

YRSDS OSHP PROGRAM

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STAFF HANDBOOK
OH&S AND WORKPLACE GUIDELINES

Table of Contents

Casual Employment Information	2
Role Descriptions	3
Daily guidelines and procedures	5
Dress Code	6
Overhead and Manual Hoist.....	6
Ladders	7
Administration of medications.....	7
Sudden illness and Injury Management.....	7
Risk Management - reporting	8
Incidents - reporting.....	8
Restrictive Practices and Behaviour Support Plans.....	9
Bushfire Preparedness.....	10
Strategies to Prevent Cross Infection.....	10
Infectious Waste.....	11
OHS Issue Resolution Flowchart.....	13
Evacuation Map.....	ATTACHMENT
Employee Assistance Program Information.....	ATTACHMENT

CASUAL EMPLOYMENT INFORMATION

The information set out below is to assist your understanding of the arrangements for the employment of Casual Staff.

1. Who is my employer?

Following amendments to the Education Act 1958, school councils will be the employer of casual staff, **not** the Department of Education & Training (DET)

2. How much will I be paid?

Casual staff will be paid on an hourly basis. The hourly rate is as stated in the Department of Education & Training – Education Support Class Salaries in Victorian Government Schools agreement:

Disability Support Worker	ES 1 Range 1
Team Leader	ES 1 Range 2

You will be paid for a minimum of one hour, with payments rounded to the nearest fifteen minutes.

You will not receive payment for a lunch break which must be a minimum of thirty minutes unless you are on excursion and unable to have a break away from the group when you will be paid for the full day.

3. How will I be taxed?

You will need to lodge a Tax File Number Declaration Form with each employer that employs you. These are available from the school, newsagents and Australian Taxation Offices (ATO). You are only able to claim the General Exemption from the employer you think will provide you with the most work.

At the end of each financial year, this school will provide you with a statement of earnings.

4. How will I receive my pay?

You will receive your pay by direct deposit from the school to your chosen bank account. Payroll is processed in the first week of the term following the program.

5. What record do I have of my employment?

You are required to complete and sign a Casual Payroll Timesheet for each day that you are employed. This will provide you with a record of the hours and days worked at the school with the Principal's or delegate's approval. A copy of this record will be provided to you upon request.

6. What superannuation do I have?

The Superannuation Guarantee Act requires each employer to make a superannuation contribution on behalf of all its employees. The School Council will register you with Vic Super unless you advise the business manager of an alternative fund of which you are a member. School Council will make contributions on your behalf, for each month in which you are paid more than \$450.

Please inform the business manager if you are already a member of VicSuper.

7. Am I covered for Work Cover whilst employed at a school?

You are covered for Work Cover purposes whilst employed at the school.

8. **Probity Checks**

An NDIS Worker Screening Check and WWCC are compulsory for **all new** employees of the OSH Program.

9. **Signing In**

Please remember to sign in and out on the sheet provided, failure to do so may delay payment of salaries

Role Description - Team Leader

The OSH Program is developed and managed by the Program Manager. The individual daily activities/programs are implemented by the Team Leaders and general support staff.

As a Team Leader you will work under direction of the Program Manager to support, encourage and enable participant's involvement in recreational activities according to their individual needs, goals and choices, both in school and the community. You will demonstrate an understanding of School Wide Positive Behaviour Support (SWPBS) and imbed this in your work practices.

You will demonstrate a knowledge and understanding of the purpose of the OSH Program and incorporate relevant NDIS standards and regulations alongside school policies and guidelines in your work practices.

The OSH Program operates from 9.00am to 5.00pm for 5 weeks per year during Victorian school term holidays.

Staff are employed for the following hours:

Team Leaders: 8.30am to 5.15pm

Support Staff: 8.45am to 5.15pm

It is expected that Team Leaders will occasionally be available for consultation, planning and preparation outside of those times

All staff are entitled to a 30-minute unpaid lunch break. However, if you are on an excursion during lunch time and a break away from the group is not possible, you will be paid for the 30 minutes.

All staff are entitled to one paid 15-minute break (in the morning or afternoon) to be allocated by the Team Leader.

Team Leaders are required to:

Plan and oversee the day's activities as programmed, giving thought to:

- Participants' needs and abilities
- Staffing ratios
- Time allocation
- Equipment/stores availability
- Risk management/safety issues
- Budget

Liaise with parents, carers, etc.

- At the beginning and end of each day
- During the day in case of illness, injury, etc.

