



2023

Health and Safety Manual



9 May 2023 13-March

2023

Contents

Section 1 - Introduction.....	4
Responsibility and Accountability	4
Health and Safety rules.....	4
If you suspect that something is unsafe	5
If an accident/incident ALMOST happened	5
Injury or incident procedure.....	6
In an emergency	7
Emergency card.....	7
Emergency evacuation	7
Lock down procedures	10
Section 2 – Hazards	11
Environment	11
Asbestos	11
Confined/Restricted spaces.....	11
Housekeeping.....	12
Noise	12
Personal Protective Equipment (PPE)	13
Slips, Trips and Falls	13
Stone gardens	13
Working at Heights	13
Equipment	14
Electrical equipment.....	14
Child ergonomics	15
Computer use.....	18
Hazardous Substances	20
Ladders.....	20
Manual Handling.....	21
Operating equipment	21 22
Staff room.....	22
People	22
Aggressive students/parents/visitors	22
Behaviour Management Plan	24
Contractors and Sub-contractors.....	24
Health and wellbeing	24
Practical Jokes/Horseplay	24 25
Traffic Management.....	24 25
Training	25
Visitors to school	25
Working alone	25 26
Section 3 – Risk Assessment.....	27
Classroom Hazards	27
Outdoor Hazards	31
Property Hazards.....	33
Large visiting groups, ie kindergartens, school sports teams	37
Visiting service providers, ie guitar lessons.....	37 38
Risk Assessment - Contractors on school grounds	38
Epileptic seizure	42
Section 4 - Hazard Materials Register	43 46
Caretakers shed	43 46
Shipping Container	46 49
Student garden shed	46 49
Asbestos	47 50
Spill procedures checklist	50 53
Spill checklist.....	50 53
Precautions	50 53

Fuel or agrichemical spill	<u>5053</u>
Hazardous materials site plan.....	<u>5154</u>
Section 5 – restricted equipment.....	<u>5255</u>
Section 6 – Personal Protective Equipment (PPE)	<u>5356</u>
PPE - Teaching staff	<u>5356</u>
PPE - Caretaker/grounds person.....	<u>5457</u>
PPE – Office staff	<u>5558</u>
Appendix 1 – Task Analysis.....	<u>5659</u>
Appendix 2 – Contractor health and safety agreement.....	<u>5760</u>
Appendix 3 - Staff training records	<u>5861</u>
Appendix 4 - Industry qualifications	<u>5861</u>

Section 1 - Introduction

The Board of Trustees is committed to providing and maintaining a safe and healthy workplace and to providing the information, training and supervision needed to achieve this. The Board will take responsibility for health and safety procedures and all staff, contractors and visitor's must be aware of their responsibilities and comply with Pakuranga Heights School's health and safety policy. The participation of all staff, contractors and visitors is appreciated.

Please read this manual carefully. The following information is intended for staff, contractors, and visitors working within Pakuranga Heights School. Health and safety is an integral part of our school. Staff and contractors, as a prior condition to commencing work, are required to read through this manual to ensure full understanding of Pakuranga Heights School's health and safety requirements.

Pakuranga Heights School's policies and guidelines must also be viewed in conjunction with this manual and are found on the school's website or by contacting the Principal.

Responsibility and Accountability

The Board of Trustees has overall responsibility for health and safety at Pakuranga Heights School. The Principal and Caretaker carry out regular safety inspections to ensure hazards are minimised or eliminated.

You are responsible for your health and safety, and the health and safety of those around you. You also have a responsibility to report any hazards you identify to the Executive Officer or Principal.

The school operates an accident and injury register to record all injuries incurred at school. Please contact the Executive Officer or Principal for details.

The school has a health and safety committee, which holds two meetings each term to discuss issues around the school. The current members are:

- Monique Browne – Deputy Principal
- Simon Fraser - Caretaker
- Kristina Mahoney – Executive Officer

Main functions of the health and safety committee are to:

- make it easy for the school and workers to cooperate on ways to ensure workers' health and safety at work
- assist in developing standards, rules, and policies or procedures for work health and safety
- make recommendations relating to work health and safety
- carry out other tasks agreed between the school and the committee

Health and Safety rules

The following safety rules must be strictly adhered to at all times when on school grounds:

- You must not operate machinery or equipment unless you are adequately trained
- Do not attempt to modify or repair any equipment unless you have been authorised to do so. Any repairs or modifications must comply with relevant legislation.
- Safety devices must not be tampered with or overridden and equipment must not be operated without guards or with damaged guards
- Inspect equipment for hazards before use
- Approved safety equipment or clothing must be worn when required

- Follow recommended procedures for handling dangerous or hazardous substances (know where material safety data sheets (MSDS) are located)
- Before starting any new project, look for and discuss safety hazards with your supervisor
- Keep access areas to aisles, exits, driveways and fire extinguisher/hose clear at all times
- Apply best practice manual handling techniques when lifting heavy objects, use team lifting or mechanical lifting devices where appropriate
- Report all unsafe acts and conditions to the Principal or Executive Officer
- Be fully aware of evacuation and emergency procedures
- You must report any injury, damage or near miss to the Principal or Executive Officer
- Do not engage in practices which may be inconsistent with ordinary and reasonable common sense safety rules
- Keep your work area clean and tidy. When you have finished for the day, make sure all equipment is returned to its proper storage area and equipment is shut down
- Pakuranga Heights School is smoke free, with smoking banned in all buildings and outdoor spaces
- Illicit drugs are strictly forbidden on school property, alcohol consumption is at the Principal's discretion. Any person who reports for work or is seen on the premises under the influence of drugs or alcohol may be asked to leave the property

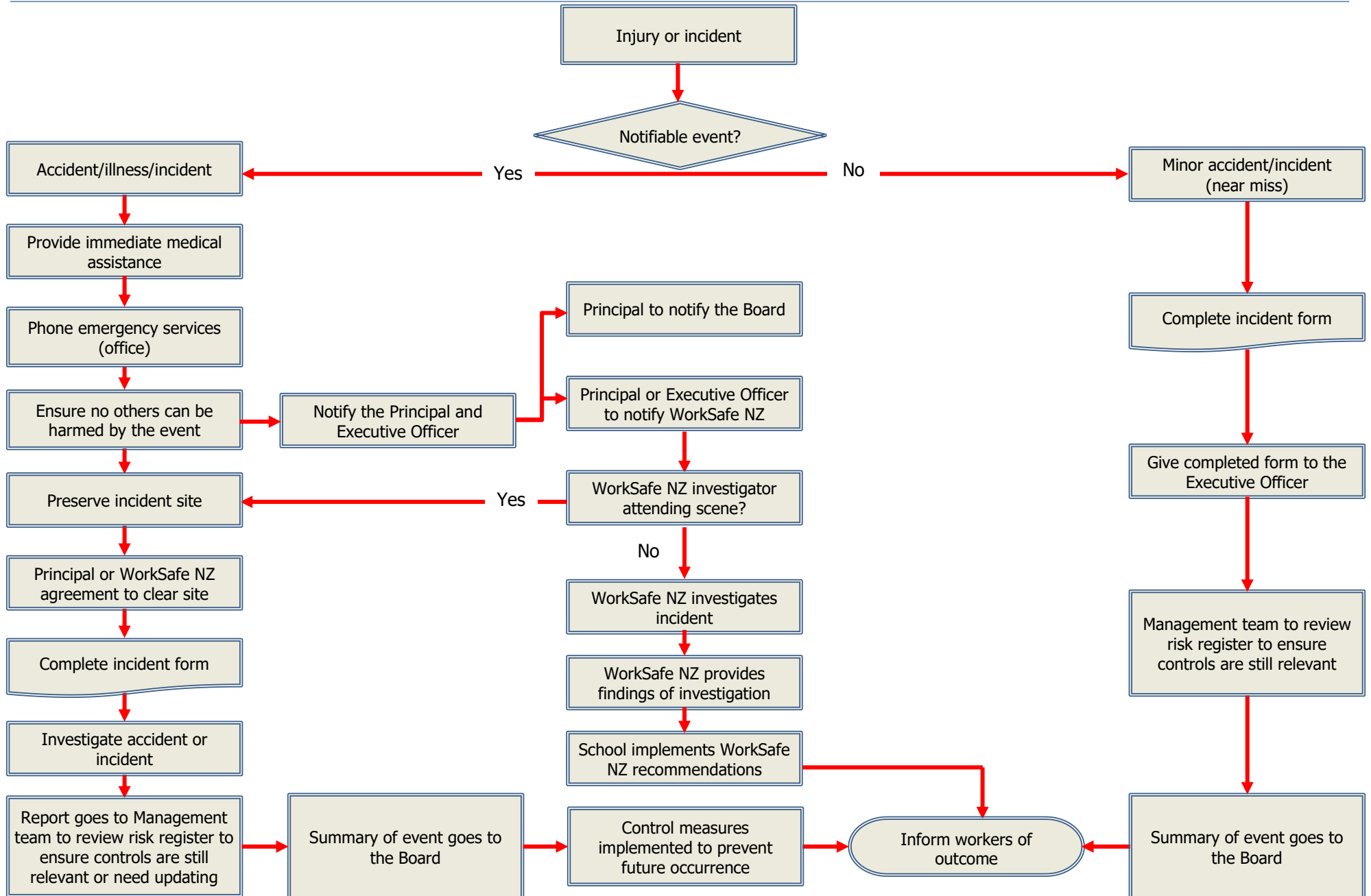
If you suspect that something is unsafe

- If it looks unsafe it is likely to be unsafe
- Make it known that you think something is unsafe
- Make sure you and students in your care are safe
- If you can safely do so, eliminate or minimise the hazard, e.g., switching off the power supply or fuel, cleaning up a spill, move people out of the area
- If you are unable to leave the hazard and require emergency assistance, send a child to the office for help. If you are in the classroom, you can use the yellow "emergency card" to seek immediate help from the office
- Advise the Executive Officer or Principal where the hazard is located. They are required to take all practicable steps to ensure the hazard is eliminated or minimised. They can also undertake or arrange for formal hazard identification and risk assessments to be undertaken

If an accident/incident ALMOST happened

- A near-miss incident is something that, under slightly different circumstances, could have caused an accident
- Near-miss incidents must be reported as though an accident has occurred. Use the online reporting form to record the details. You are responsible for ensure this form is completed
- Near-miss incidents are the best kind of incident to report, as no one has been injured (yet), and it may give us the chance to fix the problem before anyone gets hurt.

Injury or incident procedure



In an emergency

School management must also refer to the emergency management plan in an emergency; this is located on the Executive Officer's desk.

Emergency card

Each room has a yellow, emergency card. Use this card in an emergency when a verbal message is inappropriate or impossible.

Send this card with a student to the office and help will arrive immediately. This card should be located next to the fire drill instructions in every room.

Please ensure this card remains by the fire drill instructions at all times.

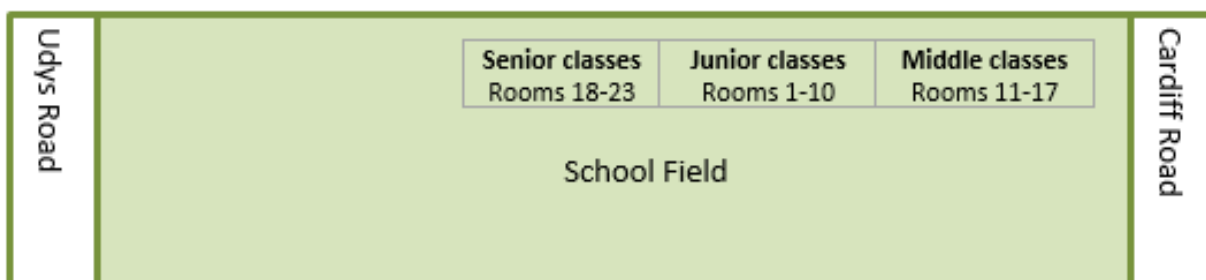


Emergency evacuation

An emergency instruction card is kept in each classroom next to the exit. An emergency evacuation will be signalled by:

Continuous Ringing of the external bell

Evacuate to the school field



Teachers Learning assistants

- **If in the classroom, collect red emergency folder** which contains instructions and a class list. If you are not in the classroom, proceed directly to evacuation point and obtain a class list from the Deputy Principal.
- **Check resource rooms, cloak bays and toilets** (pre-determined class responsibilities) to ensure all students are evacuated. Close all doors.
- **Evacuate to field in an orderly and quiet way**, staff must accompany the class to the assembly area on the far side of the field where students will line up in their classes. Any split classes to line up in their usual room places and DP will allocate a staff member to do the roll call for them.
- **Complete roll**, teachers are to immediately check each student off the class register.
- **Report to team leader** once class roll is complete. Ensure teachers responsible for breakout spaces, confirm checked and clear.
- **Team leader to report to DP** once all classes are accounted for.

Office staff	<ul style="list-style-type: none"> • Receptionist (or delegate) to collect <ul style="list-style-type: none"> – Red emergency folder – absence print out (etap) – visitor print out and left/returning students (vistab) • Check sickbay, IT room, meeting room, art cupboard, toilets for any children or visitors who may be in the administration area. • Evacuate to assembly point and advise DP of your presence. • Executive Officer (or delegate) to meet relief appliance at the front gate.
Caretaker	<ul style="list-style-type: none"> • Unlock front gate (Udys road) to allow relief appliances onto the premises. • Evacuate to assembly point and advise DP of your presence.
Warden (Principal or acting Principal)	<ul style="list-style-type: none"> • Call emergency services (9) 111 to confirm alarm has been received. • Evacuate to assembly point. • DP to report to Principal (or acting Principal) once all classes are account for. • Use visitor book and red emergency folder to confirm all students, staff and visitors at school are present at the assembly area. • Contact Board chairperson and advise of emergency.
Deputy Principal	<ul style="list-style-type: none"> • Use "visitor" and "left/returning students" lists and "Emergency Staff/Class Teacher contact and check list" (in Emergency folder) to confirm all students, staff and visitors at school are present at the assembly area. • Ensure breakout spaces/toilets checks/clearance reported by team leaders • Report to Principal (or acting Principal) once all above received
Contractors Visitors	<ul style="list-style-type: none"> • Evacuate to the school field in an orderly and quiet way, visitors/contractors must accompany their class or group of students they have at the time, to the assembly area on the far side of the field. Students must line up in their classes. Ensure you walk.

Civil Emergencies – hazards – man made/natural

- On receiving an emergency warning or other indication of an emergency, all pupils will be kept under the strict control of the teaching staff.
- All pupils will return immediately to classrooms unless there is a call to evacuate the buildings.
- The Principal will make contact with Civil Defence Headquarters as soon as possible.
- Pupils will only be released from school to parents who collect them personally or who personally authorise their removal.
- Any unclaimed students will be moved to a Civil Defence Welfare Centre where they will be accommodated by Civil Defence personnel until reunited with their parents or caregivers.

Missing Child

1. Confirm student has been present during school hours.

2. Student is missing.
3. Notify main office.
4. Search school.
5. Student returns or is found – advise parents.
6. If student not found – advise parents/caregivers immediately.
7. Seek police support – student found.

