, Psyche)</p>	<p>Extreme</p>	<ul style="list-style-type: none"> • Annual car park and signage audit by ANU. • Families asked to drive carefully, be aware of reversing vehicles and hold hands with their children in the car park. • Risk Assessment undertaken for each excursion. • Clear excursion safety procedures in place. 	<p>Moderate</p>

		<ul style="list-style-type: none"> All vehicles in which Heritage persons travel in must be safe and roadworthy. Clear emergency procedures in place, on display, in Educator Handbook. Qualified first aiders on premises and excursions. 	
<p>Outbreak of known infectious disease or illness (B)</p>	High	<ul style="list-style-type: none"> Heritage educators and children strictly follow the Immunisation Policy and Hygiene and Infection Control Policy and reinforce these procedures with regular reminders to families and staff during an outbreak. Educators ensure hand washing occurs for 20 seconds before and after eating, after toileting etc. The Heritage community cough and sneeze into their elbow or directly into a tissue and throw the tissue in a bin. The Heritage community strictly adhere to the exclusion guidelines and increased in line with advice from ACT Health as required. The Director follows ACT Health advice on containment strategies and updates risk assessments, eg, for different seasons. 	Low
<p>Medical Emergencies/Poisoning/Choking/Drowning/Death of a Child/ (P, B, C, Psyche)</p>	Extreme	<ul style="list-style-type: none"> Medical conditions and individual needs managed effectively through Medical Management, Communication and Risk Management Plans. Illness, administration of medication and first aid procedures in place. Educators trained in first aid, allergy, anaphylaxis and asthma procedures on the premises and excursions at all time. Work Health and Safety checks in place and premises and equipment kept in good condition. Dangerous products kept out of reach of children. Alcohol, illegal drug use and smoking are prohibited on the premises during the hours of operation. Food safety and hygiene procedures in place. Safe rest and sleep practices in place. Safe clothing, footwear and sun protection practices in place. Educators trained in water safety and active supervision. Emergency and first aid procedures on display and in Handbooks. 	Low
<p>New Disease/Influenza Pandemic Children/educators become sick with the disease (B, Psyche)</p>	Extreme	<ul style="list-style-type: none"> Pandemic Emergency Management Plan (Appendix 9) in place and regularly reviewed in line with advice from the Department of Health, ACT Health, Department of Education and ACT Regulatory Authority. COVID 19 Policy and Procedures and Risk Assessment in place. 	Moderate

Accidents and Injury			
<ul style="list-style-type: none"> Slips, Trips and Falls (P) Injury from dangerous objects (doors, scissors, knives, sticks, plastic bags, matches) (P) Children bite, scratch, hit, throw toys at each other (P) (Psyche) 	High	<ul style="list-style-type: none"> Regular safety checks undertaken of buildings, equipment, outdoor and indoor areas and toys. Finger jams used on doors accessible to children. Toys and equipment set up safely with adequate space and regularly packed away. Slippery surfaces fixed or hazard signs in place. Tan bark and sand kept within areas. Educators actively supervise children at all times and are educated in behaviour support. Educators trained in first aid procedures. <p>Refer to: Table of WHS Checks; Supervision and Water Safety Policy; Behaviour Support Policy.</p>	Low
Administering Medications			
Poisoning from medication given at the wrong time/dose (C)	Extreme	<ul style="list-style-type: none"> Procedures are in place for safe storage and administration of medication. Educators trained in First Aid procedures. <p>Refer to: Medication Policy</p>	Low
Alcohol, Illegal Drug Use and Smoking			
<ul style="list-style-type: none"> Poisoning (C). Children poorly supervised put themselves in dangerous situations (P). Asthma and other health problems caused or worsened (P) 	High	<ul style="list-style-type: none"> Alcohol, illegal drug use and smoking are prohibited on the premises during the hours of operation. No person under the influence of alcohol or illegal drugs is allowed to supervise children or remain on the premises. Use of prescription drugs must not adversely affect educators' abilities to do their job. <p>Refer to: Heritage Code of Conduct/Ethics; Educator Handbook</p>	Low
Bullying and Harassment			
Children or adults excluded, belittled or abused due to race, cultural practices, special needs etc. (Psych)	High	<ul style="list-style-type: none"> All members of the Heritage community are treated with dignity, respect, and a high level of equity and fairness at all times. <p>Refer to: Heritage Philosophy Statement; Heritage Code of Conduct/Ethics; Inclusion and Equity Policy; Complaints and Grievance Management Policy.</p>	Low



Car Park			
Injury from car accident (P)	High	<ul style="list-style-type: none"> Annual car park and signage audit by ANU. Families asked to drive carefully, be aware of reversing vehicles and hold hands with their children in the car park. 	Low
Child Protection			
Children neglected or abused by educators, visitors or adults caring for them. (P, Psych)	Extreme	<ul style="list-style-type: none"> Educators and family volunteers are not left alone with children in places where they are out of view of other adults. Visitors sign in on arrival. Low staff turnover Authorised persons only allowed access to children as per Enrolment Form. Children adequately supervised at all times. Educators trained in recognising child abuse and child protection responsibilities. <p>Refer to: Delivery and Collection of Children Policy; Child Protection Risk Assessment in Child Protection Policy; Supervision and Water Safety Policy.</p>	Low
Dangerous Chemicals			
Poisoning, skin irritation, inhalation of toxic fumes (C). Lead poisoning (P).	Extreme	<ul style="list-style-type: none"> Cleaning and gardening chemicals and all medication must be clearly labelled and stored out of reach of children. Warning signs displayed. Educators trained in safe use of chemicals. Educators trained in first aid. Poisons information line phone number by all phones. MSDS information available with first aid instructions. Adequate ventilation and Personal Protective Equipment (PPE) provided. <p>Refer to: Dangerous Products Policy</p>	Low