Liaise with Program Manager

- During program planning stage
- Once you have been allocated specific days
- During operation of the program
- After completion of program

Have a knowledge and understanding of the aims of the program and relevant school and NDIS practices and guidelines.

Have a knowledge and understanding of the role description for general support staff.

Attend quarterly staff meetings

Team Leader – Duties & Responsibilities

Team Leaders are responsible for the day to day running of the program. This includes the following tasks:

In the week prior to program commencement

- acquaint themselves with the planned activities
- develop the outline of each day's activities
- identify equipment/stores needed
- liaise with Manager to ensure requirements are met
- establish adequate staffing levels
- familiarise themselves with participants' details and requirements, e.g. medical, behaviour needs
- basic planning, staff/task allocation and daily timetable development
- as part of planning ensure, where possible, adequate staff breaks are planned with minimum impact on program, participant supervision and safety
- plan with Manager for alternative activities in case of unforeseen circumstances

On the day of program

- arrive in time to setup/arrange rooms and equipment for the day
- obtain details of days program and participants from program Manager
- on excursion days, ensure that monies and receipts are collected and returned to Manager and that general maintenance of buses is completed (rubbish removed, seats are clean, bus is tidy)
- brief staff on day's activities and any specific issues relating to participants' needs
- allocate staff accordingly including planning break times and rotation of tasks
- Ensure that the tasks as entailed in the job description of general staff are satisfactorily completed.
- Ensure all staff complete the Proposed Supports and Expected Outcomes documentation for the participant/s they supported during the day.
- Ensure any documentation or reports are completed and returned to Program Manager in a timely manner.

Role Description – Disability Support Worker

As a disability support worker, you will work under direction of the Team Leader and/or Program Manager to support, encourage and enable participant's involvement in recreational activities according to their individual needs, goals and choices, both in school and the community. You will demonstrate an understanding of School Wide Positive Behaviour Support (SWPBS) and imbed this in your work practices.

You will demonstrate a knowledge and understanding of the purpose of the OSH Program and incorporate relevant NDIS standards and regulations alongside school policies and guidelines in your work practices.

The Vacation Program operates from 9.00am to 5.00pm for 5 weeks per year during Victorian school term holidays.

Staff are employed for the following hours:

Team Leaders: 8.30am to 5.15pm

Support Staff: 8.45am to 5.15pm

All staff are entitled to a 30-minute unpaid lunch break. However, if you are on an excursion during lunch time and a break away from the group is not possible, you will be paid for the 30 minutes.

A paid morning or afternoon tea break (15 minutes) will also be allocated to you. This will be arranged by your group Team Leader.

Disability Support Staff are required to fulfil tasks as requested by the Program Manager and Team Leader as follows:

- Be aware of the individual needs of participants
- Familiarise yourself with participant's individual personal goals
- Assist with personal care, meals and other special care as the need arises
- Encourage independence in all areas of life skills
- At all times maintain adequate supervision of participants in playground, during excursions and with life skills
- Role model, support and encourage appropriate behaviours in recreational activities
- Provide choice of activities using appropriate means of communication and modify equipment and activities to suit the individual
- Apply SWPBS strategies across all areas of support
- Work as a cooperative member of a team and have a positive attitude towards your work, other team members and the participants who use the program.
- Ensure that work areas are kept tidy, safe and clean to prevent accidents, injury and cross infection
- Maintenance of equipment and correct storage of same

- Maintain records as required
- Maintain confidentiality and promote participant dignity and privacy
- Liaise with Program Manager and/or Team Leaders at the beginning and end of each program
- Where possible – attend scheduled staff meetings

Guidelines & Procedures for Staff

- **At the beginning and end of each day** – All staff must complete the Sign In/Out book located in the front office.

All casual staff also complete a time sheet and file alphabetically in the Casual Staff pay sheet book.

Failure to complete both forms may delay payment of your salary.

Team Leaders: Start time 08.30am

Support Staff: Start time 08.45am

Finishing time is 05.15pm (unless prior agreement made with Team Leader/Manager)

