

Work Health and Safety

Assessment 1

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Task|Group Disussion

As a class discuss and record WHS issues that could occur at:

- School
- Office

Find out your Schools WHS (or OHS) policies

- Who is responsible for different levels of WHS?
- The representative
- Review your evacuation plan

Look into issues and how you could prevent them. Look at:

- Property damage
- Costs
- People
 - Physical issues
 - Mental issues

Task|Group Discussion

Write a short summary of what has been discussed in class and ensure to include evacuation plans and policies.

- Assembly point – Carroll Oval under most circumstances
- Fire extinguisher – next to exit
- Different emergency procedures for different threats
- Evacuation plan is on exit door
- Person most responsible – Principal Ms Fogarty
- School – people standing on chairs and tables, backpacks, electrical cords
- Office – people smoking, people knocking water on electric equipment like computers or printers, chair posture
- Who is responsible for different levels of WHS? – Effectively everyone, but in order from most responsible to least – Ms Fogarty, officers, teachers, students
- Preventing property damage – make people pay for the damages they cause
- Preventing cost – monitors and other electrical equipment are expensive
- Preventing physical issues – chair posture, taking breaks after long periods of time
- Preventing mental issues – social gatherings, reducing noise levels and eradicating bullying

Task|Systems and Equipment Checks

Conduct a Systems and Equipment check by completing the table.

If you answer "No" explain why this is a hazard and the associated risk.
Then fill in the required action for the control measures.

Task|Systems and Equipment Checks

Task	Answer (Yes or No)	What is the associated hazard?	What is the associated risk?	What is the required action?
Does the work environment have adequate lighting?	Yes	Potential low light (physical)	If there is no light, it can cause strain on your eyes, or you might trip over something you can't see (possible)	Turn the lights on/put more lights in (Substitution/Elimination)
Are you aware of how to adjust your chair and computer for ergonomics?	Yes	Body posture (ergonomic hazard)	Can cause back pain or other pain in the body (very likely)	Adjust the height of chair for comfort (PPE)
Do you know the emergency evacuation plan?	Yes	Not having an emergency plan (physical hazard)	You risk getting bad injuries/death because you do not know what to do (unlikely)	Know the emergency evacuation plan (Administration)
Is the working area clean? Not dirty or cluttered.	Yes	May knock something over/may get infected from something dirty (physical/chemical/biological hazard)	Water getting spilt on electrical equipment/catching a disease (unlikely/possible)	Clean up the area around you (Elimination)
Do you know how to correctly handle heavy equipment?	Yes	Losing your grip/the object being much heavier than expected (ergonomic hazard)	You risk straining your body/damaging equipment (possible)	Get someone to help you (Admin controls)

Task|Write Short Answers

From what you have learnt in today's discussion and handouts, write short answers to the following questions below.

Task|Short Answers

1. What does WHS stand for?

Workplace Health and Safety

2. What is a hazard?

Something that can cause harm, injury, illness or death

3. What documents set out WHS laws?

Occupational Health and Safety Act 2004 (Vic) and Occupational Health and Safety Regulations 2017 (Vic)

4. What do you need to know to respond to emergency incidents?

Know the evacuation procedure

Know the location of the emergency exits

Know the location of fire extinguishers

Know the emergency assembly point

Know the location of reception

Task|Short Answers

5. What is a Physical hazard?

A factor of the environment that can cause harm without necessarily touching it e.g. noise

6. Who should be talking to you about WHS at school / work?

Duty Holders e.g. PCBU's, officers, workers, or other people at the workplace

7. What is the most effective type of control to minimise risk?

Elimination

8. What are some ways to reduce eye strain from overusing computer?

Every 20 minutes, focus on a far away object (20m away) for 20 seconds

Task|Short Answers

9. If there are no WHS representative at your workplace, who should you talk to about safety issue?

Closest direct contact e.g. a teacher or any other type of worker

10. How do you find out of who is your WHS representative at your workplace?

There is a hierarchy for who is responsible for whatever happens (principal, officers, teachers, students/yourself)

11. What is a risk?

The possibility of harm (injury, illness, death) when exposed to a hazard

Task| Answer Multiple Choice Questions

From what you have learnt from today's discussion and handbooks, answer the following questions on the slides below. Underline/highlight/change the colour the correct answer.

Task| Multiple Choice Questions

1. What is the first step of Risk Assessment?

- a) Identify the risk
- b) Document the process
- c) Identify the hazard
- d) Control the risk

2. Who should be the one telling your boss if there is any hazards at the workplace?

- a) You
- b) Your teacher
- c) Your class acquaintance
- d) The construction worker at the workplace
- e) All the above

3. What do you do if nothing changes and you still feel unsafe?

- a) Tell a safety rep
- b) Ring State Regulator
- c) Politely refuse to do the work
- d) Tell your teacher or a relative
- e) All the above

Please underline, **highlight** or change the **font colour** to answer

Task| Multiple Choice Questions

4. Which of these is bullying at work?

- a) Being asked to do a job you don't want to do
- b) Negative comments about your looks, family, lifestyle etc.
- c) Being told why you are not doing your job properly
- d) None of the above

5. What can your boss do that is not bullying?

- a) Supervise you doing your work
- b) Give you feedback and opportunity to improve
- c) Tell you when you have done something wrong
- d) All the above

6. What do you need to know if an alarm goes off at work?

- a) Evacuation procedures
- b) How to turn it off
- c) Where your boss is
- d) All the above