Domestic Pets		<ul style="list-style-type: none"> • 	
Bites & scratches (P), infection (B).	High	<ul style="list-style-type: none"> • Domestic animals must be kept in hygienic conditions and inaccessible to children unless under direct supervision of educators. • Dogs not allowed on premises in line with insurance requirements. Refer to: Pets and Animals Policy. • Educators trained in first aid. 	Low
Excursions, Incursions and Transportation, including Regular Outings, Forest School			
<p>Vehicle accident. Children run over, hurt or lost on excursions (P)</p> <p>Accidents and injuries while on Regular Outing/visiting Museum/exploring bushland when participating in Gulambany on Country Program/Forest School</p>	Moderate	<ul style="list-style-type: none"> • Excursions/Incursion Risk Assessment done. • Forest School/Regular Outing Risk-Benefit Assessment done. • Adult to child ratios increased as required. • Roll calls done regularly. • Hired vehicles are safe and roadworthy. • Regular safety talks with children, including road and water safety. • Educators conduct safety sweeps of the area and trained in risk assessment of natural environments. • Educators discuss, teach and reflect with children on how to respect nature and wildlife, including “No Lick no Pick” rule and how to safely climb trees. • Educators encourage children to think about how to navigate uneven terrain, safely handle sticks and rocks, and identify which trees are safe to climb. • Base camp set up in shade. • Regular breaks for water and food and re-applying sunscreen as necessary. <p>Refer to: Excursions and Incursions Policy; Gulambany on Country and Fire Pit Risk Assessment.</p>	Low



Electrical Equipment			
Electrocution (P) Fire (P)	Extreme	<ul style="list-style-type: none"> Electrical equipment out of reach of children and regularly checked by ANU. Cords uncoiled and socket safety covers used. Washers, dryers and kitchen appliances well maintained and have clear safety instructions for use. Refer to: Dangerous Products Policy; Maintenance of Building and Equipment. 	Moderate
Food Safety			
Food poisoning (P), spread of infections (B), choking (P), allergic reactions (P). Burns (P)	Extreme	<ul style="list-style-type: none"> Children wash their hands before eating. Heritage is a nut free service and other foods excluded where a member of the community has a severe allergy, eg, seafood. Educators trained in food safety procedures, microwave safety and safe temperatures for storing and cooking food. Popcorn is not given to babies or toddlers and hard foods are partially cooked or grated for babies and toddlers, eg, carrot. Children supervised while eating. <p>Refer to: Food Safety Policy (Food from Home); HACCP Plan (Food Made on Premises), Hygiene and Infection Control Policy; Allergy and Anaphylaxis Policy; Supervision and Water Safety Policy.</p>	Moderate
Heating and Cooling			
Infections (B) Stress (Psyche)	High	<ul style="list-style-type: none"> Temperatures kept at comfortable levels and room ventilation is adequate. Heating and air-conditioning equipment regularly serviced. Air-conditioning filters cleaned every 3 months. <p>Refer to: Maintenance of Buildings and Equipment.</p>	Low
Hot Water and Hot Drinks			
Burns and Scalds (P). (A child's skin burns more deeply and in less time than an adult's).	Extreme	<ul style="list-style-type: none"> Hot water is tempered to below 43.5°C and checked monthly. Hot drinks are consumed in staff room, kitchen areas or office only. Hot drinks are carried from kitchen to office during quiet times or when children are outside. Hot drinks are carried with a lid where possible. Educators trained in first aid. <p>Refer to: Dangerous Products Policy.</p>	Low

Infection Control			
Illness caused by bacteria, viruses, mould, mildew (P, B)	High	<ul style="list-style-type: none"> • Buildings and equipment well maintained. • Educators strictly follow daily cleaning, hygiene, nappy changing and food safety procedures. • Exclusion periods for sick children/educators adhered to rigorously. • Immunisations kept up to date. • Educators take serum test within 3 months of probation period and encouraged to get booster shots where immunity is low and excluded if vaccine-preventable disease occurs and they are not immune. • Pregnant educators/visitors advised of risks in early childhood settings. <p>Refer to: Hygiene and Infection Control Policy; Food Safety Policy; HACCP Plan; Illness and Infectious Diseases Policy; Immunisation Policy; COVID-19 Policy. Work Health and Safety Policy.</p>	Low
Manual Handling and Back Care			
Injury lifting, pushing, pulling, carrying objects or children. (P) Higher risk if task is repetitive.	High	<ul style="list-style-type: none"> • Refer to: Table 2: Table of Risks to Educators and Trainees. 	Low
Natural Environment in and Around Heritage			
Children falling from/slipping on mud, rocks or logs etc. (P) Injury from natural object eg. Sticks. (P)		<ul style="list-style-type: none"> • Risk Benefit Assessment done for Natural Environments in and around Heritage. • Educators conduct safety sweeps of all areas throughout the day identifying any potentials risks and eliminating hazards. • Educators discuss, teach, and remind children what to think about and consider when interacting with natural environments. • Educators supervise and reflect with children about what they are doing (say what you see, ask a question) to help them understand safe risks and prevent injury. • Educators trained in risk assessment of natural environments including hazard identification and understand theories relating to risk and child development. <p>Refer to: Natural Environment in and around Heritage Risk Assessment in Physical Activity Policy</p>	