- The daily staff roster is located in the staff room. Be prepared to commence at 8.45am. Check the roster to see which group you will be working with and report to your Team Leader by 8.45am.
- The Team Leader will advise you which participants you will be supporting for the day.
- You will be advised of any specific needs for each participant by the Team Leader. For more Information about each participant please read the profiles of all participants in your group. Ask your Team Leader for this information.
- **At the end of the day – you are required to complete the Proposed Supports and Expected Outcomes documentation for the participant/s you supported during the day.**
- Participants should never be left unsupervised – correct staffing ratios must be maintained at all times
- There are printed name tags for each participant in their individual folder – please use them.
- When participants arrive at their room – put a name tag on their bag.
- If not already clearly labelled, use masking tape and a marker to put participant's name on all belongings, (eg. lunch boxes, drink bottles, etc.) to avoid confusion later in the day.
- Lunch boxes should be stored appropriately. Items requiring refrigeration should be labelled and put in the refrigerator as soon as possible.
- Any medication sent in with a participant **MUST** be given to the Nurse or Program Manager immediately.
- All participants needs e.g. personal care, meals, etc. and all activities that they participate in are required to be recorded on a specific form. Please check this with the Team Leader.
- Notify the Team Leader immediately in the case of illness or injury to a participant or other staff member – render any aid needed until help arrives.
- Participants are to be encouraged to experience all the activities organised. This may require adaptation of the activity to aid the participant. If in doubt, check with the Team Leader. However, remember that it is a participant's choice to participate in an activity and there is no necessity for a participant to be busy all the time unless they want to be.
- Encourage participants to treat toys, equipment etc. in a responsible manner.
- The OSH Program has a basic supply of art/craft items, toys, balls etc. Other items can be borrowed from the school's resource centre. The program has access to the school's Art Room, Sport Room, Bike Shed, Sensory Room and Kitchen.
- All staff members are responsible for ensuring that any unused art/craft items, toys etc. are returned to the correct storage area and put away. If you borrow an item from another area it is your responsibility to put it back – do not leave it for someone else to do.
- If any toys, equipment, etc. are damaged please ensure that the Team Leader is advised and **do not** put damaged or broken items back in the storage cupboard – they will be replaced.

- As we are using areas set up for school programs we need to be very mindful not to use, remove or damage items not involved in our activities. If a school item is damaged please report it to the Team Leader or Manager – it will be replaced/fixed.
- Participants must wear name tags or lanyards at all times when out of the school grounds.
- It is the bus driver's responsibility to make sure that wheelchairs are placed and secured in the bus correctly. Bus drivers are responsible for recording daily documentation stating mileage for each bus.
- When using the bus – support staff must ensure that all participants are safely strapped in their seats at all times – seatbelts adjusted correctly.
- You will be allocated lunch and tea breaks. Do not leave the program area without permission from the Team Leader.
- Any information given to you about participants is strictly confidential and should not be discussed with others in or out of the program.
- All communication with parent/carers will be done by the Team Leaders and/or Program Manager.
- Any parent or carer who needs information of any nature must be referred to a Team Leader or the Program Manager.
- Mobile telephones are not to be used by staff whilst working. If you keep it on you during the day it should be turned to silent and checked during your allocated breaks. The school telephone numbers can be given to anyone who may need to contact you during the day.
- Photographing of participants is only permitted for administrative purposes (with documented consent).
- **Under no circumstances** are you permitted to post information and/or pictures of participants or program activities to social media sites. To do so will contravene Privacy policies and will result in immediate disciplinary action.

Dress Code

For your own comfort and safety whilst working at Yarra Ranges SDS OSHProgram you are asked to follow these guidelines:

- Please wear clothing that is appropriate to the job
- Wear protective / personal safety clothing where necessary
- Wear clothing which covers the shoulders, midriff, back, and if appropriate, the arms
- Wear clothing that allows full movement
- Wear flat shoes that enclose the toe and heel (no thong type footwear)
- If your hair is of shoulder length or longer – tie your hair back
- Avoid wearing excessive jewellery

Overhead and Manual Hoists

This school is a 'no lift' workplace. For participants who are unable to take their own weight and are considered to be a manual handling risk – they must provide a written SWP to the Program. Staff will then undertake training with the school Occupational Therapist or Physiotherapist before being signed off to use the hoist with specific participants.

The school has a number of mobile hoists and ceiling hoists in use. The mobile hoists are battery operated and they should be left on charge when not in use.

Most participants will have their own hoist sling. These are usually left under the participant in their wheelchair. A school sling is available for participants who do not have their own. The school slings are to be removed after use and do not go home with the participant.

Using the hoist requires two staff members one of whom must have been signed off as a competent user on the SWP for the individual participant, and will control the lifting task.

Ladder Guidelines

As part of its strategy to reduce the incidence of injury associated with working at heights, the Victorian WorkCover Authority has introduced Occupational Health and Safety (Prevention of Falls) Regulations for working at heights where there is a risk of fall **greater than 2 metres**.