Violence/Personal Threat Emergency Response

1. Try to keep calm.
2. Acknowledge the person's problems and/or feelings. Speak quietly, slowly and calmly.
3. Move carefully and explain your actions as you move – AVOID SUDDEN MOVEMENTS.
4. Avoid provocation by careful use of words or body language (attempt to understand the person's problem).
5. If safe to do so:
 - Contact the school office
 - Dial 111
 - Wait for help to arrive
 - Complete Incident Form when situation resolved

Armed Intruders

1. Shots are heard or armed offender seen.
2. Dial 111 – give specific location, description if possible.
3. Get all students and staff under cover.
4. Reassure students – ask students to stay calm.
5. Initiate lock-down if intruder outside.
6. Isolate/evacuate if offender inside.
7. Try and identify source and location if safe to do so.
8. Follow police directions.
9. Keep everyone in a safe location until "All Clear".
10. Determine what follow up / intervention is necessary.
11. Document the incident.

Traumatic Incidents

- If an event of some magnitude occurs in the lives of staff or students of the school, enquiries will be made as to the emotional safety of those associated with the events.
- Contact Ministry of Education Traumatic Incident Team. Offers will be made of support, pastoral care, time-out, therapy or counselling, depending on the seriousness of the occasion or event.
- Wherever possible the school will attempt to meet the needs of staff or students who are traumatised by events associated with school life, a school activity or misadventure relating to the school activities.
- Referrals will be made to appropriate agencies to support individuals or groups who need specialist help.

Pandemic

In the event of a pandemic, the school will abide by the instructions of the Ministry of Health and/or Ministry of Education. Follow PHS Pandemic Plan.

Lock down procedures

An emergency lock down will be signalled by:

Repetitive intermittent ringing of the external bell

<p>Teachers/ learning assistants</p>	<ul style="list-style-type: none"> • If in the classroom, collect red emergency folder which contains instructions and a class list. If you are not in your classroom, remain in the room or proceed directly to the closest lockable room. • Clear resource rooms, cloak bays and toilets around your own area to ensure all students are accounted for. • Lock exterior doors and do not open until lock-down is declared over by the Principal or Deputy Principal in person. • Open blinds and curtains to ensure an unobstructed view to allow visual inspection by police. • Control movement in the class as best as possible and remain hidden. • Further information may take some time to reach you, please be patient. Either the Principal or Deputy Principal will text any information directly to all staff when information is received. • The all clear will be announced in person by the Principal, Deputy Principal or emergency services.
<p>Principal/DP – emergency contact</p>	<ul style="list-style-type: none"> • Lock all external doors. • Dial 111 and advise Police of situation if they have not already been contacted. Otherwise, advise Police that you have had instruction to lock down the school and ask if this is still required. Remain on the phone with emergency services for as long as it is safe to do so. • Open blinds and curtains to ensure an unobstructed view to allow a visual inspection by police. Remain as hidden as possible within your room. • Follow instructions from emergency services • Text staff to advise of situation eg, “the police called and requested the school go into lock down due to...”. Keep it simple and brief. This can be done via eTap>pupil details>contact lists and other options(pink line)>send text messages to this group (at bottom of page)>staff admin (right side of screen).
<p>Office staff</p>	<ul style="list-style-type: none"> • Receive information from Police, notify the Principal and Deputy Principals of the event. • Receptionist (or delegate) to collect <ul style="list-style-type: none"> ○ Green emergency plan from the reception desk ○ absence print out ○ visitor vistab printout • Lock all external doors. • Clear sickbay, toilet, IT room, meeting room, uniform shop of any children, bring them into locked office. • Open blinds and curtains to ensure an unobstructed view to allow a visual inspection by police. Ensure all people remain as hidden as possible in the room. • Follow instructions from emergency services until the all clear is announced.
<p>Caretaker</p>	<ul style="list-style-type: none"> • Lock all external doors or relocate to closest building. • Open blinds and curtains to ensure an unobstructed view to allow a visual inspection by police. • Further information may take some time to reach you, please be patient. Either the Principal or Deputy Principal will text any information directly to all staff when information is received. • The all clear will be announced in person by the Principal, Deputy Principal or emergency services.

Section 2 – Hazards

To help reduce the health and safety risks in your work area you must report any hazards, something that has the potential to cause injury or harm. It is your responsibility to report hazards to the Executive Officer or Principal.

You can do this by filling out the electronic hazards and property issues form on the Learning in the Cloud website or complete the incident/near miss form kept in your classroom reliever folder and at the school office. If it is a new hazard it will be managed and controlled by the Principal.

All hazards identified in your work area are listed in the hazard register in section two. Here are some common hazards that you need to be aware of and know how to work safely around them.

Environment

Asbestos

The presence of asbestos is not itself a risk. Where asbestos is left in place and is in good condition, it does not pose a significant health and safety risk.

Asbestos and asbestos-containing materials become a health risk when they are disturbed, or where the material is deteriorating and fibres are released into the air. For example, if asbestos is disturbed during refurbishment, demolition or excavation works, or as a result of deterioration, there is a risk of asbestos fibres becoming airborne and creating a health risk.

For more information about Asbestos and your health, visit the Ministry of Health website:

[Asbestos](#) (Ministry of Health website)

The Board of Trustees has completed an Asbestos Management Survey and found asbestos present in some older buildings. Details of which buildings contain asbestos can be found in the hazardous materials section of this handbook.

In order to eliminate the exposure of airborne asbestos to staff and students, it is imperative that staff abide by the following procedures:

- Do not, under any circumstance, puncture any fencing or cladding.
- Immediately notify the Executive Officer or Principal of any broken cladding or fencing.
- Consult the hazard materials register prior to completing any construction or repair work on school buildings or fencing.
- On the discovery of asbestos, you must cease work immediately and report the find to the Executive Officer or Principal.
- Do not, under any circumstances, attempt to remove asbestos, leave it to the experts.

Prior to the commencement of any property development, the Executive Officer or Principal will consult the Asbestos Management Plan. Each construction project undertaken at Pakuranga Heights school will have a specific Asbestos Management Plan created by either the Executive Officer or the Principal.

For further information, refer to the school's Asbestos Management Plan.

Confined/Restricted spaces

A confined space is any area that is not intended for human occupancy and that also has the potential for containing a dangerous atmosphere. A confined space (includes but is not limited to):

- is large enough for a worker to enter and perform assigned work
- has limited entry and exits
- may contain a hazardous atmosphere, arising from chemicals, sludge or sewerage

- is constructed so that anyone who enters could be asphyxiated or trapped by walls or floors that converge to a small cross-section

Confined spaces also include open manholes, trenches, pipes, flues, ducts, under floor spaces, ceiling voids, enclosed rooms such as basements and other places where there is inadequate ventilation and/or the air is either contaminated or oxygen deficient.

Restricted Space is defined as an area;

- that has a very narrow, small or awkward entry/exit point
- where the space is not large enough to comfortably house a human occupant
- where there is the potential for asbestos dust, liquefaction, mould, fungus or sewerage to be present

A restricted space includes (but is not limited to) ceiling space and under floor space.

Confined Spaces

Before you begin a task in a confined space, a task analysis (see Appendix 1 – Task Analysis) must be completed before entering including a full risk analysis and visual inspection of the space. Hazards must be identified and controlled before work can commence.

Restricted Spaces

If the space is defined as a restricted space in accordance with the definition above, then the work must be completed by a specialist contractor.

Essential safe work practices to consider

- Liquefaction, mould, fungus, poisonous spiders or sewerage may be present under flooring. Appropriate PPE must be used to minimise these hazards.
- Asbestos dust may be present in ceiling spaces. The Pakuranga Heights Board Asbestos Management Plan must be followed if this hazard is identified.
- Electrical wiring may be present in both under floor and ceiling cavities. Ensure this hazard is identified and made safe prior to commencement of the work.
- Crawl boards should be used in ceiling spaces
- Poor lighting makes hazard identification difficult. Ensure adequate lighting is available during inspection and for the duration of the task. Ensure lighting is in good condition, fit for purpose and doesn't pose an additional hazard.

Emergency Considerations

A stand-by person must be stationed at the entrance to any restricted space to ensure that communication is constantly maintained.

An alternative method of egress must be identified and where possible, equipment required to undertake such emergency egress must be immediately available in the event that emergency evacuation is required.



Housekeeping

Keep your classroom/work area clean and orderly making sure power and communication cables do not present a tripping hazard. It is your responsibility to do this, not the job of others. A tidy work area promotes and encourages smart work habits.

Noise

Prolonged exposure to excessive levels of noise may cause a loss of hearing ability. Noise induced hearing loss is not repairable nor will your hearing ability return to pre-existing levels. Common indicators of excessive noise levels include:

- needing to shout to be heard at arm's length
- background noise making it hard to communicate
- frequent requests to repeat what has just been said
- the need to strain to understand conversation
- ringing in your ears after you finish work.

It is advisable that personal hearing protection devices such as ear muffs or ear plugs be worn when communication is difficult or discomfort is experienced during noisy periods.

Ensure the following:

- Keep noise levels down in the classroom using behaviour management protocols, for example, sound monitor dial, clapping strategies, rain stick etc.
- Regular maintenance of machinery to ensure noise levels are minimised
- Use of loud machinery when students are not at school, ie school holidays, before and after school.
- Always use ear muffs for work with lawn mower, water blaster, blower, tractor and other loud machinery.
- Remind students during break times not to shout, squeal etc.

Personal Protective Equipment (PPE)

Pakuranga Heights School provides PPE for your safety and benefit – use them as the occasion arises and check that:

- PPE provided offers you adequate protection for its intended use.
- It is properly maintained and any defects are reported immediately.
- It is returned to the proper storage after its intended use.

You must be adequately trained on its safe use (see Section 6 – Personal Protective Equipment (PPE)). Do not rely entirely on PPE alone to protect you against hazards. Use PPE in conjunction with guards, engineering controls and written safe operating procedures.

PPE is available for protection of the head, ears, eyes, breathing, hands, arms, feet and legs. In general, you should wear suitable footwear while at school and while on duty, a hi-vis vest or shirt.

Slips, Trips and Falls

Slips, trips and falls cause injuries. These injuries can be prevented by:

- Good housekeeping (eg keep walkways clear at all times)
- Reporting hazards
- Wearing appropriate PPE
- Good manual handling practices or techniques
- Floor mats in entrance ways with vinyl floors

We can all prevent these injuries by looking out for spills, keeping the floor clear of obstacles/obstructions and by wearing the correct safety footwear. If you see something which could potentially cause a slip, trip or fall injury don't walk past and ignore it, do something about it.

Remember safety is everyone's responsibility.



Stone gardens

Please ensure you always use the footpath around the car park area. The loose stone garden is a hazard and could result in serious injury if you attempt to walk across them. Always take the footpath.

Working at Heights

Work at height means working in a place where a person could be injured if they fell from one level to another. This can be above or below ground level.

Work at height does not include slipping, tripping or falling at the same level.

Regulation 21

Regulation 21 of the HSE Regulations is the source of the often quoted three metre rule. It is mistakenly believed that no controls are needed where a person faces a fall of less than three metres. That belief is wrong and ignores the overarching duties in the HSE Act.

The HSE Act requires that if there is a potential for a person at work to fall from any height, reasonable and practicable steps must be taken to prevent harm from resulting.

Doing nothing is not an option.

The use of safety harnesses, lanyards and other fall arrest equipment is mandatory when working above 1.8 metres. Staff must be trained in the use of safety harnesses if they wish to complete work above 1.8 metres.

Remember a ladder is designed to access work at heights and is not a work at heights platform. The following work will require fall protection procedures and equipment:

- Work near unprotected open edges of floors and all roofs
- Work near unprotected penetrations or openings in roofs, floors and walls
- Work near unguarded shafts or excavations
- Work from unstable structures (temporary or permanent)
- Work on or near fragile or brittle surfaces (e.g. cement sheeting roofs, fiberglass sheeting roof or skylights)



Equipment

Electrical equipment

Many electrical appliances are not deemed safe to be used by children without adult supervision, nor are children generally knowledgeable about electrical safety. It is critical that teachers ensure they teach children how to be safe with electricity prior to using electrical equipment in the classroom. The importance of manufacturers' instructions, and maintaining safety vigilance when using electrical equipment, is an important part of their education.

In situations where the risk of severe electric shock is present, such as wet areas, the use of RCDs is mandatory.

Battery powered equipment can be a severe fire risk when an incorrect charger is used. In some cases, a fire can occur even after charging has been completed and the equipment is in use.

Electrical equipment, other than equipment supplied by the school must not be operated on the school's premises without the prior permission of the Principal. This includes but is not limited to microwaves, heaters, fridges, water coolers, electric jugs etc.

Electrical Sockets

- Make sure your hands are dry when touching anything that plugs into a socket
- Keep electrical appliances away from water
- Follow the manufacturer's instructions when using appliances specifically designed to be used in water
- Never leave metal objects, such as screwdrivers, utensils or cutlery, in a place where children may put them in power sockets

Multi-boxes and adaptors

Double adaptors and multi-boxes are not suitable for long term connection because their use creates a risk of poor electrical contact and overloading. This is a major cause of electrical fires, especially if appliances like heaters, electric jugs or kettles and fridges, are connected because they draw heavy current loads which double adaptors and multi-boxes are not intended to handle.

Double adaptors and multi-boxes are only intended for low current loads from items such as computers, printers, and radios, etc. They are portable and are also at risk of physical damage, which is not always apparent to the user. They should be secured under, or above, desks to avoid leads trailing on the floor and causing a tripping hazard.

Electrical Appliances

Technology classrooms tend to have a high level of unsafe or non-compliant equipment.

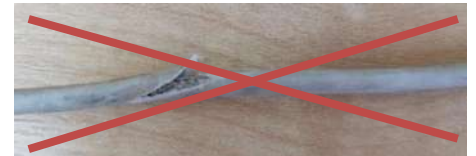
Visually checking electrical appliances and cords ensures the equipment students and staff are using is safe. Often the cords attached to heating tools and appliances can be damaged by melting, leaving wiring exposed, as in the example of a soldering iron.



Appliances that have damaged cords or plugs, potentially exposing live parts, pose an immediate safety risk. For example, the leads shown here need to be replaced or re-made to eliminate the electrical safety risk posed by having exposed live parts or ineffective insulation.



The school conducts a test and tag of all electrical equipment but it is extremely important for you to regularly check any cables used in the classroom. Any cable which has exposed wires is considered unsafe and must not be used. Exposed wires can cause electric shocks and fires.



If you discover a cable with a nick or crimp, please do not use, immediately send it to the office for a replacement.

A leading cause of exposed wires is yanking the plug out by the cable. Please instruct your class on how to correctly use cables to prevent damage to cables:

- Always insert and remove the cable by holding on to the connection, not the cable itself.
- Once a device is charged, unplug the cable to prevent unnecessary heating of the wire which can lead to damage (extreme hot and cold temperatures damage wires).
- Carefully roll and store your cables neatly. Don't stuff them into bags, pockets, or boxes.

Heaters

Do not store items made of combustible material close to or on heaters. Follow the 'heater metre rule' – heaters can be a fire hazard and should be kept at least one metre away from curtains, clothing, bedding, rugs and furniture.