Plants			
Poisoning (C) Scratches (P)	High	<ul style="list-style-type: none"> • Hedges and shrubs cut back regularly. • Poisonous plants removed or risk mitigated, eg, poisonous flowers of Agapanthus removed. <p>Refer to: Dangerous Products Policy.</p>	Low
Rest and Sleep			
Sudden Infant Death Syndrome (SIDS) (P). Sleep accidents, choking (P)	Extreme	<ul style="list-style-type: none"> • Red Nose safe sleep guidelines followed. • Children checked every 15 minutes. • No entrapment hazards or cords near cots. • No amber teething necklaces/bracelets • Bottles of milk not allowed in beds. • Educators trained in first aid. <p>Refer to: Sleep, Rest and Relaxation Policy.</p>	Moderate
Sandpit			
Infection (B) Sand in Eyes (P)	Extreme	<ul style="list-style-type: none"> • Sandpits covered at the end of the day and regularly cleaned, raked and disinfected. • Children actively supervised in sandpit. <p>Refer to: Hygiene and Infection Control Policy; Supervision and Water Safety Policy.</p>	Low
Sun/UV Protection			



Heatstroke, sunburn (P) Skin cancer (P)	Extreme	<ul style="list-style-type: none"> • Adequate shade provided for all play areas. • Hats worn and sunscreen applied appropriately by families and educators. <p>Refer to: Clothing and Footwear Policy; Sun/UV Protection Policy.</p>	Low
Supervision of Children			
Injuries from falling, sharp edges or broken pieces or choking (P). Lead poisoning (C).	Extreme	<ul style="list-style-type: none"> • Educators actively scan the environment at all times. Where possible, higher than standard educator:child ratios are employed. <p>Refer to: Supervision and Water Safety Policy.</p>	Low
Toys and Equipment Used by Children			
Injuries from falling, sharp edges or broken pieces or choking (P). Lead poisoning (C).	Extreme	<ul style="list-style-type: none"> • Equipment has adequate space and softfall. • New equipment meets Australian Standards, is age appropriate, in good repair and safely positioned. • Bike helmets must meet Australian/New Zealand Standard AS/NZS 2063:2008 (label on helmet), be properly fitted and securely fastened, with the chinstrap firmly fastened and not twisted. • Toys from home restricted. <p>Refer to: Section on Toys and Equipment used by Children.</p>	Low
Unannounced Visitors			
May cause harm to the children or the service (P) (Psyche)	High	<ul style="list-style-type: none"> • Unannounced visitors must sign the visitors' book. • Doors and gates kept secure. • Educators actively supervise children. <p>Refer to: Delivery and Collection of Children Policy; Supervision and Water Safety Policy</p>	Low
Vermin			



Infection (B), contaminated food (B, P).	High	<ul style="list-style-type: none"> • Annual Pest Control treatment. • Gaps between walls, floors, benches kept clean. • Food safety and hygiene procedures strictly followed. <p>Refer to: Dangerous Products Policy; Food Safety Policy; HACCP Plan; Hygiene and Infection Control Policy.</p>	Low
Water Safety			
Children can drown silently in only a few inches of water in less than 2 minutes (P)	Extreme	<ul style="list-style-type: none"> • Children constantly and vigilantly supervised near water on excursions & kept within a safe rescue distance. • Educators trained in water rescue immediately available. • Children kept in close range during water play on the premises. Containers emptied, covered and cleaned after use. <p>Refer to: Supervision & Water Safety Policy.</p>	Moderate

Appendix 3: Assessment of Risks to Educators and Trainees

Risk Area	Hazard Identified Physical (P), Chemical (C) Biological (B), Mechanical (M) Psychological (Psych).	Initial Risk Assessment without Mitigation (Likelihood x Severity)	Procedures in place for Mitigating Risks	Risk Assessment with Mitigation in Place (Likelihood x Severity)
Assembling or moving equipment (cots, high-chairs, prams, toddler beds, indoor/ outdoor play equipment).	Injury from bending, twisting, heavy lifting (P)	High	<ul style="list-style-type: none"> All educators undertake manual handling, back care and safe use of equipment training. Safety charts clearly visible. Refer to attachment 1. Trolleys available to move equipment if required. Equipment stored close to where it is used. Lightweight, stackable containers, preferably with wheels and handles, used to store toys. Evacuation cots have sturdy, lockable, well maintained wheels. Routes for evacuation cots have minimal obstacles. and smooth floors. <p>Refer to: Section on Manual Handling and Back Care.</p>	Moderate
Cleaning and Personal Hygiene	Skin irritation (P). Inhalation of toxic chemicals (C).	High	<ul style="list-style-type: none"> Educators trained in dangerous products handling and storage. Material Safety Data Sheet (MSDS) information adhered to. Personal Protective Equipment (PPE) provided. Educators bring hand cream to counter effects of frequent hand washing. <p>Refer to: Dangerous Products Policy.</p>	Low
Food Preparation	Spread of infection (B), food poisoning (P)	Extreme	<ul style="list-style-type: none"> Food safety and hygiene training provided and procedures followed rigorously. <p>Refer to: Food Safety Policy (Food from Home); HACCP Food Safety Plan (Food Made on Premises). Hygiene and Infection Control Policy.</p>	Low