The regulations apply to staff, students, contractors and visitors performing tasks at height where there is a risk of a fall greater than 2 metres. All pairs of classrooms have been provided with three step stepladders for reaching above head height areas such as shelves. Never use the 'Chairs on tables method' as a ladder substitute.

Storage of items above head height.

Use of storage in the overhead cupboards should always be limited to items that are rarely used, and are able to be handled easily by one person, for example: Christmas decorations.

Administration of Medicines

There is a formal process in place for the administration of medication to participants.

If any medication is sent in with a participant, the Nurse or Program Manager **must be notified immediately**.

The Nurse will administer all medications where practicable (not during excursions)

Only medication prescribed by a medical practitioner will be administered during a Program.

Legislative requirements state that relevant documentation must be in place prior to administration of all medicines.

The Manager and/or Nurse will ensure correct procedures and reporting requirements are adhered to.

Sudden Illness / Injury Management

Staff member with duty of care present at the scene of an accident/injury/illness should take control of managing the situation.

Advise senior staff – Manager, Nurse or Team Leader

Staff member with Duty of Care managing the situation to:

Refer to participant's emergency management plan if appropriate.

Ensure the site is as safe as possible – OH&S procedures to be followed.

Arrange for the clean up of blood, vomit, faeces, urine etc.

Advise staff when the area is safe again.

Manager / Nurse or nominee to:

Call 000 for an ambulance (if deemed necessary).

Advise parents or caregivers.

Nominate a staff member to meet the ambulance at Cnr Burdap Drive and Old Hereford Road to direct to school.

Take responsibility for the medical management of the participant (additional first aid staff may be called upon to assist and support the situation).

Maintain care and be responsible for the handover to ambulance/parents/caregivers.

Ensure any relevant reporting and documentation is completed e.g. injury report, NDIS incident report requirements, OH&S on Edusafe.

Consider staff support mechanisms – see Emergency Management Plan folder.

Risk Management - Reporting

Managing hazards / risks in the workplace can only be achieved if staff report risk situations when they become aware of them. Any non-participant injuries / incidents and hazards across the school are reported via the school's online reporting system - Edusafe. Casual employees do not have access to this system and will need to report to the Manager, Nurse or Principal in the case of an incident or hazard so that reporting can be done in a timely manner.

Incident Reporting

As a National Disability Insurance Scheme (NDIS) registered provider operating in Victoria for the provision of support services, it is mandatory to record details of incidents occurring during service delivery and report such incidents to the NDIS Quality and Safeguards Commission (NDIS Commission), DET and other relevant authorities in a timely and accurate manner.

An Incident Reporting folder containing related information and documentation is kept, clearly labelled, in the Program Manager's office. The Incident Reporting folder is available to all staff to utilise when necessary.

All incidents that have an impact on participant/s will be reported electronically to the NDIS Commission via their portal and also followed up via the school's internal reporting system – DataPlus. The Program Manager is responsible for maintaining both of the reporting systems. Staff members involved in or witness to these incidents will assist the Program Manager to complete the reporting process by providing all relevant details in an accurate and timely manner.

Any incident that impacts on a staff member will be reported and acted upon via the school's internal incident reporting processes.

Restrictive Practices and Behaviour Support Plans

For the purpose of the following information – YRSDS OSH Program is an 'implementing provider'.

What is a restrictive practice?

Restrictive practice means any practice or intervention that has the effect of restricting the rights or freedom of movement of a person with disability. Under the [*National Disability Insurance Scheme \(Restrictive Practices and Behaviour Support\) Rules 2018*](#) certain restrictive practices are subject to regulation. These include seclusion, chemical restraint, mechanical restraint, physical restraint and environmental restraint.

Seclusion

Seclusion is the sole confinement of a person with disability in a room or a physical space at any hour of the day or night where voluntary exit is prevented, or not facilitated, or it is implied that voluntary exit is not permitted;

Chemical restraint

Chemical restraint is the use of medication or chemical substance for the primary purpose of influencing a person's behaviour. It does not include the use of medication prescribed by a medical practitioner for the treatment of, or to enable treatment of, a diagnosed mental disorder, a physical illness or a physical condition;

Mechanical restraint

Mechanical restraint is the use of a device to prevent, restrict, or subdue a person's movement for the primary purpose of influencing a person's behaviour but does not include the use of devices for therapeutic or non-behavioural purposes;

Physical restraint

Physical restraint is the use or action of physical force to prevent, restrict or subdue movement of a person's body, or part of their body, for the primary purpose of influencing their behaviour. Physical restraint does not include the use of a hands-on technique in a reflexive way to guide or redirect a person away from potential harm/injury, consistent with what could reasonably be considered as the exercise of care towards a person.