What to do if someone gets a shock

1. Don't touch them.
2. Switch power off immediately.
3. Contact the office, they will call 111

Child ergonomics

Children may be at their most susceptible to physical disorders caused by inappropriate furniture during adolescence, says one of leading researchers in the field, Professor Leon Straker, Director of Research in the School of Physiotherapy at Curtin University. 'Ergonomics is really important for school children,' he says. 'Before they finish high school, two thirds of children would have experienced their first episode of back or neck pain. Having back or neck pain as a child makes you more likely to have chronic back or neck pain as an adult.'

'By the time children leave school they have over a decade of habit forming – how they sit, how they use computers, how they ensure variety in their day. Childhood is where people need to learn safe working habits,' says Straker.

Straker, together with colleagues from the University of Queensland, Washington University and Harvard University, has recently published 'Evidence-based guidelines for wise use of computers by children.' These have been made freely available to the public by the publishers at www.informaworld.com.



In the guidelines Straker outlines some key points for good ergonomics in school to help reduce the onset of musculoskeletal pain and discomfort:

- design the day so children get a posture change every half hour
- make sure children can lie, sit or stand in a reasonably comfortable position for any task – the longer the task the more comfortable the posture should be
- encourage children to wear their school bag comfortably on both shoulders
- encourage students to be active
- encourage positive, collaborative peer interactions
- encourage students to feel free to move to reduce discomfort, and to report early discomfort to the teacher, and
- encourage students to be active after school and on weekends, and not sit and play sedentary electronic games or watch television for more than 30 minutes without playing an active game for a while.

Furniture and equipment

Ergonomic chairs, variable-height work surfaces, and computer accessories are designed to protect people from a variety of musculoskeletal disorders. Look for products designed specifically for students and young adults: smaller people need smaller furniture!

Adjustable work surfaces

Because classrooms are used by a variety of students, tables and chairs should be able to be adjusted.

Desks

Computer desks should be deep enough so that the computer screen can be positioned about an arm's length from the student; wide enough to allow the keyboard and mouse to sit side-by-side; and high enough that the student can sit comfortably with unrestricted leg movement. Foot stools can be used when desks and chairs are not able to be adjusted enough to fit the child, but this is a 'second class' solution.

Chairs

Chairs should have height adjustment mechanisms, but nothing so delicate that students will destroy it on the first day of school. If the chair has a back rest it should be adjustable to support the lower back. Chairs should not have armrests as they tend to block students from getting close to the desk. Details such as waterfall fronts and flexible backrests allow students to vary their position, shift their weight and relieve pressure points.

Computer accessories

Keyboards should be in good condition so keys work well and have a positive feel when the key is actuated. Ideally keyboards should not have number pads as these make the child have to reach out to the side to use a mouse, and thus be more likely to get soreness in their shoulder. The computer mouse should be hand-sized for the child and be kept clean so it moves smoothly over the desk and buttons work smoothly. Document holders reduce eye and neck strain.

Making do

Many school classrooms across the country today were designed before the invention of computers and possibly, for some, prior to the invention of electricity. In reality, not all schools will have the budget to replace every old chair, desk and keyboard with an ergonomic miracle. The best compromise is to accommodate the majority of students. The height of the chair, in relation to the student and the height of the desk, is the most important factor in correct posture; so try to have a range of chairs in different sizes, preferably with height-adjustment mechanisms.

In practice, although price will inevitably be an important deciding factor in a school's furniture choice, unlimited resources are not necessary for a healthy ergonomic environment.

Workstation set-up

Adjust the chair and table so that the student's elbows are at the same height as the desk with feet flat on the floor. For a shorter student, this may mean that his feet do not touch the floor; in this case, a footrest needs to support his feet to keep the thighs parallel to the floor.

Adjust the height of the computer monitor so that the top of the screen is level with the student's eyes. The mouse and keyboard should be positioned close together and in front of the student. They can be pushed back from the edge of the desk to allow the forearms to rest on the desk to allow the student's neck,

shoulders and arms to relax more. Centre the letters of the keyboard, not the entire keyboard, in front of the student.

The student's upper arms should be close to the body and relaxed; her wrists should be at a neutral position, level with the forearms. Her head should be balanced on her neck, not tilted forward or back, with her chin neither tucked in nor stretched forward.

One good posture involves the student forming 90-degree angles in the positions: between her shoulder, hip and knee; between her shoulder, elbow and wrist; and between her hip, knee and foot.

Students like to collaborate. If possible, cluster workstations together so students can work collectively.

As a teacher, be aware of where you stand and move, and where you position whiteboards or projection screens. If you want students to see you, position yourself where they can see you and their computer screens at the same time.

Training

Knowing how to sit at a workstation in a way that prevents strain on neck and shoulder muscles and the spine is essential to avoid injury. Thoughtful workstation setup, good computer work habits and posture awareness are simple, low-cost, effective ways to minimise the risk.

Take regular breaks

Try to ensure your class takes a few moments every 20 minutes to stop what they're doing, stand up and stretch to restore circulation, relieve tense muscles, and break up periods of inactivity.

Take micropauses

Students generally type in bursts rather than steadily. Between bursts, students should relax their hands, resting them straight and flat.

Vary tasks

Set diverse types of work to avoid students experiencing long periods of repetitive movements and stressful postures.

Use shortcuts

Encourage students to use keystrokes rather than the repetitive action of using the mouse, trackpad or joystick, which puts strain on hands and wrists.

Set an example

You don't have to say 'sit up straight' – in so many words. Do encourage students to sit tall with back straight, head straight, shoulders relaxed and both feet flat on the ground. Discourage crossed legs. Sitting correctly, there should be a curve in the small of the back.

Let them complain

Be on the lookout for signs of computer-related injury in students: warning signs include pain, tingling or heaviness in the neck, shoulders, back, arms, elbows, wrists or hands.

Tech up

Working at a computer can be hypnotic, so several companies have developed software that can monitor how much you've been using the computer, prompt you to take rest breaks and to stretch, provide postural advice and suggest exercises.

Laptops/chromebooks

Laptops are fundamentally an ergonomic challenge because they can't be adjusted for individuals: the keyboard, pointing device and monitor of a laptop or tablet computer are integrated in one unit, so it is more difficult to maintain a comfortable posture that doesn't strain the neck, shoulders, arms and hands. For most primary school children, the smaller size of the keyboard and closeness of the keyboard and monitor actually gives them a better posture than using a desktop computer setup for a tall child or adult.

However, for older, taller students it is impossible to get a good posture with a laptop – but using an external keyboard and mouse gives the child the flexibility to put monitor and keyboard in positions to encourage good posture.

Encourage students to set up laptops following similar rules to those used for desktop computers. To minimise strain, laptops should be used on tables or desks, rather than actually in the lap. Using laptops



away from desks can be a good way to allow some different, good, postures to be used and to give some variety, as long as the laptop posture follows the guidelines.

Encourage the same safe work practices for use with a laptop as for use with a desktop computer. Ensure students take frequent breaks, stretch, use keyboard shortcuts and are aware of the importance of their posture.

iPads and iPods

Touchscreen devices such as smart phones and iPads are being used by some schools and are used by many students. These devices have similar problems to laptop computers, and the small screen ones should only be used for short periods. iPads and electronic books usually result in poor neck postures – like when reading any small book. Typing into touch screens may also be more stressful than normal keyboards but research on this is currently being conducted.

Computer use

Reduce the risk of posture related injuries by maintaining good postural habits and working practices and by having an appropriate workstation set-up. Staying in the same posture for prolonged periods is undesirable, as people naturally need to change position and move around.

Reference postures

Maintaining the body in neutral positions while working reduces stress and strain on the musculoskeletal system. (A neutral body position is a comfortable working posture where joints are naturally aligned.) Note that this is only one factor of many that can help to reduce a computer user's risk of developing discomfort, pain or injury related to their use of computers.

The following picture shows a range of acceptable postures that computer users may adopt as starting positions to move in and around, but note that there is no uniquely correct posture that would suit any user for an extended period of time.

Humans are designed to move and change position, and their work environment should enable and accommodate changes in posture. Computer users should also be encouraged to change their working position frequently throughout the day.



Recommendations for computer users who sit to work:

Legs and feet

- The feet are fully supported by the floor. If the feet cannot be supported on the floor, a suitable footrest should be used;
- The knees are the same height as, or just below, the hips with the feet slightly forward of the knees;

Neck and back

- The head is level or bent slightly forward, forward facing and balanced. Generally, it should be in line with the torso and not turned to one side;
- The back is positioned so that the natural curves of the spine are maintained in both the upper and lower regions of the back;

- The back is fully supported with appropriate lumbar support when sitting upright or leaning back slightly.

Arms and hands

- Shoulders are relaxed;
- Elbows are hanging comfortably by the user's sides;
- Elbows are close beside the body and at approximately right angles. If the user is reclining in their chair, a greater elbow angle is appropriate. Recommended elbow angles range between 70° and 135°;
- The hand or forearm is supported;
- Wrists are as straight as possible, within 30° up or down (extension and flexion);
- Avoid sideways bending of the wrist (ulnar/radial deviation);
- Direct pressure on the under surface of the wrist should be avoided while typing or using a mouse or pointing device;
- Fingers should remain relaxed and slightly curved rather than excessively arched or extended during typing;
- When in use, a mouse should be held loosely in the hand, with the fingers and thumb relaxed so that they are gently resting against the mouse.



Keep arm and hand in line.

Laptops and other portable computer devices

When used on its own, a portable computer should be used for short, intermittent periods of work. For longer periods it should be used with additional, external hardware such as a keyboard, mouse (or other pointing device), screen and/or other laptop positioning equipment.

Important features of a portable computer include:

- A height and angle adjustable screen or a detachable keyboard. Alternatively, the facility to plug in a conventional keyboard and computer screen, or the use of positioning equipment to place the portable computer screen in an optimal position;
- The facility to plug in an external mouse (or other pointing device);
- As large a screen as possible with a positive polarity display (dark letters on a light background) to decrease glare and enhance readability;
- A non-reflective screen. Some 'bright view' screens may be difficult to use outdoors or where glare and lighting are a problem;
- A large keyboard with key size and spacing similar to those of a desktop keyboard, and a feedback mechanism, such as a 'click', to indicate when a keystroke has been successful;
- Sufficient space between the keyboard and the front edge of the laptop in which to rest the base of the hand when not typing;
- Friction pads on the base of the computer to increase stability;
- Light and durable enough to carry without undue strain;
- A long battery life.



Standing to work

Many people find standing a comfortable way to work. However, prolonged periods of standing can be uncomfortable and may make certain back conditions worse. It is recommended that standing to work at a computer be alternated with a sitting position.

Working posture

- Follow the same guidelines for upper body postures as outlined for the seated position, e.g. head level, relaxed shoulders, arms hanging by side, elbows close to side;
- Ensure sufficient knee and foot room. It should be possible to move the feet forward or bend the knees to allow you to lean forward and support their upper body against the work surface;
- Provide sufficient space behind and to the side of the user to allow them to move around freely;
- Provide a footrest that allows the user to raise one foot off the ground to provide some relief from the effects of standing continuously in the same posture;
- Provide a suitable chair for prolonged work involving standing to allow the user the option to sit;
- A tall footrest is essential if a high office chair is to be used comfortably at a standing work surface;

- The floor should be even and free of tripping hazards;
- Provide shoe or floor cushioning such as a rubber mat, but ensure that it is also suitable for use with a chair (ie stable but safe).

Hazardous Substances

Hazardous substances (any material or substance that is, or is likely to be, corrosive, an irritant, toxic, radioactive, explosive or otherwise capable of endangering the health of any person who may come into contact with it or be in its vicinity) must not be introduced onto the premises without a material safety data sheet (MSDS). This includes but is not limited to solvents, cleaning agents and flammable substances such as gases. The control measures recommended in the MSDS must be applied.



Any hazardous material must be stored in a secure, clearly labelled container, in the chemical shed which must remain locked at all times.

Ladders

Ladders are so commonly used that they are often taken for granted in the workplace. And unfortunately ladder-related workplace incidents are common because workers frequently fail to apply standard hazard management disciplines and take appropriate safety precautions.

Ladders are not a fall protection measure; they are a means of providing access/egress to a work area. Ladders are only to be used where it can be shown that other risk control measures are not practicable to remove or reduce the risk of falling.

Students are not permitted to use ladders on heights over one metre.

Only ladders that conform to NZS 5233: 1986 or NZS 3609:1978 may be used.

A ladder should only be used as a means of access or for minor routine work. Ladders are not designed to be used as work platforms; if the task requires extended activity at height, an elevated work platform or scaffolding should be used.

Never use a ladder horizontally as a work platform – it's not designed for it.

Always check that a ladder is in good condition and safe to use

- Make sure the ladder is right for the job you are doing, and never use a damaged ladder.
- Check the following key safety points:
 - Stiles (legs / feet) – must not be bent or damaged
 - Rungs or steps – must not be bent, loose, worn or split
- Braces between steps and stiles or back frame – must not be bent, loose or disconnected
- Locking bars – must not be damaged or missing
- Non-slip feet – must not be worn or missing



Ensure you set up your ladder safely

- Always ask whether a ladder is the right equipment for the task – an elevated work platform or scaffolding may be more appropriate for longer tasks.
- Check that the ladder is the right height for the job – it should extend to at least one metre above the step-off point unless other handholds are provided.
- If using a step ladder, never work higher than two steps down from the top of the ladder.
- If a step ladder is extended for use as a single ladder, always ensure the locking clips are securely in place so the hinge doesn't bend inadvertently at the joint.
- Ensure the base of the ladder is set up on a firm, level surface or use a secure method to ensure even distribution of weight between the stiles (and back frame if it's a stepladder), then secure in place using a sandbag or block at the base.
- The base of the ladder should be placed at a distance from the horizontal surface equal to ¼ the working height of the ladder – a 1:4 ratio horizontal to vertical.
- Secure the top end of the ladder as soon as it is placed.
- If working on a pitched roof, use a purpose-designed roof ladder.

When using a ladder, make sure you:

- Use the right ladder for the job and according to manufacturer's recommendations.
- Position safety cones around the work site and fix linkages (barriers) between cones to secure the site.
- Only one person should be on a ladder at any time.
- Anyone using the ladder should maintain three points of contact (hands and feet) at all times.
- Secure the ladder by lashing at the top and bottom or have someone holding the base securely.
- A second person must hold the base of the ladder until someone else can secure the top end.
- Use an observer to hold the ladder and ensure access to the area is restricted.
- Never carry a load that will prevent you from holding or grabbing the rungs with both hands. Use a carry belt or hoist loads up separately.
- Never over-reach, as you could over-balance and fall - get down and move the ladder. As a guide, keep your belt buckle between the lines of the ladder stiles at all times.
- Never hang any tools or other items from the steps or rungs of a ladder – unless it is specifically designed for this purpose.
- Always remove any loose items from steps or rungs before moving the ladder.
- If the ladder encroaches onto a passage, roadway or walkway, place cones or barriers around the base to avoid inadvertent impact that could cause the climber to fall.
- Stand the ladder on a level base.
- Set the ladder at the correct angle 4:1 ratio.
- Ladder must extend a metre above the landing.
- Ensure the ladder is long enough to do the job or use an elevated work platform (EWP).
- Don't use a metal ladder near electricity.
- Always wear slip-resistant footwear when climbing a ladder.
- Never work from the top two treads
- If a ladder is damaged in any way, remove it from service and have it inspected and repaired.