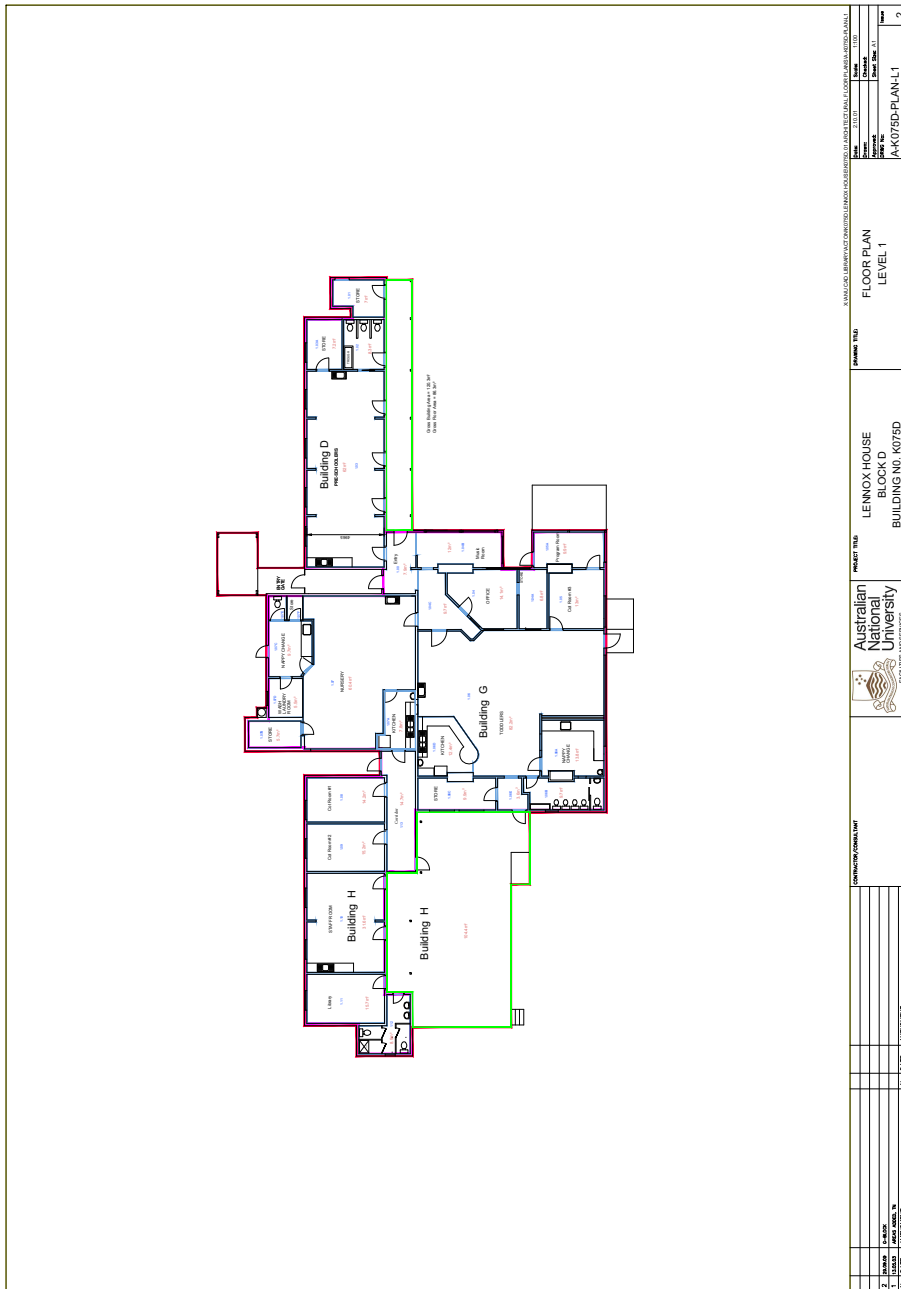
Laundering	Injury from bending (P) or carrying linen (P) Fire from accumulation of lint in dryers (P)	High	<ul style="list-style-type: none"> • Safe manual handling and use of equipment training. • Trolleys available to carry laundry loads. • Filters in dryers regularly checked and changed. <p>Refer to: Sections on Manual Handling and Back Care; Maintenance of Buildings and Equipment; WHS Checks.</p>	Low
Lifting Children (in and out of cots/ high chairs/change tables)	Injury from bending, twisting, heavy lifting ((P)	High	<ul style="list-style-type: none"> • Educators trained in safe lifting of children. Guidelines on display in rooms. • Cots have high working height and sides are dropped down before infant is lifted. Wheels are well maintained. • Removable steps provided to change tables so older children can walk up themselves. • Supplies are in easy access so educators do not over stretch. <p>Refer to: Manual Handling and Back Care.</p>	Low
Low level working	Injury from awkward postures/tripping /falling due to sitting on children’s furniture or the floor. (P)	High	<ul style="list-style-type: none"> • Adjustable adult chairs available for educators to sit and engage with children at eye level. • Outdoor areas include features for educators to sit on. • Duration of tasks at low levels is limited. <p>Refer to: Section on Manual Handling and Back Care.</p>	Low
Nappy Changing	Spread of infection (B). Back injury from lifting children (P)	High	<ul style="list-style-type: none"> • Nappy changing procedure charts clearly visible. • Manual handling safety charts clearly visible. <p>Refer to: Hygiene and Infection Control Policy; Section on Lifting children.</p>	Low
Noise	Stress (P) (Psych)	High	<ul style="list-style-type: none"> • Daily program includes a balance of busy and quiet times. • Smooth unhurried transitions between activities. • Educators trained in child behaviour support. • Educators have regular breaks. <p>Refer to: Behaviour Support Policy; Curriculum and Program Planning Policy; Interactions with Children Policy; Employment and Recruitment Policy.</p>	Low



