



EMMAUS

CHRISTIAN SCHOOL CANBERRA

WH&S Policy 3-1

Managing WH&S Risks

Updated

November 2016

Vision/Purpose

Emmaus exists to partner with parents, in providing a Christ-centred, Biblically-grounded and academically-rigorous education, which enables students to grow in wisdom and character, to the glory of God.

Values

1. Caring for Others

At Emmaus, we value, care for and respect each other because we are all made in the image of God. We partner with parents to care for and develop the whole person- body, soul and spirit. We foster a sense of belonging, celebrate one another's achievements and choose to be grateful for our school and each other. We are a community that learns in a fun, creative, encouraging and generous environment.

2. Striving for Mastery

At Emmaus, we encourage students to strive for excellence in all aspects of life: in study, work, and in relationships with God and with people. We believe God equips every person with gifts and abilities. We seek to instill in our students a strong desire to apply their utmost to what they do, an attribute that will long outlive their school years. Students are encouraged to master and apply academic and life skills in order to make the most of their opportunities in later life. Our goal is to equip students with the necessary skills and understanding to make wise and Godly choices, and to live resilient, fulfilled, and productive lives.

3. Equipping for Service

At Emmaus, our motivation for service is the love that Christ has shown us: his life of servant leadership is the example we seek to follow. Staff at Emmaus model integrity, accountability and the value of excellence in our work. We strive to equip students with both the desire and the skills to make a difference in the lives of others. We aim to grow students who are rich in Godly wisdom and noble character, and find their security in the love of Christ.

WH&S Policy 3-1

Managing WH&S Risks

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Version History

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1.0	Aug 2016	Prepared by CEN HUB for ECS WH&S Committee
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Relevant Legislation

Work Health and Safety Act 2011 (ACT)

Work Health and Safety Regulation 2011 (ACT)

1 INTRODUCTION

Without risk, there is no growth. Progress and development cannot occur without change, so the risks must be well-managed to take advantage of opportunities. Emmaus Christian School sets policies and procedures in place to manage risk. It does not seek to eliminate all risk, recognising that confronting and handling risk is a valuable part of education for students, providing unique opportunities as young people mature.

2 CHRISTIAN RATIONALE

Change brings opportunities and risks. God has provided many opportunities for Emmaus Christian School, and has led the school through the risks to achieve its goals. The school has been built on faith and prayer and trust in God’s guidance.

The school has also practiced diligence in its planning and procedures, to meet legal and Council requirements, and those of regulatory bodies. This is a matter of integrity and best practice. It is also an outworking of faith in God and good stewardship . Jesus said: *“Suppose one of you wants to build a tower. Won’t you first sit down and estimate the cost to see if you have enough money to complete it? For if you lay the foundation and are not able to finish it, everyone who sees it will ridicule you.”* Luke 14:28-29

3 PURPOSE

This document sets out policy and procedures to identify and control hazards and risks so that all students, staff and other people involved in the School community remain safe and healthy during their time at ECS.

It applies to all ECS places of work, educational activities and other work and activities that form the School community.

4 WHO MUST COMPLY

Responsibilities	Evidence of Compliance
Senior Executive	
Ensure Risk Assessments completed & effective	Risk Assessments
Coordinators	
Ensure Risk Assessments carried out as required	Risk Assessments
Ensure staff training in Risk Assessment process	Staff Induction; section meetings
Complete WHS Hazard, for each hazard	Hazard reports
Organising Teacher	
Complete Risk Assessment with team	Risk Assessments
Ensure controls for off-site activities	Risk Assessments
Staff & Volunteers	
Take part in Risk Assessment and apply controls as required	Risk Assessments
Contractors	
For new work, carry out Risk Assessment and apply controls as required	Risk Assessments

5 DEFINITIONS

Organising Teacher – the staff member running an on-campus or off-campus activity

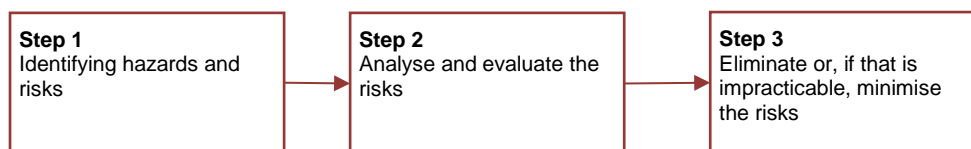
Hazards – anything with the potential to harm life, health or property

Risks – the potential events hazards may trigger including the possibility of injury, illness, damage or loss

6 POLICY

6.1 Risk Assessment Process Overview

Workplace WHS is managed by performing risk assessments following these steps:



6.2 Risk Assessments

Risk Assessments are carried out using the Risk Assessment form:

- As part of the approval process for on campus and off-campus educational activities
- Before carrying out other school activities for the first time
- When the physical workplace changes or is modified in some significant way, so that the risk profile is likely to have changed to a significant degree
- When staff or others report hazards in the School workplace

6.3 Reviewing Risk Assessments

- When a proposed activity has been held before, and a risk assessment exists for the activity, the organising teacher can review the existing risk assessment with their team rather than carry out a new assessment from scratch.
- If the assessment is updated, the updated version will replace the existing assessment.

6.4 Dealing With Major Hazards

- Periodically, the Business Manager/ Director of Studies will organise a broad risk assessment aimed at identifying major hazards across the school community.
- The outcomes of the assessment will be used to modify the WHS system, if necessary, to better manage identified risks.