Please underline, highlight or change the font colour to answer

Task| Multiple Choice Questions

7. In a workplace, what should you know if someone gets hurt?

- a) Who knows first aid
- b) Where the first aid equipment is
- c) Where to report it
- d) What the emergency numbers are
- e) All the above

8. One of these is not a hazard category, which is it?

- a) Chemical
- b) Psychosocial
- c) Physical
- d) Elimination

Please underline, highlight or change the font colour to answer




Task| WHS and Risk Prevention

Signs and symbols – Beside each symbol, write what you each sign means

Write a short answer for the following section:

- Spot the hazard
- Assess the risk
- Make the changes

Task|WHS and Risk Prevention

	Wear earmuffs to prevent hearing damage		The location of an emergency exit
	No smoking is allowed in this area		This area has a physical hazard. (electricity) The risk is electrocution which can cause harm (injury or death)
	This area is slippery. Take caution when moving in it		The location of a fire extinguisher

Task|WHS and Risk Prevention

SPOT THE HAZARD

If you spot something hazardous, what should you do?

- Simple hazard scenario: Boxes on the floor and it is in the way
Move the boxes out of the way and in a spot where they may not fall over. Depending on the weight of the boxes, you may need someone to help you to prevent yourself from back strain.
- Complex hazard scenario: There is a damaged equipment, such as: frayed cords
Contact someone who is experienced in cleaning up electrical equipment. Make sure to wear protective gear to prevent yourself from being harmed by electrocution

ASSESS THE RISK

What are the two main things should the person in charge or responsible for safety consider when assessing?

The severity of the risk

How likely the risk is to occur

Task|WHS and Risk Prevention

MAKE THE CHANGES

What sort of risk control measures (hierarchy of control) should they consider?

- Prioritize higher risk hazards (High/Critical)
- Start with smaller, short-term improvements, then work up to finding a long-term solution
- Find long-term solutions to hazards that are most likely to occur and/or have the highest severity risk
- Train workers on the main risks, and how they can be controlled
- Check regularly to ensure control measures stay in place

Task|WHS and Risk Prevention Continue

- Using the risk prevention material in the handouts. Do a risk management plan on 5 hazards that could occur at school.
- Hazard Identification - Spot the hazard
 - Identify and list 5 Work Health and Safety hazards at your school
- Risk Assessment - Assess the risk
 - Using the table on the handout rate each hazard according to its consequence and likelihood.
- Risk Control - Make the changes
 - Mention at least 1 way to control to remove or lessen the consequence and chances of the hazard

Task|WHS and Risk Prevention

Ref:	The Hazard: What Can Happen and How Can it Happen	Consequence Rating	Likelihood Rating	Overall Rating	Risk Control to reduce consequence's	Final rating
example	<p>Hazard - drinks in classroom (glasses and cups)</p> <p>Risk- Drinks spilt on computers or machinery in classroom</p> <p>Consequence - Damage to equipment</p>	Insignificant	unlikely	Very low	<p>Ensure there are signs in the classroom advising students that food and drinks are not permitted in the room, unless drink bottle is sealed</p> <p>Teacher to advise all students of classroom rules during introduction and monitor during training session.</p> <p>Provide proper breaks for students</p>	<p>very low</p> <p>(this is the rating that it should be at when the controls are in place. It should be the same or lower than the overall rating)</p>
1	<p>Hazard - Bags in classroom walk ways</p> <p>Risk - Slip Trip Fall</p> <p>Consequence – injury to student / teacher</p>	Minor	unlikely	Low	<p>Inform the students (either with the teacher telling them at the start of class or with signs at the front door) to put their bags either underneath their chairs or next to a wall, with the straps out of the way to ensure that no one walking near them does not trip over and harm themselves</p>	Very low

Task|WHS and Risk Prevention

Ref:	The Hazard: What Can Happen and How Can it Happen	Consequence Rating	Likelihood Rating	Overall Rating	Risk Control to reduce consequence's	Final rating
2	<p>Hazard- Water spilt on the floor in corridor</p> <p>Risk- Slip trip fall</p> <p>Consequence- injury to student / teacher</p>	Minor	unlikely	Low	Put a "slippery when wet" sign near the hazard to ensure people are aware of it. Get a towel or cloth to clean the water to eliminate the risk.	very low
3	<p>Hazard - Lead across the walkway in the classroom</p> <p>Risk - Slip trip fall</p> <p>Consequence – injury to student / trainer. Damage to property</p>	Minor	Unlikely	Low	<p>Make sure the cord is flat along the floor, or off the floor entirely if possible e.g. on a table.</p> <p>Try to direct students to take another route around the cord. If there is no other choice, inform them to take caution when moving in the area near the cord</p>	low

Task|WHS and Risk Prevention

Ref:	The Hazard: What Can Happen and How Can it Happen	Consequence Rating	Likelihood Rating	Overall Rating	Risk Control to reduce consequence's	Final rating
4	<p>Hazard – Chairs not being tucked in properly</p> <p>Risk – Slip trip fall</p> <p>Consequence – injury to student/teacher. Damage to property</p>	Minor	unlikely	low	Remind students to tuck in their chairs when they leave their seats for whatever reason (going to the bathroom or leaving class)	very low
5	<p>Hazard – Objects like computers/monitors/chairs/tables being heavier than expected</p> <p>Risk – Hazardous Manual Task</p> <p>Consequence – Injury to student/teacher. Damage to property</p>	Minor	Unlikely	Low	If an object is too heavy, ask someone nearby for assistance with handling the heavy object	very low