Office areas	Injury from awkward body postures due to poorly designed, cluttered office areas. (P)	High	<ul style="list-style-type: none"> Office areas are well organised and clutter free. Charts clearly visible for correct posture for computer use and regular breaks from screen work encouraged. Filing cabinets and shelves are secure and easy to access. Electrical cords are tidy and out of the way. <p>Refer to: Manual Handling and Back Care. Maintenance of Buildings and Equipment.</p>	Low
Setting up/ Maintaining Indoor and Outdoor Activities and Displays	<p>Injury from falling from height while standing on chairs/tables to display artwork (P)</p> <p>Tripping or falling over toys or tan bark/sand. (P)</p>	High	<ul style="list-style-type: none"> Manual lifting training and charts provided and easily visible. Well maintained step ladders and educators trained in their safe use. Tables/chairs not used for reaching higher objects. Floor surfaces well maintained. Toys regularly tidied away. Equipment set up safely with adequate room. <p>Refer to: Section on Manual Handling and Back Care. Toys and Equipment used by Children.</p>	Low
Stress	<p>Headaches, high blood pressure/ heart rate, insomnia (P).</p> <p>Tension, anxiety, depression (Psych). From bullying, failure to be inclusive; children’s needs exceeding skill of educators; insufficient wellbeing and management support etc.</p>	Extreme	<ul style="list-style-type: none"> Employees take regular breaks and use annual leave. Open communication and supportive peer relationships encouraged. Employees adequately trained in all tasks. Guidance provided on wellbeing management (See Attachment 6: BeYou Resources) conflict and stress management, child behaviour support, equity issues and handling bullying. <p>Refer to: Heritage Philosophy Statement; Creating Inclusion and Equity Policy; Employment and Recruitment Policy; Behaviour Support Policy; Staff Complaints and Grievance Management Policy.</p>	Low



<p>Storing supplies and equipment</p>	<p>Injury from tripping, falling or being hit by falling objects due to overcrowded or poorly designed storage areas (P)</p> <p>Bending, lifting, twisting to move heavy/awkward objects (P)</p>	<p>High</p>	<ul style="list-style-type: none"> • All sheds, storage rooms, deck areas, trolleys, clean and tidy. • Shelves are fixed securely and not overloaded. • Small, lightweight, stackable containers, preferably with wheels and handles, used to store objects. • Frequently used items placed between shoulder and knee height. Heavier objects not stored overhead. • Specific storage areas allocated for outdoor, larger or maintenance equipment. Shed is securely fixed to ground. • Stored items regularly reviewed and discarded if not used. • Chemicals stored separately from other items. <p>Refer to: Section on Manual Handling and Back Care; Dangerous Products Policy</p>	<p>Low</p>
<p>Wet, uneven, poorly maintained or slippery floors, stairs, steps, ladders etc.</p>	<p>Trips, Slips and Falls (P)</p>	<p>High</p>	<ul style="list-style-type: none"> • Educators perform daily indoor and outdoor safety checks. • Slippery or broken floor surfaces modified, or appropriate signage used. <p>Refer to: Section on Maintenance of Buildings and Equipment.</p>	<p>Low</p>



 Australian National University FACULTY OF ARCHITECTURE		PROJECT TITLE LENNOX HOUSE BLOCK D BUILDING NO. K075D	DRAWING TITLE FLOOR PLAN LEVEL 1	DATE 20.10.11	DRAWN BY J. COOPER	CHECKED BY J. COOPER	SCALE 1:1	SHEET NO. 2
NO.	DATE	REVISION						
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								



Duty Statement Health and Safety Representative (HSR)

Background

Health and Safety Representatives (HSRs) play a key role in the consultation process outlined in the *Work Health and Safety Act 2011* (WHS Act). The Worker Representation and Participation Guide produced by Safe Work Australia outlines all the legislative requirements relating to HSRs.

Heritage educators and staff are entitled to elect a Health and Safety Representative (HSR). If a request is made for an HSR, our Director/Nominated Supervisor will:

- commence negotiations with educators and staff about the number of HSRs and any deputy HSRs, and which educators and staff will be represented by the HSRs (in groups called work groups) within 14 days;
- give all educators and staff the chance to nominate as an HSR and to vote in an election if there is more than 1 candidate;
- notify all educators and staff of the outcome of the negotiations as soon as possible.

Our service will ensure HSRs and deputy HSRs:

- are never prevented from carrying out any of their duties;
- are able to give people assisting them access to the workplace;
- can take paid leave to attend to their health and safety duties including training;
- can access any resources, facilities and assistance that they reasonable require to undertake their duties.