7 PROCEDURES

7.1 Step 1: Identify Hazards and Risks

Hazards and risks are identified:

- By systematically inspecting all areas of the school workplace, over a 12 to 24 month period, to identify hazards, using the Workplace Inspection Checklist
- By reporting hazards using the WHS Hazard Report form
- As the first step in the formal risk assessment process

These Checklists and Guides are used to identify specific types of hazards and risks:

- Appendix 'Identifying Hazards in Off-Campus Activities' (ECS Off-Campus Education Policy WHS 3-2)
- Safe Manual Handling Checklist

Identified hazards and risks are described by what could happen (the damage or loss, injury or illness) and how it could happen.

These are listed on the Risk Assessment form

7.2 Step 2: Analyse and Evaluate the Risks

Once hazards and associated risks are identified, each is rated, and ranked by risk by:

- Assessing the consequence or impact of the event
- Assessing the likelihood of the event occurring
- Calculating a level of risk based on the assessed likelihood and consequence

Assessment is carried out using the Consequence, Likelihood and Level of Risk tables in the Appendix.

Scores are written on the Risk Assessment form

Decide from the level of risk associated with each event which risks need to be eliminated or minimised.

7.3 Step 3: Eliminate or Minimise Risks

For each risk, consider the calculated level of risk, and decide if the risk needs to be treated.

If so, consider controls starting with the possibility of eliminating the risk altogether.

Use the information in Hierarchy of Risk Controls (Appendix) to help identify appropriate controls.

Write down the chosen controls on the Risk Assessment form, re-assess the risks to confirm that the level of risk is now acceptable, and write down what actions need to be taken to put the controls in place.

8 APPENDIX - RISK ASSESSMENT TABLES

Consequence (impact)

Level	Descriptor	Example detail description
1	Insignificant	No injuries, low financial loss
2	Minor	First aid treatment, on-site release immediately contained, medium financial loss
3	Moderate	Medical treatment required, on-site release contained with outside assistance, high financial loss
4	Major	Extensive injuries, off-site release with no detrimental effects, major financial loss
5	Catastrophic	Death, toxic release off-site with detrimental effect, huge financial loss

Likelihood

Level	Descriptor	Description
A	Almost Certain	Is expected to occur in most circumstances
B	Likely	Will probably occur in most circumstances
C	Possible	Might occur at some time
D	Unlikely	Could occur at some time
E	Rare	May occur only in exceptional circumstances

Level of risk

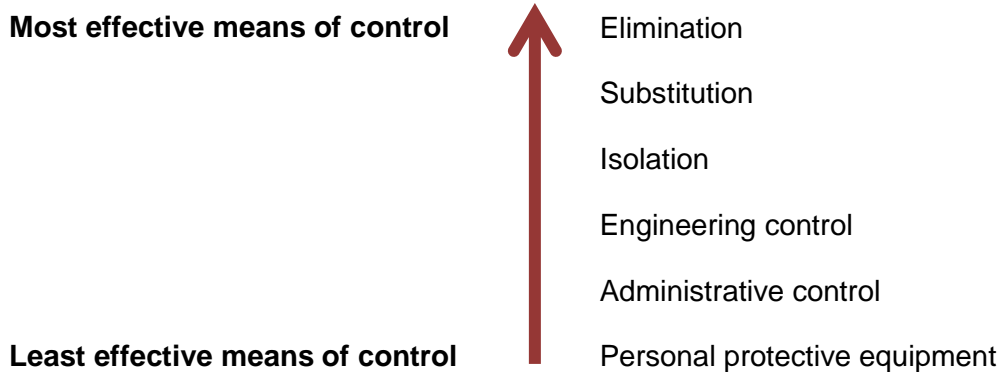
Likelihood	Consequences				
	Insignificant 1	Minor 2	Moderate 3	Major 4	Catastrophic 5
A (almost certain)	H	H	E	E	E
B (likely)	M	H	H	E	E
C (moderate)	L	M	H	E	E
D (unlikely)	L	L	M	H	E
E (rare)	L	L	M	H	H
F (extremely rare)	This refers to Bus Travel while consequences could result in death this is extremely rare				

Legend

- E: extreme risk; immediate action required
- H: high risk; senior management attention needed
- M: moderate risk; management responsibility must be specified
- L: low risk; manage by routine procedures

HIERARCHY OF RISK CONTROLS

Select risk control measures from the top end of the hierarchy where possible. You may need to use a combination of control measures to achieve the desired level of risk control.



Elimination Whenever possible, eliminate the hazard—eliminating the hazard eliminates the risk. Change the activity or stop using it; for example, do not undertake a particular high risk activity such as abseiling in high wind; do not use high risk equipment.

Be aware that hazards that have previously been eliminated can reappear; for example, the hazard might be re-introduced by a person new to the school making a change.

Substitution When eliminating a hazard is not practicable, consider substituting a less hazardous alternative. Replace the activity, material, or equipment with a less hazardous one; for example, choose an easier bushwalk.

Isolation Isolate the hazard from the person at risk; isolate through distance; for example, select a lunch location well away from the water; check if a coastal walk has fencing.

Engineering control When neither elimination nor substitution is possible, consider engineering control. For example, consider hiring coaches with seatbelts and ensure these are worn if available.

Administrative controls When elimination, substitution or engineering control is not possible, develop controls such as procedures, safe practices and improving skills; for example, supervision of students, clear rules, instruction in safe methods, training of staff, volunteers and students in the excursion activities or in the use of equipment and qualifications of instructors.

Personal protective equipment (PPE) Use appropriately designed and properly fitted equipment such as safety goggles, hats and sunscreen, or helmets, preferably in conjunction with other control measures identified from above.