Manual Handling

Many painful injuries are caused by lifting, pushing or carrying and are avoidable by using proper manual handling techniques. Do not attempt to lift or carry loads that are beyond your physical capability, if it is too heavy, use a mechanical lifting device (eg, hand trolley) or practice team lifting. Follow these steps:

- Plan the lift and the route to be taken.
- Test the size and weight of the load, reduce if necessary.
- Don't be a hero, get someone to help you if it is too heavy or too large.
- Stand close to the item/object with your feet apart.
- Bend your knees and lean forward.
- Get a good firm grip on the item/object.
- Use your leg muscles to lift, not your back.
- Never twist at the waist.
- Move your feet while lifting or moving a load.



Operating equipment

You are only permitted to operate equipment you have been trained to use:

- Inspect electrical equipment including leads, for damage and other hazards before use.
- NEVER use cables that have exposed wires.
- Ensure inspection test date tags on electrical leads and portable tools are current.
- Remove faulty equipment from service.
- Switch the power OFF before inserting or pulling out a power cord.
- Portable leads will trip you up if left across walkways, always ensure these are kept tucked away or covered by tape or a mat if it must cross a walkway.
- Do not attempt to fix electrical equipment, notify the Principal or executive office who will arrange repair.
- Report electrical faults to the Principal or Executive Officer.

Staff room

There are several hazards in the kitchen:

- Hot water and food
- Electrical equipment
- Sharp knives

Do

- Use a knife suitable for the task and for the food you are cutting
- Keep knives sharp
- Cut on a stable surface
- Handle knives carefully when washing up
- Carry a knife with the blade pointing downwards
- Store knives securely after use, eg in a scabbard or container
-

Don't

- Leave knives loose on worktop surfaces where they can be accidentally pushed off
- Leave kitchen knives in the classroom, always return them to the kitchen
- Ask a student to collect a kitchen knife, kitchen knives must only be moved from the kitchen by adults
- Try to catch a falling knife
- Use a kitchen knife for anything other than cutting food
- Use a knife as a can opener
- Carry knives while carrying other objects
- Engage in horseplay with a knife
- Carry a knife in your pocket

People

Aggressive students/parents/visitors

Because circumstances can vary so widely, it is impossible to cover every scenario or provide advice on every practicable step you could take to avoid, prevent or deal with incidents of violence. Take a common sense approach to your own health and safety and treat others in the same manner you wish to be treated. Be alert, and act in a healthy and safe way to yourself, your colleagues, your parents, and all others you meet during your working day.

Pakuranga Heights School expects and requires its staff to behave professionally in these difficult situations and attempt to defuse the situation where possible, seeking the involvement as appropriate of other colleagues.

However, all members of staff have the right to work without fear of violence and abuse, and the right, in an extreme case, of appropriate self defence. We expect parents and other visitors to behave in a reasonable way towards school staff. Types of behaviour considered serious and unacceptable and will not be tolerated are:

- shouting at members of the school staff, either in person or over the telephone;
- physically intimidating a member of staff, eg standing very close to her/him;
- the use of aggressive hand gestures;
- threatening behaviour;
- shaking or holding a fist towards another person;
- swearing;
- pushing;
- hitting, eg slapping, punching and kicking;
- spitting;
- breaching the school's security procedures.

This is not an exhaustive list but seeks to provide illustrations of such behaviour. Inform the Principal or Deputy Principals if the above occur.

Occasionally a parent or visitor's behaviour may fall short of normal standards. Keep in mind that the majority of the time you are not the object of their anger. There may be other reasons, nothing to do with school, which are putting the parent/visitor under stress. And what may appear to us a minor problem may appear very serious to the person involved. Handling people who are deliberately awkward or aggressive is the least pleasant aspect of your job, but fortunately, it is only a minority of people who display these characteristics.

Calming the Conversation

There are a number of ways you can bring a conversation to a calmer footing and, preferably, remove the person's grievance.

Before you attempt to overcome a person's annoyance, listen carefully and try to find the cause of it. Put yourself in their shoes – try to see the problem from their point of view. If the grievance is because the school is at fault in some way, you can offer an apology at the outset, which, in itself, may make the parent/visitor feel better and start to calm them down. If the parent is angry simply because they don't agree with what we have done, although we have not made a mistake, you can let the parent know you understand why they are upset – perhaps you can empathise with them.

Cause of anger

Identifying the background and the problem will assist you in progressing the situation, sometimes you know why the person is angry because you have background information relating to the case.

You have reasonable intuition/experience in dealing with people.

You have established the problem from what the person has already said

To Progress the conversation

Give a positive response to what they have told you. Reassure the parent you want to help, but explain firmly that you require certain information from them before you can help. You may have to be assertive, and request they let you finish what you are saying before they start talking over you.



Sometimes it is easier to let the parent say their piece, let the complaint and the emotion out of their system, before you start to ask and clarify the information you need to help you decide your next course of action. While they vent their frustration you should listen and try to understand the source of the frustration. While listening you send a powerful unspoken message that you care about the situation.

During the conversation, if the person is persistently rude and swears, you should say that, if they continue to talk to you in this manner, you will terminate the conversation. Give them the opportunity to cease this behaviour. If they are rude you should not be rude back, but be firm and explain you are trying to help them.

- Keep calm and do not rise to their aggression.
- Do not take the criticism personally and remain objective.
- Do not let personal feelings cloud your judgement.
- Do not be intimidated, and even if they are forceful, do not accept what is said without challenge. You are entitled to correct clearly wrong statements and allegations.
- You should always be honest and not defensive.
- Avoid blame, but focus on resolving the problem.

If the person believes we have made a mistake, we have to accept what they say until we have carried out an investigation. After this we can tell the person our findings and if we have made a mistake, we will have to put things right and apologise.

If you cannot help the person there and then, for example you need further information, you should politely explain to them why you cannot help at this stage, or why you need to speak to someone else, and let them know when you will contact them again. Ensure that you do this. Only make realistic promises and ensure that you do follow it up. Try to end on a positive and constructive note.

If the caller makes a personal threat to you, inform the Principal who will decide if further action is needed, for example to alert the police or to make arrangements for your safety.

Behaviour Management Plan

In the case of poor behaviour it is the threatening, aggressive or violent behaviour that is the hazard, not the person themselves. Resolution of the hazard may be ensuring the behaviour does not recur and this may require the removal of the student, if it is a student, at least temporarily.

Pakuranga Heights School has a comprehensive behaviour management plan which must be read in conjunction with this manual.

Contractors and Sub-contractors

Pakuranga Heights School has a legal obligation for the safety of contractors and sub-contractors engaged to perform work on its behalf. Contractors and sub-contractors must understand our approach to health and safety and be familiar with the safety rules in this document and ensure its staff are made aware of these requirements.

Contractors are required to complete the Pakuranga Heights School's Contractor Health and Safety Agreement (see Appendix 2 – Contractor health and safety agreement).

In the event that contractors and sub-contractors do not comply with our safety standards Pakuranga Heights School may decide not to use the contractor in future.



Health and wellbeing

The school has introduced the Good New Habits programme.

The art of looking after one's self or caring about your own well-being is a jigsaw of learnt habits. Teaching is an extremely demanding profession and it is vital that you take some time for 'you' during each working day. To help you develop these new habits, there are weekly activities discussed at our briefing meetings on Fridays to support you. There is no particular order to the strategies and hints but hopefully you may embrace a few on a permanent basis. They will become new habits!

Triggers

To learn a new positive habit, you need to remember to adopt this new activity on a regular basis. We all need reminders, so seeing an aircraft in the sky may be the trigger to remind you to rehydrate and have a drink of water.

You need to think about a few triggers that will remind you to regularly practise a new approach!!

Examples of triggers

Sancta Maria College is on the airport flight path so seeing or hearing an aircraft could work for their teachers. Having a special screensaver on your computer could be a trigger. A poem, a photograph on your desk, a treasured item that you frequently see, could be a trigger. It could be the smell from a fragrance from your tissues or a room air freshener. It could be another external noise such as a distant motorbike or police siren. In essence, pick a few things that will constantly remind you to remember to follow a new activity.

"Remember to Remember"

Practical Jokes/Horseplay

Horseplay, skylarking or just clowning around has no place at school. Practical jokes may get laughs, but it can end up by giving someone a lifetime of sorrow. That someone could be you.

Traffic Management

The movement of traffic around the school presents a risk to the health and safety of all workers and students.

- Always obey signage around the school.
- Vehicles cannot be driven on the school's premises without the express consent of the Principal.
- When vehicles are required to drive on to school property, it is preferable students are in class at the time. Vehicles must not exceed the speed limit of five kilometres per hour and must be supervised by a person walking with the vehicle during school hours. If it is necessary during break

times, then two supervisors are required with one person walking ahead of the vehicle and another walking behind to ensure children are kept clear from any danger.

- Parking is only available for staff, goods delivery and vehicles used to deliver equipment or materials

Training

Pakuranga Heights School is responsible for ensuring staff who work for or on behalf of the school attend a safety induction training course on their first day and prior to commencing work of any type.

No person is to work on any machinery, equipment or process until they have been instructed and educated using the school's safe operating procedures (SOPs).

Individual needs will be identified through performance appraisals including industry qualifications, site safe etc and training records kept on personnel files (see Appendix 3 – staff training).

Visitors to school

For the safety of visitors, students and workers, the school must be able to identify who is on the school premises. To enable Pakuranga Heights School to do this, the school office must be aware of who is in the school throughout the day for security and emergency purposes. The following guidelines provide details on identifying visitors.

- On reporting to the office, visitors are required to sign in with the date and time of their arrival, agree to the school's health and safety rules and receive a visitor's label to wear while on the school grounds.
- Any visitor wishing to speak to a student other than a child under their care must have the permission of the Principal or the Deputy Principals, refer to the school's Vulnerable Children's Policy for further details.
- Visitors are not permitted to work alone with students unless approved by the Principal or Deputy Principals.
- Office staff will locate the appropriate person to meet with the visitor and escort them around the school. Contractors and visitors who have been inducted may proceed without an escort.
- All school employees are expected to challenge any visitors to ensure they have reported to the office, and that their presence is understood.
- The Principal or Deputy Principals must approve any non-workers' attendance at school.
- The Principal or Deputy Principals must be informed of any interviews of students by visitors from outside agencies.

Visitors meeting with workers or students, going to other parts of the school, or working on the school site must sign in. Persons unknown to the school must produce recognised photo identification (being driver's licence, passport or other formal identification with a photo).

Regular contractors and visitors to school (ie RTLBs, electrician) must have undertaken induction training prior to working unsupervised at school.

The school must sight health and safety plans of all contractors working on the premises.

Relievers must be pre-approved by the Principal or Deputy Principals and produce photo identification and confirm their current teacher's registration prior to commencing work at Pakuranga Heights School.

Large groups of adults visiting the school must register manually with a sign in sheet made specifically for the occasions. This can be completed in the hall or room of the event to reduce congestion in the office.

Large groups of students, ie kindergartens or schools, visiting must be accompanied by a detailed list of those attending in case of emergencies.

Working alone

Working alone is when work is undertaken in a location where the employee can't physically see or talk to other staff. From time to time, staff may work outside the school's normal operating hours and be exposed to working alone.

There are a number of things to consider when you are working alone:

- **Security** - working alone may put staff at increased risk from other people, for example parents or strangers exposing staff to the risk of violent attack

- **Safety** – staff physical safety related to job tasks, for example, the caretaker working alone, will have different risks to a teacher working alone, but both have risks. Working alone means if something goes wrong or there is an accident etc, there may be no one else there to help the person.

Security

When working alone outside of normal school operating hours, ensure you:

- Have an effective means of getting help quickly in an emergency, ie mobile phone
- Ensure you lock external doors while working in your classroom after hours
- Maintain regular contact with another person, or if regular contact is impractical, check in with another person at regular intervals

Safety

When working alone in isolation on tasks that are considered high risk, for example, working with the chainsaw, ensure you:

- Advise your supervisor of the intended work
- Call for assistance for tasks that require two people
- Have an effective means of getting help quickly in an emergency, ie mobile phone

Section 3 – Risk Assessment

Classroom Hazards

Hazards	Describe Harm that could occur	Risk Level	Likelihood	Eliminate Minimise	Control Action	Date Completed	Frequency of Monitoring
Bending down to be at children's level	<ul style="list-style-type: none"> • Back injuries • Neck injuries 	Low	Unlikely	Minimise	<ul style="list-style-type: none"> • Develop good technique for bending down • Staff may need to have training in back care from a physiotherapist or health care professional • Use an adult chair instead of a child's chair when possible • Stretch regularly • Refer to OSH publication, Code of Practice for Manual Handling 	14/2/23	Training needs assessed at performance review Ongoing
Trips and slips <ul style="list-style-type: none"> • Equipment/toys/bags/belongings on floor • Spilt drinks/food • Cables • Frayed carpet 	<ul style="list-style-type: none"> • Falls • Concussion • Bone fractures 	Medium	Possible	Minimise	<ul style="list-style-type: none"> • Remind children to tidy up after an activity • Keep walkways clear of bags, toys and equipment • Remind children to hang bags and coats up • Clean up any spills immediately • No extension cords used across walkways • Use carpet mats to keep vinyl floors dry on rainy days 	14/2/23	Review policies annually
Hanging up artwork and decorating classroom	<ul style="list-style-type: none"> • Falls • Strained muscles • Overuse injuries • Over reaching 	Medium	Possible	Minimise	<ul style="list-style-type: none"> • Stepladder provided and accessible for jobs where staff have to reach above shoulder height for extended periods • Step ladders can slip on vinyl floors, ensure firm grip before using step ladders • Locate display boards at an accessible height • See manual handling control plan 	14/2/23	Annual review
Benches/desks too low to work/write on	<ul style="list-style-type: none"> • Back/neck injury • Overuse injury 	Medium	Unlikely	Minimise	<ul style="list-style-type: none"> • Ensure there is a surface high enough in the room for the teacher to write on • Work face on, not twisted when writing, marking work 	14/2/23	Annual review
Computer use <ul style="list-style-type: none"> • Desk too low • Chairs too low/high 	<ul style="list-style-type: none"> • Overuse injuries • Back/neck injury 	Low	Unlikely	Minimise	<ul style="list-style-type: none"> • Use the computer with upper arms in line with the torso and forearms parallel to the keyboard. • Keep legs at right angles • Make sure seat is adjustable if working for long periods 	14/2/23	Annual review