Our service will keep a current list of all HSRs and deputy HSRs and display it at the workplace. The list will also be given to WorkSafe ACT.

Training Requirements

HSR training is not mandatory under the *Work Health and Safety Act 2011* (WHS Act), unless requested by an HSR, however an HSR is not able to exercise all their powers (issuing provisional improvement notices (PINs) and directing cessation of work) if they have not completed a course of training approved by WorkSafe ACT (eg, WORKWATCH Training Centre Flemington Road, Mitchell).

Heritage will ensure an HSR:

- can take paid leave to attend an initial work health and safety course (5 days) or annual refresher training (1 day) approved by WorkSafe ACT within 3 months of their request to attend. Heritage will pay the course costs and reasonable expenses.
- has current first aid qualifications.

Duties of the HSR

The primary function of an HSR is to represent the educators and staff in their work group in relation to health and safety matters at work.

Under the supervision of, and with broad direction from the Nominated Supervisor, the Health and Safety Representative may have the following duties:

- To conduct health and safety checks of the premises. Specifically:
 - Monthly Mixed Valve Tap Water Temperature Check;
 - Monthly Nappy Change Procedures – Educator Compliance Check;
 - Quarterly Hygiene Procedures – Educator Compliance Check;
 - Quarterly Food Safety Procedures – Educator Compliance Check.
 - 6 Monthly Work Health and Safety Inspection;
 - HACCP Food Safety Compliance Check for Cooking Activities



- To discuss with the Director/Nominated Supervisor any identified risks or suggested changes to the work place and how they may impact the health and safety of employees.

The HSR may also:

- inspect the workplace or any part of the workplace at which the work group educators and staff work, after giving reasonable notice to the Director/Nominated Supervisor.
 - An HSR can inspect the workplace without giving notice, in the event of an incident or a situation involving a serious risk to the health or safety of a person emanating from an immediate or imminent exposure to a hazard;
- accompany a work health and safety inspector during an inspection or interview with the Director/Nominated Supervisor;
- aid in the consultation process between educators and staff and the Director/Nominated Supervisor and be present at an interview with educators and staff that the HSR represents (with their consent) and the Director/Nominated Supervisor or an inspector about health and safety issues;
- request a health and safety committee be established (**refer to:** note 2);
- monitor compliance measures by the Director/Nominated Supervisor;
- investigate complaints relating to health and safety from educators/staff in the work group;
- inquire into any identified risks to the health or safety of educators/staff in the work group;
- request the assistance of any person, including a union, whenever necessary;
- direct educators and staff to cease unsafe work where the HSR considers there is a serious health and safety risk and if consultations with the Director/Nominated Supervisor do not resolve the issue;
- if they have completed the required training, direct educators and staff in the work group to cease unsafe work and issue a Provisional Improvement Notice (PIN) in the form and manner prescribed in the legislation (these Notices must be adhered to and displayed).

Termination of Position

- HSRs or Deputy HSRs are elected for **3 years** unless they leave the work group, are disqualified, resign or the majority of workers they represent agree they should not represent them.
 - An HSR may be disqualified by a court or tribunal. A person adversely affected by the alleged behaviour or the regulator may apply for the HSR to be disqualified.
- The HSRs may relinquish the position at any time, giving the Director/Nominated Supervisor two weeks' notice.

Notes

1: Protection for HSR

The Health and Safety Representative is protected from civil and criminal procedures in relation to any act done or admission made in good faith in connection with their powers under the Work Health and Safety Act, 2011.

2. Health and Safety Committees

At least 5 Heritage educators, staff, and volunteers, or the HSR, can request the establishment of a HSC. We will establish a HSC within 2 months of a request. We can also establish a HSC without a request. At least half the members of a HSC won't have been nominated by the Director /Nominated Supervisor. A HSR can consent to be a member of the committee. Our service will ensure:

- A HSC has access to any information related to workplace hazards and the health and safety of workers, except for personal or medical information which would identify individual workers.
- A HSC meets at least once every three months or at any reasonable time at the request of at least half of the committee members
- HSC members are able to take paid leave to comply with their health and safety duties.



Attachment 1: Safe Lifting Guide for Educators

Picking up a Child from the Floor:



Kneel down on one knee next to child. Bring child close to you before standing.
Use legs to lift. Avoid twisting.
Keep back straight and head up.

Carrying a Child:



Keep child facing in to you, as close as possible to the body. Put one arm under the child's buttocks and the other arm supporting the child's back. Be as upright as possible. Keep child centred. Avoid leaning to one side and carrying the child on hips.
Keep back straight and head up.