Hazards	Describe Harm that could occur	Risk Level	Likelihood	Eliminate Minimise	Control Action	Date Completed	Frequency of Monitoring
					<ul style="list-style-type: none"> Use an adult adjustable office chair if using the classroom computer for class preparation and administration work. Compliance with the OSH publication, Approved Code of Practice for the use of Visual Display Units in the Workplace 		
Lifting/Twisting <ul style="list-style-type: none"> Moving equipment/furniture Lifting children 	<ul style="list-style-type: none"> Back injury Shoulder injury 	Medium	Possible	Minimise	<ul style="list-style-type: none"> Keep back straight. Use abdominal muscles Keep child or piece of equipment as close to you as possible Use legs to propel to standing and take force of lift Assess situations where lifting is constantly needed. Think about alternatives. Can a trolley be used? Can the piece of equipment be placed on wheels – video/TV? See the Manual Handling Control Plan for further ideas Refer to OSH publication, Code of Practice for Manual Handling 	14/2/23	Training needs assessment at performance review Annual review
Furniture <ul style="list-style-type: none"> Broken /damaged Sharp corners Hoki stools 	<ul style="list-style-type: none"> Falls Bruising Impact injuries 	Medium	Possible	Eliminate	<ul style="list-style-type: none"> Remove broken furniture immediately and arrange for repairs Round off sharp corners (caretaker can arrange) Assess design of any new furniture before purchase Regularly inspect furniture for damage, loose screws and stability. Remove wobbly chairs and arrange repair with caretaker Encourage proper use of furniture, ie, no standing on desks or chairs, no rocking on chairs 	14/2/23	Ongoing annual review
Noise <ul style="list-style-type: none"> High levels from shared classrooms 	<ul style="list-style-type: none"> Hearing loss (NIHL) 	Low	Unlikely	Minimise	<ul style="list-style-type: none"> Reduced noise by using sound reducing acoustic ceiling tiles and wall panels Use behaviour management techniques to reduce classroom noise 	14/2/23	Annual review Annual health monitoring where necessary
Voice work <ul style="list-style-type: none"> Speaking over students Constant speaking Speaking at volume 	<ul style="list-style-type: none"> Voice loss Voice overuse Neck muscle overuse 	Medium	Unlikely	Minimise	<ul style="list-style-type: none"> Identify any classrooms or areas with acoustic problems Try not to talk over the top of noise, use clapping instead Arrange classroom for acoustics Sip water to clear throat Learn voice exercises to help relax the neck and throat muscles Use microphones for large groups Keep up to date with latest voice protection exercises Address poor acoustics in classroom 	14/2/23	Training needs assessed at performance review Annual review

Hazards	Describe Harm that could occur	Risk Level	Likelihood	Eliminate Minimise	Control Action	Date Completed	Frequency of Monitoring
Temperature <ul style="list-style-type: none"> • Too hot • Too cold • Heaters 	<ul style="list-style-type: none"> • Heat stress • Dehydration • Hypothermia • Burns • Electrocutation 	Low	Unlikely	Minimise	<ul style="list-style-type: none"> • Good intake of water • Use curtains/blinds to absorb or reflect heat • Ensure good ventilation • Place guards around heaters • Regular maintenance performed by caretaker • Access heating/cooling systems in classrooms • Ministry of Education guidelines recommend the following temperatures: <ul style="list-style-type: none"> ○ Class rooms, labs, auditoriums: 18°C ○ Office and admin areas: 20 °C 	14/2/23	Review annually or when incident occurs
Aggressive students/parents/visitors	<ul style="list-style-type: none"> • Assault • Stress • Intimidation 	Low	Unlikely	Minimise	<ul style="list-style-type: none"> • Develop policies and procedures to deal with these situations • Staff training on dealing with difficult people and conflict resolution • Regular support for staff who are coping with difficult students 	14/2/23	Training needs analysis at performance appraisal
Working alone <ul style="list-style-type: none"> • Parent teacher interviews • Working in class after school 	<ul style="list-style-type: none"> • Assault • Physical illness complications if not found quickly e.g. heart attack 	Medium	Unlikely	Minimise	<ul style="list-style-type: none"> • Keep door locked when working alone outside normal school hours • When working late, staff to add their name to the whiteboard located next to the alarm panel in the office, advising who is on premises • Have another staff member present if uncomfortable with situations; or meet in area where other staff are nearby • Ensure you have your mobile phone with you when working alone 	14/2/23	Review procedures and control measures
Workload <ul style="list-style-type: none"> • High number of hours • Too many tasks • Staffing levels 	<ul style="list-style-type: none"> • Stress • Fatigue 	Low	Unlikely	Minimise	<ul style="list-style-type: none"> • Availability of employee assistance programmes and wellness programmes • Develop clear procedures around workload and stressors • Identify stressor hot spots in the school • Anonymous but sanctioned surveys of staff morale and perceptions • Planning and streamlining of workloads • Training offered eg time management, stress management • Performance reviews to check staff stress levels • Assess staffing levels at regular intervals • Good policies in place for relieving absent staff members • See The Stress Control Plan for more suggestions 	14/2/23	

Hazards	Describe Harm that could occur	Risk Level	Likelihood	Eliminate Minimise	Control Action	Date Completed	Frequency of Monitoring
Lighting <ul style="list-style-type: none"> • Too much light • Not enough light • Glare 	<ul style="list-style-type: none"> • Eye strain • Headaches 	Low	Unlikely	Minimise	<ul style="list-style-type: none"> • Identify any rooms or areas with lighting issues • Organise equipment in room to reduce glare and direct sunlight • Ensure all computer screens are not affected by glare or light from windows • Match tasks to lighting levels • Organise a light level survey with a light meter if a problem exists • Look at the OSH VDU Code of Practice for lighting in computer use • Lighting to meet NZS Standard 6703:1984 	14/2/23	Annual review or if circumstances change
<ul style="list-style-type: none"> • Chemicals stored in the classroom 	<ul style="list-style-type: none"> • Poisoning • Explosions • Burns • Dermatitis • Eye injuries • Chemical sensitivity 	Medium	Unlikely	Minimise	<ul style="list-style-type: none"> • Identify high risk/toxic chemicals and remove from the classroom, these should be stored with the Caretaker • Have Material Safety Data Sheets with chemicals • Develop safe handling and use procedures for chemicals • Household chemicals can be stored in the classroom but must be in a cupboard that is out of the reach of children. 	14/2/23	
Electrical <ul style="list-style-type: none"> • Tools • Cords • Wiring • Electrical sockets 	<ul style="list-style-type: none"> • Electrocution • Burns • Lacerations 	Medium	Possible	Minimise	<ul style="list-style-type: none"> • All staff trained in safe use and are proficient in operating electrical equipment in the classroom (ie, electric frying pans) • Equipment is locked away when not in use • Use extension cords with RCDs • Extension cords are used safely, ie not near water, out of walkways and covered by mat • Electrical cords are checked before each used for nicks, breaks and exposed wires • Double adaptors and multi-boxes are not suitable for long term connection because their use creates a risk of poor electrical contact and overloading. • Regular training for students on electrical safety, including the danger of poking things into sockets • Teachers to supervise students using or working near electrical sockets 	14/2/23	Review maintenance every 6 months
Obstacles/rubbish on the floor <ul style="list-style-type: none"> • Staples/Toys • Teaching resources 	<ul style="list-style-type: none"> • Falls • Bruising • Impact injuries 	High	Possible	Eliminate	<ul style="list-style-type: none"> • Return equipment to storage immediately after use • Ensure classrooms are kept tidy and orderly • Classrooms vacuumed daily • Remove staples from walls with care and vacuum afterwards 	14/2/23	

Outdoor Hazards

Hazards	Describe Harm that could occur	Risk Level	Likelihood	Eliminate Minimise	Control Action	Date Completed	Frequency of Monitoring
Environmental <ul style="list-style-type: none"> Heat Sun 	<ul style="list-style-type: none"> Heatstroke Sunburn Dehydration 	Low	Rare	Minimise	<ul style="list-style-type: none"> Drink plenty of water when outside for long periods of time Cover up and wear a hat when on duty or outside for long periods of time Use sunscreen. All classes are supplied with sunscreen for teachers and students to use for outdoor activities Adhere to sun smart policy Plan outside activities for cooler parts of day 	14/2/23	Review sun smart procedures in spring
Environmental <ul style="list-style-type: none"> Cold Wind Wet 	<ul style="list-style-type: none"> Hypothermia 	Low	Rare	Minimise	<ul style="list-style-type: none"> Wear appropriate clothing Plan outside activities with weather taken into account When on duty, use duty coats and umbrellas located by the school office during wet and windy weather 	14/2/23	Ongoing
Trip/slip – outside hazards <ul style="list-style-type: none"> Stairs Uneven surfaces Slippery decks 	<ul style="list-style-type: none"> Slips, trips and falls 	Medium	Likely	Minimise Eliminate	<ul style="list-style-type: none"> Steps are either painted or have had ridges applied to the edge Hand rails on all decks and stairs Anti-slip surfaces applied to all ramps around school Decks regularly water blasted/treated to remove build up of mould and gunge 	14/2/23	Review annually Audit once a term or when incident occurs Review when undertaking annual planning
Traffic management <ul style="list-style-type: none"> Vehicles driving inside school grounds Reversing/ speeding vehicles Parked vehicles obscuring views 	<ul style="list-style-type: none"> Impact with vehicle, building or pedestrian 	High	Possible	Minimise	<ul style="list-style-type: none"> Closed gate policy for vehicles on school grounds - no vehicle movement on school grounds during break times unless the area is cordoned off Vehicles driven on the school grounds during school hours must have a spotter walk with vehicle. Large trucks or equipment must have two spotters Speed limit within school grounds is 5 kph Vehicles parked inside the school grounds must be cordoned off to prevent children playing underneath vehicles Stopping areas for parents are provided One-way drive through Judder bars installed to slow traffic 	14/2/23	Annual review of vehicle management policy

Hazards	Describe Harm that could occur	Risk Level	Likelihood	Eliminate Minimise	Control Action	Date Completed	Frequency of Monitoring
					<ul style="list-style-type: none"> Speed restriction signs are clearly visible along street and in drive through Walkways for pedestrians are clearly marked All parking areas are clearly marked Vegetation obscuring vision of crossing and walkways is maintained 		
Building design <ul style="list-style-type: none"> Wind catching doors 	<ul style="list-style-type: none"> Crushed fingers 	Low	Unlikely	Minimise	<ul style="list-style-type: none"> Wind barriers Re-hinge doors to open inwards Comply with OSH publication, Guidelines for the Provision of Facilities and Commercial and Industrial Premises 	14/2/23	Audit once a term
Lifting/Carrying <ul style="list-style-type: none"> Equipment Sports apparatus 	<ul style="list-style-type: none"> Back injury 	Medium	Possible	Minimise	<ul style="list-style-type: none"> Use trolleys where possible Ask for assistance – two person lifts See manual handling control plan Refer to OSH publication, Code of Practice for Manual Handling 	14/2/23	Review manual handling procedures annually
Security <ul style="list-style-type: none"> Working alone Aggressive students/parents /others 	<ul style="list-style-type: none"> Assault stress 	Medium	Unlikely	Minimise	<ul style="list-style-type: none"> Ensure easy access to phone or alarms Let someone know where you are. Staff working outside normal school hours must sign in next to the alarm system so all staff are aware of who is at school Follow emergency response procedures Staff have self defence and dealing with difficult people training 	14/2/23	Review procedures annually or after any incident Part of performance review and training needs analysis
Communicable diseases eg Hep A/B, measles, mumps, rubella, TB, whooping cough, chicken pox, influenza, nits, ringworm <ul style="list-style-type: none"> Bodily fluids Illnesses Hygiene Waste disposal 	<ul style="list-style-type: none"> Disease Parasites 	Medium	Unlikely	Minimise	<ul style="list-style-type: none"> Use a body spills kit when attending to injured/ill person Disposable protective gloves are available for when on duty in playground Staff advised to stay home when they are sick with flu to avoid spreading disease Students/parents are encouraged to stay home when they are sick Bins provided around the school to ensure rubbish is disposed correctly Staff trained in first aid Clear procedures have been developed for disposing of bodily waste Clean up procedures include disinfection process 	14/2/23	Annual review of body fluid clean up procedures
Playground equipment <ul style="list-style-type: none"> Cricket balls 	<ul style="list-style-type: none"> Falls Concussion Bruising 	Medium	Possible	Minimise	<ul style="list-style-type: none"> Ensure play activities are kept to designated areas Staff have been trained in safe lifting practices 	14/2/23	Annual review or when an incident occurs

Hazards	Describe Harm that could occur	Risk Level	Likelihood	Eliminate Minimise	Control Action	Date Completed	Frequency of Monitoring
<ul style="list-style-type: none"> Skateboards Adventure playgrounds 	<ul style="list-style-type: none"> Bone fractures 				<ul style="list-style-type: none"> Enough teachers and teacher aides are on duty at lunchtime and intervals to control student behaviour 		
Duty/break times <ul style="list-style-type: none"> Collision Stray balls Lack of attention 	<ul style="list-style-type: none"> Falls Concussion Bruising Fractures 	Medium	High	Minimise	<ul style="list-style-type: none"> Ball games played on the school field & in TLC only Enough teachers and teacher aides are on duty at lunchtime and intervals to control student behaviour 	14/2/23	

Property Hazards

Hazards	Harm that could occur	Risk Level	Likelihood	Eliminate Minimise	Control Action	Date Completed	Frequency of Monitoring
Machinery eg: <ul style="list-style-type: none"> Mowers Chainsaws Grinders Power tools Weed trimmers 	<ul style="list-style-type: none"> Lacerations Crush injuries Electrocution 			Minimise	<ul style="list-style-type: none"> All machinery and tools that could cause harm have been added to the restricted equipment register Use appropriate personal protective equipment Make sure all personal protective equipment is well maintained and property stored Ensure all staff are trained in the safe use of all equipment and are skilled in its operation Bring in external trainers if necessary Regular maintenance for all machinery is listed in the maintenance register. All machinery is locked away when not in use 	14/2/23	Review maintenance every 6 months Training needs analysis during annual performance appraisals
Electrical <ul style="list-style-type: none"> Tools Cords Wiring 	<ul style="list-style-type: none"> Electrocution Burns Lacerations 			Minimise	<ul style="list-style-type: none"> All staff trained in safe use and are proficient in operating equipment External trainers used if necessary Tools are locked away when not in use Use extension cords with RCDs and isolating transformers Hazardous power activities are only done when students are not nearby eg mowing grass after school or when students are in class Personal protective equipment is used as per register Personal protective equipment is well maintained and properly stored 	14/2/23	Review maintenance every 6 months Training needs analysis at performance appraisal

Hazards	Harm that could occur	Risk Level	Likelihood	Eliminate Minimise	Control Action	Date Completed	Frequency of Monitoring
Chemicals	<ul style="list-style-type: none"> Poisoning Explosions Burns Dermatitis Eye injuries Chemical sensitivity 			Minimise	<ul style="list-style-type: none"> High risk/toxic chemicals are list on hazardous materials register Incompatible chemicals are stored separately Ensure chemicals are stored in earthquake proof shelving All chemicals have MSDS sheets Use dangerous goods store for large quantities of chemicals and ones of hazardous nature Practice safe handling and use procedures for chemicals Use appropriate protective equipment such as gloves, eye wear, breathing apparatus, coveralls and hearing protection Where possible substitute less toxic chemicals Emergency procedures in place for spills and contamination of people or environment Comply with The Hazardous Substances and New Organisms Act 1996. 	14/2/23	Review procedures annually Review annually
Manual handling/Lifting	<ul style="list-style-type: none"> Back injuries 			Minimise	<ul style="list-style-type: none"> Use a trolley or lifting aids where possible Use two people when lifting heavy loads Back care and safe lifting practice exercised by caretaker See manual handling control measures for more suggestions Refer to OSH Publication – Code of Practice for Manual Handling 	14/2/23	Training needs analysis during annual performance appraisal
Caretaker's workshop <ul style="list-style-type: none"> Storage Housekeeping Security Ventilation 	<ul style="list-style-type: none"> Trips/slips Falls Crush injuries Chemical sensitivity 			Minimise	<ul style="list-style-type: none"> Lock workshop when unattended All shelves earthquake proof Ensure adequate storage to keep equipment off floor and maintain tidiness Regular housekeeping regime implemented Facilities to wash hands and irrigate in case of chemical splashes Regular cleaning regime for hand basins etc. First aid kit that is adequately stocked in caretaker's workshop Staff trained in first aid Allow good ventilation when working with chemicals Be mindful that dust from wood etc can be combustible. Be careful when mixing activities like skill saw work with using solvents etc. Comply with NZS 4303 Ventilation Air Quality 	14/2/23	Review procedures annually Training needs analysis in annual performance appraisal

Hazards	Harm that could occur	Risk Level	Likelihood	Eliminate Minimise	Control Action	Date Completed	Frequency of Monitoring
Waste <ul style="list-style-type: none"> • Handling • Removal • Vermin 	<ul style="list-style-type: none"> • Disease • Infections • Cuts 			Minimise	<ul style="list-style-type: none"> • Ensure all staff have been vaccinated for hepatitis A/B, tetanus and other identified diseases • Personal protective equipment like gloves and masks are worn • Personal protective equipment is maintained and stored correctly • Keep areas where vermin could breed clean. Remove rubbish frequently, hose down areas. Remove boxes • Develop litter control policies • Have an expert contractor remove sharp and hazardous chemicals • Develop a pest control plan for things like mice, wasps etc. • Reduce lifting and carrying. Use trolleys and lifting aids 	14/2/23	Review policies and procedures annually
Working alone <ul style="list-style-type: none"> • School grounds • Confined space 	<ul style="list-style-type: none"> • Assault • Falls • Collapse due to health condition 			Minimise	<ul style="list-style-type: none"> • Staff to have cell phone or other form of communication within reach • Staff are aware of other staff and check in with each other • When working in confined space, ensure the task is well planned. Consider having a spotter • Use breathing apparatus and test space for oxygen levels and build up of gases 	14/2/23	Review procedures annually
Noise	<ul style="list-style-type: none"> • Noise induced hearing loss 			Minimise	<ul style="list-style-type: none"> • Always use hearing protection when working with loud equipment. Check the grade and type is appropriate for job • Identify tasks or areas that are a noise hazard • Refer to the OSH publication - Approved Code of Practice for the Management of Noise in the Workplace • Reduce noise levels in classrooms with behaviour management plan 	14/2/23	Annual review
Gardening <ul style="list-style-type: none"> • Poisonous plants • Injuries • Compost • Repetitive movement 	<ul style="list-style-type: none"> • Poisoning • Diseases • Overuse injuries 			Minimise	<ul style="list-style-type: none"> • Know which plants are poisonous. Training may have to be undertaken for gardening staff • Use gloves and other protective equipment • Be aware of safe handling procedures for compost and diseases like legionnaires disease • Be aware of back care. Training may have to be given • Try to vary postures and not stay in constrained postures for long periods of time 	14/2/23	Review procedures annually Training needs analysis at performance appraisal
Environmental <ul style="list-style-type: none"> • Heat • Sun 	<ul style="list-style-type: none"> • Heatstroke • Sunburn • Dehydration 			Minimise	<ul style="list-style-type: none"> • Drink plenty of water • Cover up and wear hat • Use sunscreen. Have some ready to use for outdoor activities • Follow the school's sun smart policy 	14/2/23	Review sun smart procedures in spring

Hazards	Harm that could occur	Risk Level	Likelihood	Eliminate Minimise	Control Action	Date Completed	Frequency of Monitoring
					<ul style="list-style-type: none"> Plan outside activities for cooler part of day 		
Environmental <ul style="list-style-type: none"> Cold Wind Wet 	<ul style="list-style-type: none"> Hypothermia 			Minimise	<ul style="list-style-type: none"> Wear appropriate clothing Plan outside activities with weather taken into account 	14/2/23	Ongoing
Working near students <ul style="list-style-type: none"> Students moving equipment Concerns about accidents 	<ul style="list-style-type: none"> Stress Falls Injuries 			Minimise	<ul style="list-style-type: none"> Develop procedures for undertaking work when working near students is hazardous Don't use power tools, ladders, chemicals where students are present/nearby Never leave tools and machinery unattended, these must be stored away in a locked room/cupboard If urgent repairs are required, tape off the area or undertake the work after school or at weekends 	14/2/23	Review procedures annually
Working at heights	<ul style="list-style-type: none"> Falls 			Minimise	<ul style="list-style-type: none"> Children are not permitted to use ladders over one metre Good maintenance regime for ladders Use the correct length ladder for the job Ensure ground is even for ladder placement Tie ladder onto supporting wall Use fall restraint harness if trained in its use and it is appropriate Perform working at height in good conditions and good light levels Work over 2 metres must be performed by an external contractor 	14/2/23	Review procedures annually Training needs analysis at performance review
Maintenance	<ul style="list-style-type: none"> Burns Explosions 			Minimise	<ul style="list-style-type: none"> Working at height training given where appropriate Ensure maintenance staff have adequate training Regular maintenance undertaken Good procedures for emergencies Identify any hazards associated with this task and list Use appropriate personal protective equipment 	14/2/23	Review procedures annually Training needs analysis at performance review
Access to roof tops	Fall			Minimise	<ul style="list-style-type: none"> Teachers to ensure regular and appropriate warnings to students about the dangers of climbing on to the roof Ensure items which could be used as to climb onto roofs are not located adjacent to school buildings (eg rubbish bins, water tanks or playground equipment) Ask neighbours to report any cases of children on roofs. 	14/2/23	Review annually Teachers to remind children regularly

Large visiting groups, ie kindergartens, school sports teams

Hazards	Describe Harm that could occur	Risk Level	Likelihood	Eliminate Minimise	Control Action	Date Completed	Frequency of Monitoring
<ul style="list-style-type: none"> Behaviour management 	<ul style="list-style-type: none"> Lost child Injury to workers/students 	Low	Unlikely		<ul style="list-style-type: none"> Visiting groups must register and acknowledge the school's health and safety policy when they arrive Visiting teams and large groups must have lists of all children in their group with them at all times. This must be shared with the school office Large groups of children must have suitable student/adult ratios ie <ul style="list-style-type: none"> Children under 5 1:4 Children between 5-11years 1:8 Youth between 11 and 18 1:15 Visiting group to ensure supervision of all their children while on site 	14/2/23	Review procedures annually
<ul style="list-style-type: none"> Contact sports 	<ul style="list-style-type: none"> Collision Lost child 	Low	Unlikely		<ul style="list-style-type: none"> Visiting groups must register and acknowledge the school's health and safety policy when they arrive Visiting teams and large groups must have lists of all children in their group with them at all times. This must be shared with the school office Large groups of children must have suitable student/adult ratios ie <ul style="list-style-type: none"> Children under 5 1:4 Children between 5-11years 1:8 Youth between 11 and 18 1:15 Visiting group to ensure supervision of all their children while on site 	14/2/23	Review procedures annually

Visiting service providers, ie guitar lessons

Hazards	Describe Harm that could occur	Risk Level	Likelihood	Eliminate Minimise	Control Action	Date Completed	Frequency of Monitoring
<ul style="list-style-type: none"> Vulnerable children 	<ul style="list-style-type: none"> Assault 	Low	Unlikely	Eliminate	<ul style="list-style-type: none"> All tutors are police vetted prior to commencement of classes Tutor must sign in and acknowledge the school's health and safety policy when they arrive. Children are taught in groups to avoid being along with one child 	14/2/23	Review procedures annually

Hazards	Describe Harm that could occur	Risk Level	Likelihood	Eliminate Minimise	Control Action	Date Completed	Frequency of Monitoring
					<ul style="list-style-type: none"> In the event of an adult working alone, the tutor must advise the office staff Lessons are held in the whanau centre, all doors and window furnishings to remain open during class Ensure the group is visible to others 		

Risk Assessment - Contractors on school grounds

Hazards	Describe Harm that could occur	Risk Level	Likelihood	Eliminate Minimise	Control Action	Date of Risk Assessment	Frequency of Monitoring
Use of external companies / contractors Poor workmanship Poor practices Lack of competency	<ul style="list-style-type: none"> Electrical shock/burns Property damage/fire Cuts / abrasions, muscular skeletal and other physical injuries Slips, trips and falls 				<ul style="list-style-type: none"> Contractors are thoroughly vetted to satisfy selection criteria e.g. (have health and safety policy and adequate insurance etc.), and be competent to undertake the tasks for which they are commissioned. Contractors to provide risk assessments and method statements Appropriate public liability insurance in place (min \$5m public liability) Pre-contract meeting to agree safe systems of work to be used prior to works commencing on site School monitors contractor's work and holds regular liaison meetings. All statutory approvals, such as planning permission and building regulations are sought where applicable. 	14/2/23	
Blocked exit routes	Fire evacuation hindered, unsafe access, egress				<ul style="list-style-type: none"> Clearly defined designated access route to and from work area Ensure all debris is removed from walkways and disposed of safely. Daily inspection to be carried out by contractors and school representative 	14/2/23	
Unauthorised access Contact with children	Abduction, assault, child protection issues				<ul style="list-style-type: none"> Clear signage for visitors to main entrance / other services Construction work undertaken out of normal working hours wherever reasonably practicable or in a separate secure area. Restricted access to construction areas all staff advised during team briefing. Children advised of hazards and risks during assembly Contractors to report to school staff if pupils breach area. Contractors instructed not to engage in conversation with pupils. Adequate supervision in the vicinity of the work area if contact is possible. 	14/2/23	

Hazards	Describe Harm that could occur	Risk Level	Likelihood	Eliminate Minimise	Control Action	Date of Risk Assessment	Frequency of Monitoring
Inadvertent access Lack of supervision					<ul style="list-style-type: none"> Agreed programme of work with school. 		
Vehicular access Ineffective pedestrian vehicle segregation	<p>Cuts / abrasions, muscular skeletal and other physical injuries</p> <p>Broken bones</p> <p>Significant head / multiple injuries</p>				<ul style="list-style-type: none"> Restricted access, contractors advised accordingly. Contractors' vehicles not permitted into school grounds at start of school, during breaks, lunchtime and at end of school day. Pedestrian walkways maintained If vehicular access is required during school day, permission to be obtained by Head and only with assistance of banks man. 	14/2/23	
Asbestos Damage / deterioration to asbestos containing material releasing fibres into the atmosphere.	<p>Asbestosis, mesothelioma, pleural thickening</p> <p>lung cancer</p>				<ul style="list-style-type: none"> Copy of asbestos survey, permission to work (PTW) and all related documentation retained on the school premises in the asbestos log. School management and asbestos authorising officers aware of its location and content and of all areas which were beyond the scope of the survey e.g. ceiling voids. No invasive work to be conducted without reference to the survey. Contractors must read and sign the asbestos permission to work log, prior to commencing the work. All such work on fabric of building to be authorised by a schools 'Authorising Officer'. Where there is any doubt about whether a substance or structure may contain asbestos, then no work can be undertaken. The Asbestos helpline must be contacted for verification. (0845 6030369) 	14/2/23	
Electrical equipment & sockets Using poorly maintained equipment	<p>Electrical shock</p> <p>Burns</p> <p>Fire</p>				<ul style="list-style-type: none"> Electrical tools and equipment subject to a Portable appliance testing regime All portable electrical tools on site to be 110v or protected by RCD's. All electrical equipment to be removed and/or stored appropriately at the end of each working day. Cable covers to be used. Ensure good housekeeping is maintained. Safe route to workplace has been agreed. 	14/2/23	

Hazards	Describe Harm that could occur	Risk Level	Likelihood	Eliminate Minimise	Control Action	Date of Risk Assessment	Frequency of Monitoring
Power leads present a tripping hazard	Cuts / abrasions, muscular skeletal and other physical injuries				•		
Health and Safety Information Lack of awareness of risks / safe working systems	Cuts / abrasions, muscular skeletal and other physical injuries				<ul style="list-style-type: none"> Contractors made aware of schools emergency procedures including evacuation and first aid. Exchange of Health and Safety Policies between school and contractors. School provides all relevant information to enable contractors to control risks. 	14/2/23	
Hazardous substances	Irritation / harm to eyes, nose and upper respiratory tract Skin sensitisation / disorders				<ul style="list-style-type: none"> Contractor to inform school of any hazardous substances brought onto the site. Hazardous substances not left unattended. Clearly labelled and securely stored. Contractor to ensure dust/fume production is minimised. Appropriate PPE provided and worn by contractors Visitors to site made aware of hazards and not allowed on site unless wearing suitable PPE. 	14/2/23	
Work at height Falling objects / Injury Unauthorised access	Cuts / abrasions, muscular skeletal Broken bones and other physical injuries. Significant head / multiple injuries				<ul style="list-style-type: none"> Work area to be agreed between contractor and school Ladders adequately secured/removed at end of each working day. Area below work to be securely fenced off with warning signs displayed. Working platforms used to have toe boards and mesh panels to prevent falling objects Restricted access. Pupils reminded of hazards during assembly. 	14/2/23	
Security	Arson Malicious damage				<ul style="list-style-type: none"> Badge system in place for contractors Contractors must sign in and out of the premises. 	14/2/23	

Hazards	Describe Harm that could occur	Risk Level	Likelihood	Eliminate Minimise	Control Action	Date of Risk Assessment	Frequency of Monitoring
Unauthorised entry to premises	Electrical shock Burns Cuts / abrasions, muscular skeletal and other physical injuries Slips, trips and falls				<ul style="list-style-type: none"> Principal contractor to record all contractors on site and advise Reception of all persons on site. Adequate site security, fencing etc. Culture in which strangers are challenged Clear signage for visitors to main entrance / other services Clearly defined route once on site 		
Noise	Stress Hearing damage. Distraction				<ul style="list-style-type: none"> Noise is kept to a minimum or agreed working times have been arranged for any noisy working activities. If noise to affect neighbours cooperation and communication has taken place. 	14/2/23	
Stored materials	Arson Cuts / abrasions, muscular skeletal and other physical injuries Slips, trips and falls				<ul style="list-style-type: none"> Materials stored on site to be kept to a minimum. Storage only in agreed designated secure compound. Access restricted to authorised persons. Appropriate fire fighting equipment is available and maintained for use So far as is reasonably practicable, waste to be removed from the site daily or in secure skips / compound. Waste stored on site to be in a suitable container according to type of waste and in a secure area 	14/2/23	
Fire	Burns scalds Property damage / loss				<ul style="list-style-type: none"> All Staff and contractors advised of procedures and any alternative routes during contract work. Smoking not permitted on site. Hot works permits used where applicable Combustible materials to be stored in agreed areas unless required for immediate use. 	14/2/23	

Hazards	Describe Harm that could occur	Risk Level	Likelihood	Eliminate Minimise	Control Action	Date of Risk Assessment	Frequency of Monitoring
					<ul style="list-style-type: none"> • Appropriate fire extinguishers available. • Flammable liquids / compressed gases appropriately stored. 		