Safe Lifting Guide for Educators

Lifting to/from Low Shelf or Floor:



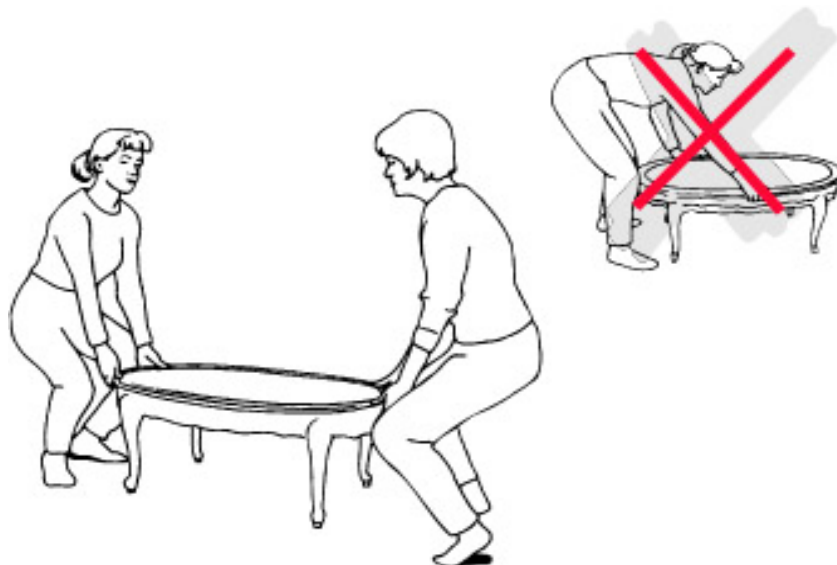
Kneel down on one knee next to object. Keep object close to body.

Use legs to lift. Avoid twisting.

Do not lift object if unable to do so safely - use equipment or ask for assistance.

Keep back straight and head up.

Moving Furniture:



Coordinate a team lift. Keep object close and bend knees.

Use your legs to lift. Do not lift object if unable to perform the task safely.

Keep back straight and head up.

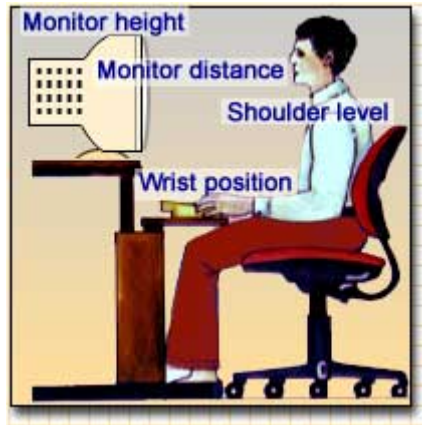
Adapted from Kidshealth Factsheet: Looking after your back



Attachment 2: Safe Computer Use

- Work without computers in the present times seems quite impossible. But while computers have revolutionised the way in which we do things, there are many long-term effects associated with extensive and prolonged usage.
- It is not uncommon for individuals to experience eye problems and discomfort such as headache, backache and fatigue from extensive computer use.

Maintaining good posture while working on a computer



Many of the ill-effects of computer use can be lessened or avoided altogether by utilising correct typing technique and posture, ensuring correct set up of equipment and good work habits.

- Place computer monitor and keyboard directly in front of you so as to avoid twisting your neck. Monitor should be 20-24 inches away from eyes and the height of the monitor should be 5-15 inches below horizontal line of sight.
- The mouse and keyboard should be at the same height.
- Shoulders should be relaxed with elbows forming a right angle and wrists extending straight and unbent from the arms. Hold wrists in neutral position, not upward or downward.
- Use an adjustable chair that provides firm, comfortable support.
- Adjust chair height so that thighs are horizontal, and feet are flat on the floor (use a footrest if necessary). Chair should be with a backrest for lumbar support.
- Do not slouch.
- Ensure that frequently used materials are within easy reach.
- Get up and move around as often as possible - at least once every 20 to 30 minutes.
- Block excessive sunlight with drapes or blinds and use indirect room lighting.
- Give your eyes a rest every 15 to 20 minutes by focusing on a distant object for 10 to 15 seconds and blink often to prevent dry eyes.
- Use holder to hold paper.
- Use a standing desk where possible.



Attachment 3: Photocopier Safety

Potential Risks

- Dust and vapours from photoconductive materials and toners can be toxic and irritate the eyes, skin, throat and nasal passages.
- Ozone is a highly toxic gas and is the most serious health risk of photocopying and can build up if there is insufficient ventilation.
- Hot components may cause burns during operations such as clearing paper misfeeds.
- Sustained and repetitive postures during continuous operation of copiers may lead to muscular fatigue.

Safety Precautions

- Locate photocopier in a well-ventilated area.
- Ensure adequate space around photocopier for good ventilation and easy maintenance.
- Ensure photocopier is regularly serviced.
- The working surface of the copier should be at a comfortable height for operators.
- A collating table at a comfortable height should be provided.
- Do not undertake photocopying and collating continuously for long periods.
- Take care when clearing paper feeds as metal components may be hot.
- Discomfort from the intensity of light may be avoided by closing the document cover or using the automatic document feeder.

When changing a toner cartridge

- Take all possible steps to avoid getting toner dust on skin or breathing in toner dust
- Wear gloves and a dust mask if necessary.
- Wash hands when finished.
- Never use a vacuum cleaner to clean up a spill of toner cartridge as the filters are inadequate. Call a technician.
- Put old cartridges back in their box and take to ANU cartridge recycling depot at Post Office.

References

University of Queensland, Safety Guideline: Office Copying Machines, Occupational Health and Safety Unit.
Workers Health Australia, Factsheet: Photocopiers



Attachment 4: Microwave Oven Safety

The microwave must not be used to sterilize baby bottles or jars.

People with pacemakers must not use the microwave.

Never look closely through the microwave door.