Epileptic seizure

There is a likelihood that a student will experience a seizure while at Pakuranga Heights School.

Hazards	Describe Harm that could occur	Risk Level	Likelihood	Eliminate Minimise	Control Action	Date of Risk Assessment	Frequency of Monitoring
Seizure	<ul style="list-style-type: none"> • Fall - bruising, head injury, broken bones • Loss of consciousness • Loss of dignity • Emotional distress 	Medium	Possible	Minimise	<ul style="list-style-type: none"> • Trained teachers in classroom with epileptic student, relief teacher must be trained • All staff trained to recognise symptoms of seizures: <ul style="list-style-type: none"> ○ Absence seizure (petit mal seizure): <ul style="list-style-type: none"> ▪ Brief staring spells and brief loss of consciousness (3 to 20 seconds) ▪ No warning before seizure and immediately afterwards the person is alert ▪ Eyelids may twitch, flutter or blink ▪ Brief automatic mouth or hand movements ▪ Can have frequent absence seizures during a day ○ Tonic Clonic seizure <ul style="list-style-type: none"> ▪ Loss of consciousness ▪ May cry out, stare ▪ Stiffening of the body and a fall ▪ Convulsions ▪ Difficulty in breathing ▪ May vomit or froth/saliva at the mouth ▪ Blue colour ▪ Can become incontinent ▪ Gradually returns to normal ▪ Can become confused and sleepy afterwards • Staff trained to follow care plan and first aid procedures when seizures occur 	14/2/23	Annually

Section 4 - Hazard Materials Register

The following products are used at school and kept locked in the caretakers shed or the caretaker's shipping container. Material safety data sheets (MSDS) for the above products can be found in the red folder in the caretakers shed and on the shared drive o:/property/MSDS.

Caretakers shed

Item	Manufacturer	Use	Hazards
Airpave	Wattyl	Road marking paint	N/A
All Kleen Spice	ICB Cleaning	Disinfectant and cleaner	Skin irritation, eye irritation, skin sensitisation, reproductive toxicity, specific target organ systemic toxicity, aquatic toxicity
Aquadhere Exterior	Dulux/Selleys	Paint	
Blackboard paint	Wattyl	Paint	Flammable liquid and vapour, may be fatal if swallowed and enters airways, skin irritation, serious eye damage, respiratory irritation, aquatic toxicity
Bright Zinc Aerosol	CRC	Galvanise rust protection	Highly flammable, toxic smoke/fumes in a fire, risk of explosion if heater under confinement
BV2	BV2	Surface insecticide	Flammable aerosol, acutely toxic, mildly irritating to skin, eye irritation, respiratory sensitisers contact sensitiser, harmful to human target organs, (oral/inhalation), ecotoxic aquatic, ecotoxic to terrestrial vertebrates, ecotoxic to terrestrial invertebrates
Centreline	Wattyl	Road marking paint	Highly flammable, harmful if swallowed, irritating to respiratory system and skin, risk of serious damage to eyes, harmful: danger of serious damage o health by prolonged exposure, vapours may cause drowsiness
CO Contact cleaner	CRC	Precision electronics cleaning	Skin and eye irritation, vapour may cause dizziness, loss of concentration, chemical pneumonia if liquid into the lungs during swallowing or vomiting
Combat Ant-Rid	Henkil	Insecticide – ant gel	Moderate eye irritation, harmful if absorbed through the skin, or swallowed
Confidor Garden Insecticide	Yates	Insecticide	May be harmful if swallowed, inhaled or absorbed through skin, causes mild skin irritation, eye irritation, organ damage form repeated oral exposure, toxic to aquatic life, soil, terrestrial vertebrates and terrestrial invertebrates
CRC 5.56	CRC	Multi purpose service spray and lubricant	Highly flammable, vapours/gas heavier than air, toxic smoke/fumes in a fire, risk of explosion if heated under confinement

Item	Manufacturer	Use	Hazards
Diesel	BP	Fuel for boiler	Flammable liquids, skin irritation, carcinogenicity, acute toxicity (aspiration and oral), aquatic ecotoxicity
Drain Clean Crystals	Pascoes	Cleaning agent and drain cleaner	Corrosive, causes severe burns, irritating to respiratory system
Etapol polyurethane	Wattyl	Varnish	Acute toxicity, aspiration hazard, chronic aquatic hazard, eye irritation, flammable liquid, reproductive toxicity, skin corrosion/irritation, skin sensitiser
Fillcoat Fibres	Mathys	Paint	Flammable liquids, skin irritation, carcinogenicity, acute toxicity (aspiration and oral), aquatic ecotoxicity
Glade Country garden spray	Johnson Diversey	Air care	Non hazardous
Glyphosate 360	Agpro Direct	Herbicide	Skin and eye irritation, aquatic toxicity
Grassmate	Rainbow & Brown	Herbicide	Harmful if swallowed, skin and eye irritation, serious damage to health by prolonged exposure, toxic aquatic, soil and terrestrial vertebrates.
Hammerite Metal paint	Masterchem Industries	Quick dry metal finish paint	Flammable air/vapour, respiratory irritation, headache, dizziness
Inox-mx3 FG	Inox	Lubricant	Flammable storage, mild eye irritant
Line marking paint	Wattyl	Paint	Mild discomfort if swallowed, mild eye, skin and respiratory irritation
Line marking paint	White Knight	Paint	Flammable aerosol, serious eye damage/eye irritation, specific target organ toxicity single exposure, and repeated exposure
Lustacryl Waterborne enamel paint	Resene	Paint	Acute aquatic hazard, chronic aquatic hazard
Metal Shield QD enamel paint	Dulux	Aerosol spray paint, under pressure	Flammable liquids, mildly irritating to skin, contact sensitisers, human carcinogens, toxic reproductive or developmental, narcotic, ecotoxic aquatic
Methylated Spirits	Advance International Cleaning	Alcohol for general cleaning	Flammable and combustible, skin and eye irritant, vapour may cause dizziness and drowsiness, fumes may be toxic
Miss Muffet's Revenge	Wet & Forget	Insecticide	Harmful if swallowed, mild skin and eye irritation, skin and respiratory sensitiser
Mr Gorilla Graffiti Remover	Holdfast NZ	Wall guard/graffiti remover	Highly flammable liquids and vapour, acutely toxic oral and inhalation, irritating to skin and eye, harmful to human target organs or systems, toxic to aquatic life
Mr Muscle Oven Cleaner	Johnson Diversey	Oven cleaner	Corrosive, serious inhalation, eye and skin damage, may cause irritation and corrosive effects to nose, throat and respiratory tract, corrosive, causes burns to mouth, throat and stomach
No Bugs Bug Bomb	Kiwi Care	Household insecticide	Flammable aerosol, mild skin irritant, respiratory sensitiser, dermal sensitiser, very toxic to aquatic life toxic to terrestrial invertebrates

Item	Manufacturer	Use	Hazards
No Cockroach bait	Kiwi Care	Insecticide	Respiratory sensitiser, dermal sensitiser, very toxic to aquatic life, toxic to terrestrial invertebrates
Onehunga weed lawn spray	Yates	Selective herbicide for Onehunga weed	Mildly irritating to skin, irritating to eye, contract sensitisers, slightly harmful to aquatic environment
Organic Garden Booster	Aquaticus	Fertiliser	
Paint Stripper	Diggers / Recochem	Removal of paint from surfaces	Toxic if swallowed, toxic in contact with skin, toxic if inhaled, causes skin irritation, suspected of causing cancer, causes damage to organs through inhalation, in contact with skin and if swallowed
Petrol	BP	Fuel	Flammable liquids, skin irritation, carcinogenicity, acute toxicity, aquatic ecotoxicity, suspected of causing cancer, fatal if swallowed or enters airways
Powersan Cream Scourer	QualChem Products	Cleaner	Harmful if swallowed, irritating if inhaled
PVA Wood glue	Selleys	Glue	Non hazardous
Ripcord Plus	McGregors/BASF	Pest insecticide	Harmful if swallowed, inhaled or absorbed through the skin, skin contact may cause sensitisation, may cause organ damage from repeated oral exposure at high doses, toxic to aquatic organisms, harmful to terrestrial vertebrates and invertebrates
Rust guard	White Knight	Paint	Non hazardous
Silicone	CRC 808	Filler	Irritating to the skin, eye and contact sensitisers.
Snail pellets	Hortico	Insecticide	Non hazardous
Solaguard paint	Wattyl	Paint	Non hazardous
Spray & Wipe	Advance Nature	Cleaner	Harmful if inhaled, irritation to skin and eyes
Sugar soap	Selley's	Cleaner	Corrosive to dermal tissues and ocular tissue, causes severe skin burns and eye damage. Harmful if swallowed
Suma Sparkle	Johnson Diversey	Glass cleaner	Irritating to the skin and eyes. Harmful to aquatic environment
SuperWetter	Rainbow & Brown	Agricultural spray wetter/penetrant	Harmful if swallowed (low), irritating to eyes (low), ecotoxic aquatic environment (moderate)
Thrive	Yates	Granular plant food	Acutely toxic, mildly irritating to the skin, corrosive to eye tissue, harmful to aquatic environment.
White Board cleaner	Green Earth Solutions	Whiteboard cleaner	Non hazardous, may cause eye irritation

Shipping Container

Item	Manufacturer	Use	Hazards
All Kleen Spice	Advance International	Cleaning and disinfectant	Causes skin and eye irritation, may cause an allergic skin reactions, suspected of damaging fertility or the unborn child, may cause damage to organs, toxic to aquatic life with long lasting effects
BV2 Surface Insecticide Spray	Northern Distributors	Residual insecticide aerosol for insects	
Concrete wash	Cyndan	Acidic concrete cleaner	Severe skin burns and eye damage, toxic if inhaled
Green Solve	Cyndan	Tank degreaser	Hazardous if swallowed, irritating to eyes and skin
Three in one	Cyndan	Acidic disinfectant and cleaner	Toxic if swallowed, causes sever skin burns and eye damage, harmful to aquatic life.
Green Reaper	Hi-Chem NZ	Weed killer	May cause irritation if swallowed, transient irritation to eyes
Algae Died B	Cyndan	Algaecide and bactericide	Non hazardous
Sani-Spray	MaxKleen	Alcohol spray sanitiser	Highly flammable liquid and vapour. Causes eye irritation. May be harmful to aquatic life.
Coil Cleaner	GreenLeaf	Self rinsing evaporator cleaner	Irritation to eyes, nose, and throat Skin irritation, dermatitis, and defatting. ROUTE OF EXPOSURE, SIGNS AND SYMPTOMS INHALATION: Nasal and respiratory irritation, dizziness, narcosis, headache, nausea, EYE CONTACT: Watering, blurred vision, inflammation, and irritation which can result in corneal injury. SKIN CONTACT: Irritation, dermatitis. INGESTION: Nausea, vomiting irritation of gastrointestinal tract, SUMMARY OF CHRONIC HAZARDS: Skin irritation, contact dermatitis, and defatting. MEDICAL CONDITIONS AGGRAVATED BY EXPOSURE Individuals with pre-existing or chronic diseases of the eyes, skin, respiratory system, cardiovascular system, gastrointestinal system, liver, or kidneys may have increased susceptibility to excessive exposure.

Student garden shed

Item	Manufacturer	Use	Hazards

Asbestos

Asbestos has been identified in the following buildings and poses a risk of exposure to respirable fibres.

Item	Use	Location	Hazards
Chrysotile (white asbestos) - flat fibre cement sheet	External wall cladding	ECE exterior cladding ECE roof and porch soffits Room 20 and 21 profiled wall cladding Resource room and covered walkway Boiler house roof soffits Dental clinic roof and porch soffits Cleaners storage shed	<p>Extremely hazardous.</p> <p>Inhalation of chrysotile asbestos dust may be irritating. Symptoms include a cough and chest pain. Chronic exposure may cause asbestosis, interstitial fibrosis of the lung tissue, which may develop within 4 years to 9 years, but onset may be typically delayed 20 years to 40 years after first exposure. Death from asbestosis may be due to respiratory or cardiac failure. Secondary lung infections may also occur. Chronic exposure of asbestos to workers may also cause pleural effusion as early as 3 years to 4 years after initial exposure. Chronic exposure of asbestos to workers also increases the chance of pleural and peritoneal mesotheliomas, bronchogenic carcinoma, lung cancer, and cancers of the gastrointestinal tract and larynx. The latent period for mesothelioma is 3 years to 40 years; for lung cancer, 15 years to 30 years.</p> <p>Skin Contact: Direct contact may cause irritation. Asbestos fibres may penetrate the skin and result in “asbestos corns”, due to thickening of the skin around the implanted fibre. These corns usually occur on the hands and forearms, and they disappear on removal of the fibres.</p> <p>Eye Contact: Direct contact may cause irritation with redness due to mechanical action.</p> <p>Ingestion: Acute exposure by cause gastrointestinal irritation. Chronic exposure of asbestos fibres may be involved in cancers of the buccal cavity and pharynx, oesophagus, stomach, colon, and rectum.</p>
	Internal	ECE ceiling entrance lobby area ECC wall lining to entrance lobby area Room 20 and 21 Thermoplastic floor tiles	

Item	Use	Location	Hazards
Chrysotile amosite (brown asbestos) - fibre cement sheet	External wall cladding External soffit Fencing	ECE exterior (older section)	Extremely hazardous. Inhalation of chrysotile amosite dust may be irritating. Symptoms include a cough and chest pain. Chronic exposure may cause asbestosis, interstitial fibrosis of the lung tissue, which may develop within 4 years to 9 years, but onset may be typically delayed 20 years to 40 years after first exposure. Death from asbestosis may be due to respiratory or cardiac failure. Secondary lung infections may also occur. Chronic exposure of asbestos to workers may also cause pleural effusion as early as 3 years to 4 years after initial exposure. Chronic exposure of asbestos to workers also increases the chance of pleural and peritoneal mesotheliomas, bronchogenic carcinoma, lung cancer, and cancers of the gastrointestinal tract and larynx. The latent period for mesothelioma is 3 years to 40 years; for lung cancer, 15 years to 30 years.
Chrysotile amosite (brown asbestos) - fibre cement	Internal ceiling lining Internal wall lining	ECE entrance lobby ECE wall lining entrance ECE airing cupboard Boiler room interior	Skin Contact: Direct contact may cause irritation. Asbestos fibres may penetrate the skin and result in "asbestos corns", due to thickening of the skin around the implanted fibre. These corns usually occur on the hands and forearms, and they disappear on removal of the fibres. Eye Contact: Direct contact may cause irritation with redness due to mechanical action. Ingestion: Acute exposure by cause gastrointestinal irritation. Chronic exposure of asbestos fibres may be involved in cancers of the buccal cavity and pharynx, oesophagus, stomach, colon, and rectum.
Chrysotile amosite (brown asbestos) - profiled fibre cement	External wall cladding External roof soffit	Vegetable garden fence behind room 14 Room 20 and 21	
Chrysotile crocidolite (blue asbestos) - fibre cement	Flooring	ECE internal airing cupboard	Extremely hazardous. Inhalation of chrysotile crocidolite asbestos dust may be irritating. Symptoms include a cough and chest pain. Chronic exposure may cause asbestosis, interstitial fibrosis of the lung tissue, which may develop within 4 years to 9 years, but onset may be typically delayed 20 years to 40 years after first exposure. Death from asbestosis may be due to respiratory or cardiac failure. Secondary lung infections may also occur. Chronic exposure of asbestos to workers may also cause pleural effusion as early as 3 years to 4 years after initial exposure. Chronic exposure of asbestos to workers also increases the chance of pleural and peritoneal mesotheliomas, bronchogenic carcinoma, lung cancer, and cancers of the gastrointestinal tract and larynx. The latent period for mesothelioma is 3 years to 40 years; for lung cancer, 15 years to 30 years.
Chrysotile crocidolite (blue asbestos) - fibre cement	External wall cladding	Room 11	Skin Contact: Direct contact may cause irritation. Asbestos fibres may penetrate the skin and result in "asbestos corns", due to thickening of the skin around the implanted fibre. These corns usually occur on the hands and forearms, and they disappear on removal of the fibres. Eye Contact: Direct contact may cause irritation with redness due to mechanical action.

			<p>Ingestion: Acute exposure by cause gastrointestinal irritation. Chronic exposure of asbestos fibres may be involved in cancers of the buccal cavity and pharynx, oesophagus, stomach, colon, and rectum.</p>
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Spill procedures checklist

You must know and understand what to do if a spill occurs. Your first consideration is the immediate safety of visitors and staff; secondly, the need to call emergency services and then contain the spill if it is safe to do so. If help is available allocate responsibilities to others to create a competent team to deal with the spill.

Spill checklist

1. Raise the alarm and evacuate people if necessary
2. Call emergency services (dial 111)
3. Utilise safety equipment to contain the spill
4. Call on specialist advice
5. Clean up spill
6. Dispose of wastes

Precautions

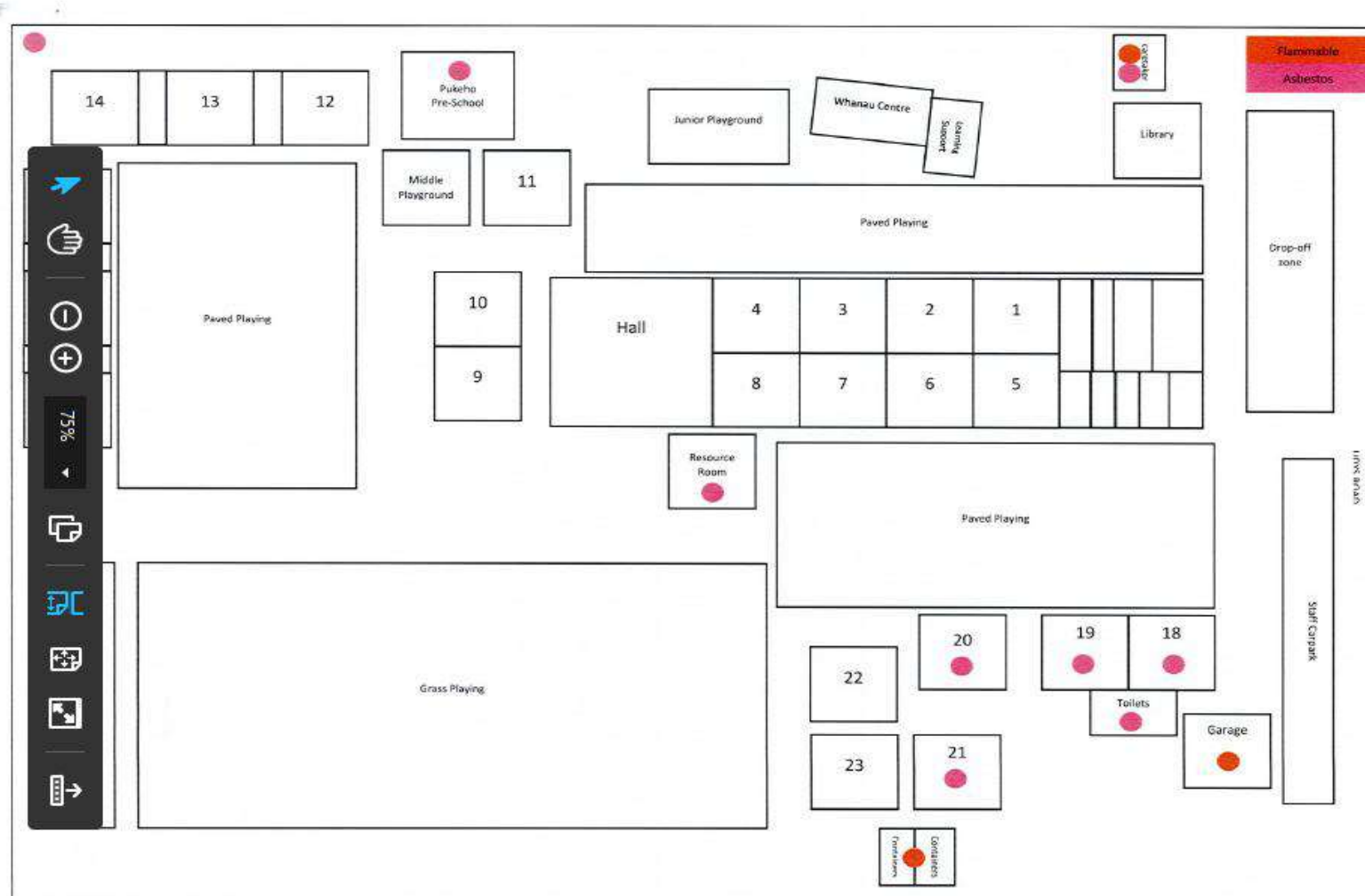
1. Do not endanger yourself
2. Do not leave the area unattended if there is a risk of a further spill
3. Advise Principal of the incident
4. If spill is likely to enter a waterway notify the local authority

Fuel or agrichemical spill

- If the spill is from the hose or tap, shut the isolation valve
- Warn people in area of the spill – evacuate if necessary
- Remove sources of ignition if flammable substance present
- Weigh up the spill – only respond if you believe it is safe to do so
- Refer to the safety data sheet or call on an approved handler or other specialists for advice
- If necessary, call emergency services and advise local authority
- Put on safety equipment (eg overalls, boots, gloves, eye protection, etc.)
- Contain the spill if it is safe to do so – utilise a drip tray or oversize container or spill kit to soak up the substance
- Dispose of waste safely as set out in the safety data sheet

Evacuation point: School Field

Hazardous materials site plan



Section 5 – restricted equipment

The following list of equipment and machinery can only be operated by staff who have been trained.

Plant/equipment	SOP / Manufacturer's instructions	Trained operator	Visual inspection required	Documented inspection required	Maintenance record required	Trained by	PPE required
Arc welder	SOP	Yes	Yes	Yes	Yes	External -	Gloves, eye protection, welding mask, long sleeve clothing, trousers
Boiler	Manufacturer	Yes	Yes	Yes	Yes	External	None
Chainsaw 14"	Worksafe guidelines	Yes	Yes	Yes	Yes	External	Gloves, eye protection, helmet, ear muffs, chainsaw operator safety trousers or (chaps)
Compressor – electric	SOP	No	Yes	Yes	Yes	Warren	Ear muffs
Hedge trimmer	SOP	Yes	Yes	Yes	Yes	Warren	Gloves, eye protection, ear muffs, steel caps
Jigsaw	SOP	Yes	Yes	No	No	Warren	Ear muffs
Lawnmower - push	SOP	Yes	Yes	Yes	Yes	External	Gloves, eye protection, ear muffs, steel caps
Lawnmower – ride on	SOP	Yes	Yes	Yes	Yes	External	Gloves, eye protection, ear muffs, steel caps
Leaf blower – small	SOP	No	Yes	Yes	Yes	Warren	Gloves, eye protection, ear muffs
Leaf blower – backpack	SOP	No	Yes	Yes	Yes	Warren	Gloves, eye protection, ear muffs
Leaf vacuum cleaner	SOP	No	Yes	Yes	Yes	Warren	Gloves, eye protection, ear muffs
Line trimmer	SOP	Yes	Yes	Yes	Yes	Warren	Gloves, eye protection, ear muffs
Power/electric tools		No	Yes	No	No	Warren	Gloves, eye protection, ear muffs
Circular or skill saw	SOP	Yes	Yes	No	No	Warren	Gloves, eye protection, ear muffs, steel caps
Sander	SOP	No	Yes	No	No	Warren	Gloves, eye protection, ear muffs
Water blaster	SOP	Yes	Yes	Yes	Yes	Warren	Gloves, eye protection, ear muffs, steel caps
Wood chipper	SOP	Yes	Yes	Yes	Yes	Warren	Gloves, eye protection, ear muffs, steel caps

Section 6 – Personal Protective Equipment (PPE)

PPE - Teaching staff

PPE	Required tasks	Industry standard	Training	Inspection process
Waterproof high visibility wear	While on gate duty	None	Not required	Visually check yearly
High visibility wear	To be worn over clothing while on playground and gate duty	None	Not required	Keep your high visibility apparel clean and well-maintained. Contaminated or dirty retroreflective materials provide lower visibility. Replace garments that show signs of wear and tear, soiling, or contamination as it will no longer be able to provide acceptable levels of visibility.
Sun hats	Must be worn when outdoors for longer than 15 minutes	None	Not required	Visually check each month for tears, pinholes and deterioration, discard when deteriorated
Sun screen	Must be worn when outdoors for longer than 15 minutes	AS/NZS 2604:2012 Sunscreen products— Evaluation and classification. SPF30	Not required	Visually check expiry date monthly, discard when expired
Disposable gloves	Keep in duty bag while on duty, to be used in an emergency	Latex or similar	Not required	Inspect for tears and pinholes prior to use. One use only, discard after use

PPE - Caretaker/grounds person

PPE	Required tasks	Industry standard	Training	Inspection process
Dust mask	Tasks where dust, mist, fumes, vapour or gas is present			
Face shield	Welding work and any time work operations can cause foreign objects to get in the eye. For example, during welding, cutting, grinding, nailing (or when working with concrete and/or harmful chemicals or when exposed to flying particles). Wear when exposed to any electrical hazards, including working on energised electrical systems.			Routinely inspect for dents, cracks or deterioration; replace after a heavy blow or electrical shock; maintain in good condition
Gloves	Gloves should fit snugly. Workers should wear the right gloves for the job (examples: heavy-duty rubber gloves for concrete work; welding gloves for welding; insulated gloves and sleeves when exposed to electrical hazards).			Routinely inspect for tears, pinholes or deterioration; discard if they become stiff; maintain in good condition
Hard hat	Wear hard hats where there is a potential for objects to fall from above, bumps to the head from fixed objects, or of accidental head contact with electrical hazards.			Routinely inspect for dents, cracks or deterioration; replace after a heavy blow or electrical shock; maintain in good condition
Hearing protection	Use earplugs/earmuffs in high noise work areas where chainsaws or heavy equipment are used			Inspect regularly, examine ear cups and ear cushions for cracks and leaks — discard if ear cups are visibly damaged or compromised. Replace ear cushions if damaged. Clean Wash ear cups and ear cushions regularly with mild soap and water. They may not be dipped into water. Do not treat with any other substances, as the ear cushions may degrade and compromise use. Replace As ear cushions and foam inserts can degrade over time, replace these every 6-8 months
High visibility shirt	High-visibility safety apparel is needed when working in low light and/or poor visibility, especially if you are working around moving vehicles (cars, trucks or other machinery traveling under their own power - e.g., forklifts, backhoes, etc)			Keep your high visibility apparel clean and well-maintained. Contaminated or dirty retroreflective materials provide lower visibility. Replace garments that show signs of wear and tear, soiling, or contamination as it will no longer be able to provide acceptable levels of visibility.

Long trousers/shirt (welding)	When using the arc welder			Because of its durability and resistance to fire, wool clothing is suggested over synthetics (which should never be worn because it melts when exposed to extreme heat) or cotton, unless it is specially treated for fire protection. Keep clothes clean of grease and oil, as these substances may ignite and burn uncontrollably in the presence of oxygen
Safety eyewear	Safety glasses or face shields are worn any time work operations can cause foreign objects to get in the eye. For example, during welding, cutting, grinding, nailing (or when working with concrete and/or harmful chemicals or when exposed to flying particles). Wear when exposed to any electrical hazards, including working on energized electrical systems.			
Safety footwear	Construction workers should wear work shoes or boots with slip-resistant and puncture-resistant soles. Safety-toed footwear is worn to prevent crushed toes when working around heavy equipment or falling objects.			
Sun hat	At all times when working outdoors			
Sun screen	At all times when working outdoors			
Wet weather gear	When working outside in the rain			

PPE – Office staff

PPE	Required tasks	Industry standard	Training	Inspection process
Disposable Gloves	First aid, assisting soiled students	Latex (or similar)	N/A	Inspect for tears and pinholes prior to use; One use only, discard after use

Appendix 1 – Task Analysis



Reaching new heights together

Task analysis form

Where the work is taking place: _____ Date: _____

The task is: _____

Analysed by: _____ Reviewed by: _____

Personal protective equipment required for the task

Uniform <i>(long sleeves, long pants)</i>	<input type="checkbox"/> Safety footwear	<input type="checkbox"/> Highly visible shirt	<input type="checkbox"/> Hard hat	<input type="checkbox"/> Safety eyewear	<input type="checkbox"/> Gloves
Hearing protection	<input type="checkbox"/> Dust mask	<input type="checkbox"/> Respirator	<input type="checkbox"/> Face shield	<input type="checkbox"/> Specific gloves	<input type="checkbox"/> Fall arrest

Other *Please specify:* _____

Sequence of basic job steps	Potential hazards <i>(For example operations, processes, work activities, environmental conditions, hazardous materials, equipment, vehicle use, etc)</i>	Risk rating before controls	Hazard controls <i>(Describe how you will eliminate or mitigate)</i>	Risk rating after controls

Appendix 2 – Contractor health and safety agreement

<G:\Shared drives\Office Admin\Governance\Health and Safety\External Contractor Health and Safety Agreement.docx>

Appendix 3 - Staff training records

Each teacher will have their training record shown under the school's appraisal website. All other staff will have the following form kept in their employment file. Each time the employee receives training, it will be in either the appraisal website or their file.

<G:\Shared drives\Office Admin\Governance\Health and Safety\Employee Training Record June 2017.docx>

Appendix 4 - Industry qualifications

Industry qualifications are required for the following tasks:

Role	Process	Qualification
Caretaker	Use of welder	
Caretaker	Safe handling of chemicals	Knows how to work with chemicals and understands: <ul style="list-style-type: none">• segregation of incompatible substances• correct storage and• handling of hazardous substances
Caretaker	Chain saw use	
Teacher	Registered New Zealand Teacher	Practising certificate card or approval letter