Potential Risks

- Unevenly cooked foods. Bacteria can thrive in cold spots.
- Unevenly defrosted foods. Bacteria can thrive.
- Chemical compounds leaking into food.
- Fire risk if metal is heated or material is overheated.
- Scalds from escaping steam.
- Radiation leaks from damaged ovens (small risk).

Defrosting Food

- Defrost foods only if they are going to be immediately cooked after thawing.

Cook Food Thoroughly

- Chop food into smaller portions so it cooks thoroughly and evenly.
- Cover food loosely with microwave safe cling film, oven bags or lids.
- Use shallow round containers rather than square high sided containers.
- Rotate or stir food at least once during the cooking process.
- Leave food that can't be stirred to stand to allow heat to penetrate.

Prevent Compounds Leaking into Food

- **Never use:** plastic bags, newspaper, ice-cream cartons or plastic containers.
- Use only microwave safe dishes and utensils and cover food with microwave plastic wrap or microwave safe covers.
- Do not allow plastic film to touch food, even if microwave safe.

Prevent Fires and Burns

- Use only **microwave safe containers** as glass or ceramic containers that are not labelled microwave safe may overheat.
- **Never** heat **metal** or containers with metal trims in the microwave.
- Never heat food in sealed containers as it may explode.
- Make sure cling film, oven bags or lids are loose so steam can escape during cooking.
- Open cling film, oven bags or lids away from the face.
- Cut food such as pies in half before eating. The inside could be boiling hot.
- Do not cook eggs in their shells. The build-up of steam will explode the egg.
- Heat popcorn strictly according to instructions. Popcorn can scorch in the microwave in as little as 2 minutes.
- Food or liquid must be allowed to stand briefly before temperature testing and serving as liquids or foods can be 'super boiled' which means they will explode when stirred.
- Bottles of baby formula warmed in the microwave must be shaken, allowed to stand and milk tested on wrist before being served.

Prevention of Radiation Leaks

- Clean the oven regularly and check the oven door for damage.



Attachment 5: Be You Wellbeing Management Strategies

The idea of reflecting and planning might seem like a fantasy. If that's the case for you, **practice some self-care**.

A time to reflect

If you do have some time, you might like to reflect on your service and what you already do to support the mental health of your community. As we know, taking some time out for critical reflection can support you and your service. To learn more about this you could take a look at our news stories:

Reflective Practice Supports Wellbeing: <https://beyou.edu.au/resources/news/critically-reflective-practice-supports-staff-wellbeing>

Exceeding National Quality Standard Themes and Be You

<https://beyou.edu.au/resources/news/exceeding-national-quality-standard-themes-and-be-you>

A great tool to actually work through some critical reflection is the:

Implementation and Reflection Toolkit

<https://beyou.edu.au/planning-and-implementation-tools/implementation-and-reflection-toolkit>

Learn more about Be You

If you're thinking 2021 is the year to engage more with Be You, you might like to learn a bit more about it. You can check out our:

Frequently Asked Questions

<https://beyou.edu.au/about-be-you/faqs>

Read our news story:

Getting Started with Be You

<https://beyou.edu.au/resources/news/getting-started-with-be-you>

For the opportunity to come online and hear about Be You, come to a:

Be You Essentials

<https://beyou.edu.au/resources/events> or a

National Check In

<https://beyou.edu.au/resources/events>

If you are leading Be You at your service you can use the:

Action Team Leader Handbook

<https://beyou.edu.au/get-started/action-teams>

Support your team

It's always a good time to consider the wellbeing needs of your team. We have added to our **staff wellbeing information**

<https://beyou.edu.au/fact-sheets/wellbeing>

information with a couple of new resources:

Be You Planning for Wellbeing: mine, yours, ours

<http://www.earlychildhoodaustralia.org.au/resources/flipbooks/Be-You-Planning-for-Wellbeing-e-version/#page=1> book and the



Be You Wellbeing Plan for Educators

<https://beyou.edu.au/resources/tools-and-guides/wellbeing-tools-for-you>

You might like to develop a clear, strategic approach to supporting wellbeing by creating a **Wellbeing policy** <https://beyou.edu.au/resources/news/creating-a-staff-wellbeing-policy>

This will demonstrate a clear commitment to supporting mental health in your learning community.

Find your 'Why'

Thinking about why you want to support the mental health of your community and what your services role is, is an important first step.

The Statement of Commitment <https://beyou.edu.au/planning-and-implementation-tools/statement-of-commitment> can guide you and provide a way of sharing your commitment with your team and the wider learning community.

Plan for a mentally healthy 2021

We have documents and resources to support your engagement in Be You. You can gather information about your learning community's needs using the

Implementation and Reflection Toolkit

<https://beyou.edu.au/planning-and-implementation-tools/implementation-and-reflection-toolkit>
or

Surveys

<https://beyou.edu.au/account/learning-community/surveys>

Build an Action Plan

<https://beyou.edu.au/planning-and-implementation-tools/action-plan>

Complete Professional Learning

<https://beyou.edu.au/learn>

or access resources that support you to build a mentally healthy community.

Be You is flexible and responsive to the needs of your learning community- so just do what works for you. This news story might help you consider

How to start planning

<https://beyou.edu.au/resources/news/getting-started-on-an-action-plan>

And remember to keep in contact with Be You, follow our:

social media <https://beyou.edu.au/about-be-you/be-you-social>

Subscribe to our news <https://beyondblue.secure.force.com/Subscribe>