Environmental restraint

Environmental restraint restricts a person's free access to all parts of their environment, including items or activities.

What is an implementing provider?

An implementing provider is any NDIS service provider that uses a regulated restrictive practice in the course of delivering NDIS supports to a participant.

Under the NDIS Commission, registered providers who use restrictive practices are required to comply with the [NDIS Quality and Safeguarding Framework](#), which is underpinned by the same high-level guiding principles, including human rights and a person-centred approach as the national framework.

Implementing providers are required to:

- Be registered with the NDIS Commission for the type of support they are providing. They do not need to be registered specifically for behaviour support registration group 110
- Submit monthly reports to the NDIS Commission on the use of restrictive practices
- Ensure staff are appropriately trained to implement positive behaviour strategies or use restrictive practices
- Notify the NDIS Commission in the event of any unplanned or unapproved use of a restrictive practice through the [reportable incident process](#)
- Help staff, NDIS participants, their families, and other decision-makers to understand the NDIS Commission's behaviour support function.

What is a specialist behaviour support practitioner?

A specialist behaviour support practitioner is a person who is Registered and Certified by the Quality and Safeguarding Commission. Registration enables a specialist behaviour support practitioner to develop a comprehensive Behaviour Support Plan (BSP) for the use of regulated restrictive practices. Regulated restrictive practices must only be used in accordance with a participant's BSP. The practitioner is also the only person that can review a BSP.

What if an NDIS participant needs a restrictive practice to keep themselves and/or others safe?

Where an NDIS participant's behaviours of concern place themselves or others at risk of harm, and subsequently a regulated restrictive practice is required, a BSP must be developed by a registered NDIS specialist behaviour support practitioner and lodged with the NDIS Commission. Where there is no BSP in place, the implementing provider must take reasonable steps to facilitate the development of an interim BSP when it becomes apparent that a participant they are working with has complex behaviour support needs or that a restrictive practice may be necessary to prevent harm. This must be done within 1 month of a restrictive practice being used or proposed. A comprehensive BSP developed by a specialist behaviour support practitioner will be required within 6 months.

The [Rules](#) outline the requirements for developing behaviour support plans containing regulated restrictive practices.

All providers using regulated restrictive practices when delivering NDIS supports are required to meet conditions of registration. The conditions include:

- A restrictive practice can only be used when it is part of a behaviour support plan developed by an NDIS [behaviour support practitioner](#)
- If a restrictive practice is used it must:
 - Be the least restrictive response possible in the circumstances
 - Reduce the risk of harm to the person or others
 - Be used for the shortest possible time to ensure the safety of the person or others

- Where required, the implementing provider must obtain authorisation for the use of a restrictive practice from the state or territory
- The implementing provider must comply with monthly reporting requirements to the NDIS Commission

Bushfire Preparedness

Yarra Ranges SDS is included on the Department of Education & Training, Victoria (DET)'s [Bushfire At Risk Register](#) . The Vacation Program will be closed on days when the Fire Danger Rating is declared by fire authorities as being **Extreme** or **Code Red**. No programs/activities will be held on that day and there will be no staff at the school on that day.

The Program Manager has ultimate accountability for the safety of children and staff in the first instance and will make key decisions based on information obtained from the relevant authorities.

Where possible, up to three days' notice of a planned closure will be provided to all staff. However, circumstances may not allow us the time to let you know – please check the fire danger rating on the CFA website after 1.00pm on all days prior to any organised Vacation Care Program activity.

- Staff will be in-serviced about the Bushfire Emergency Management Plan at the start of the declared fire season, before the beginning of the January Program and at other times as needed
- A full copy of the plan is available to all staff and prominently displayed in the staffroom during all programs.
- Regardless of the fire risk rating, the program staff will be prepared to enact the Bushfire Emergency Management Plan on each day of the program
- Advice indicates that in the event of bushfire occurring whilst the program is operating the emergency management plan will implement a Shelter-in-Place procedure (staying put).
- At other times during the bushfire season the CFA and DSE websites and media services will be monitored for updates about weather and fire conditions including total fire ban days to enable appropriate action to be taken regarding modification or cancellation of programs.
- All off site activities will be assessed with thought to the likely threat of fire on the day

Strategies to Prevent Cross Infection

Classrooms/Toilet areas are supplied with:

- Bins for disposal of soiled continence aides
- Rubbish bin with lid (for general waste)
- Disposable gloves and aprons – stored in first aid room
- Disposable wipes for personal care – stored in cleaner's cupboard
- Posters regarding hand washing and cleaning areas
- Spray cleaner – refill spray bottles from bulk store in cleaner's cupboard
- Washing up liquid – stored in cleaner's cupboard
- Hand soap, paper towel and disposable cloths – stored in cleaner's cupboard.
- Sanitiser stored in cleaner's cupboard

Cloth washers and towels are not generally appropriate in the class rom. To clean effectively, all dirt and organic matter (i.e. food, faeces, soil etc.) needs to be completely removed before cleaning with spray cleaner and the application of a sanitiser (if needed). Sanitisers (i.e. bleach etc.) are ineffective on organic matter. Air drying is preferred.

Guidelines

Good hand washing is essential before and after personal care routines, before eating, meal preparation and assistance.

Staff are requested to instruct and supervise participants hand washing.

Areas used for food preparation, washing up etc. must be kept separate from areas used for other cleaning tasks. These areas will be identified with signage.

Food must be stored correctly and, if left out in the open, it is to be covered.

Cloths used for cleaning will be colour coded for different areas/uses in the classroom to avoid inappropriate use – signs will indicate relevant colour codes.

Any tissues used in the playground will be placed in a lined bin for disposal at the end of that period.

Any broken sharp items e.g glass will be wrapped in a manner to make them safe before being put into a rubbish bin. The cleaners or other staff members should be advised to take care when emptying the bins that day.

Any injury involving broken skin/bleeding must receive correct first aid management – see Instruction for Cleaning Up Possible Infectious Waste in this handbook.

The following duties are the responsibility of daily program staff:

Classroom/Activity areas

Tables and chairs to be kept clean, use spray cleaner.

Equipment such as gym mats, physio balls etc. should be cleaned after each user with spray cleaner and paper towel.

Shared toys/play equipment should be thoroughly cleaned at least weekly.

Toilet/Change areas

Use items such as continence aides, wipes, gloves etc. are to be disposed of in a nappy bin

Change tables, potty chairs and adapted toilet seating should be cleaned using spray cleaner after each use.

Other toilets should be regularly monitored for cleanliness and cleaned if the seat is soiled.

At END of day:

Clean the change table, potty chairs and adapted toilet seating with spray cleaner and paper towel, sanitised and leave to air dry.

Renew supplies e.g towel, hand wash, wipes, etc.

Infectious Waste (Blood, Vomit, Faeces, Urine)

Clear area of participants and other staff and ensure that it remains clear until all waste is cleaned up.

Significant Blood &/or Vomit Spill

1. Contain spill by applying paper hand towel or equivalent to cover and absorb fluid.
2. Get Infectious waste kit from toilet area in classroom
3. Using contents of kit, put on gloves, mask and apron (Personal Protective Equipment or PPE)
4. If required, open a pouch of absorbent powder & distribute evenly over the spill (after removing paper towel and placing it in one of the yellow waste bags). Wait 1 or 2 minutes until the powder has absorbed the spill.
5. With a shovel and scraper, pick up any solid waste, place it into the yellow waste bag, seal the bag tightly using ties supplied.
6. The best way to clean up the area is with warm soapy water if available and rinse with fresh water. **N.B. All detergent must be cleaned away before applying a disinfectant as residual detergent will neutralise the effect of disinfectant**
7. Dispose of all used items including PPE into yellow waste bag and seal.
8. Dispose of sealed bag into nappy bin.

Minor Blood &/or Vomit Spill (Just a few drops)

1. Wearing gloves, soak up spill with tissues or similar.
2. Clean area with warm soapy water using disposable towel (e.g chux) and rinse
3. Put tissue gloves and used towel into a plastic bag and seal.
4. Dispose of sealed bag into nappy bin.

Faeces/urine spill

1. Put on gloves and apron
2. Pick up solid matter using toilet tissues and dispose of in toilet.
3. Clean area with warm soapy water using a disposable towel and rinse
4. If out in the playground or similar, urine may just need to be hosed or flushed away with buckets of water - avoid spreading or splashing the program around.
5. Put gloves and used towel into a plastic bag (e.g. supermarket bag) seal.
6. Dispose of sealed bag into nappy bin.

HANDS MUST BE WASHED vigorously by using soap and running water then dried thoroughly immediately;

IF

- They are contaminated with blood or body fluids
- The integrity of gloves has been breached.

AND AFTER

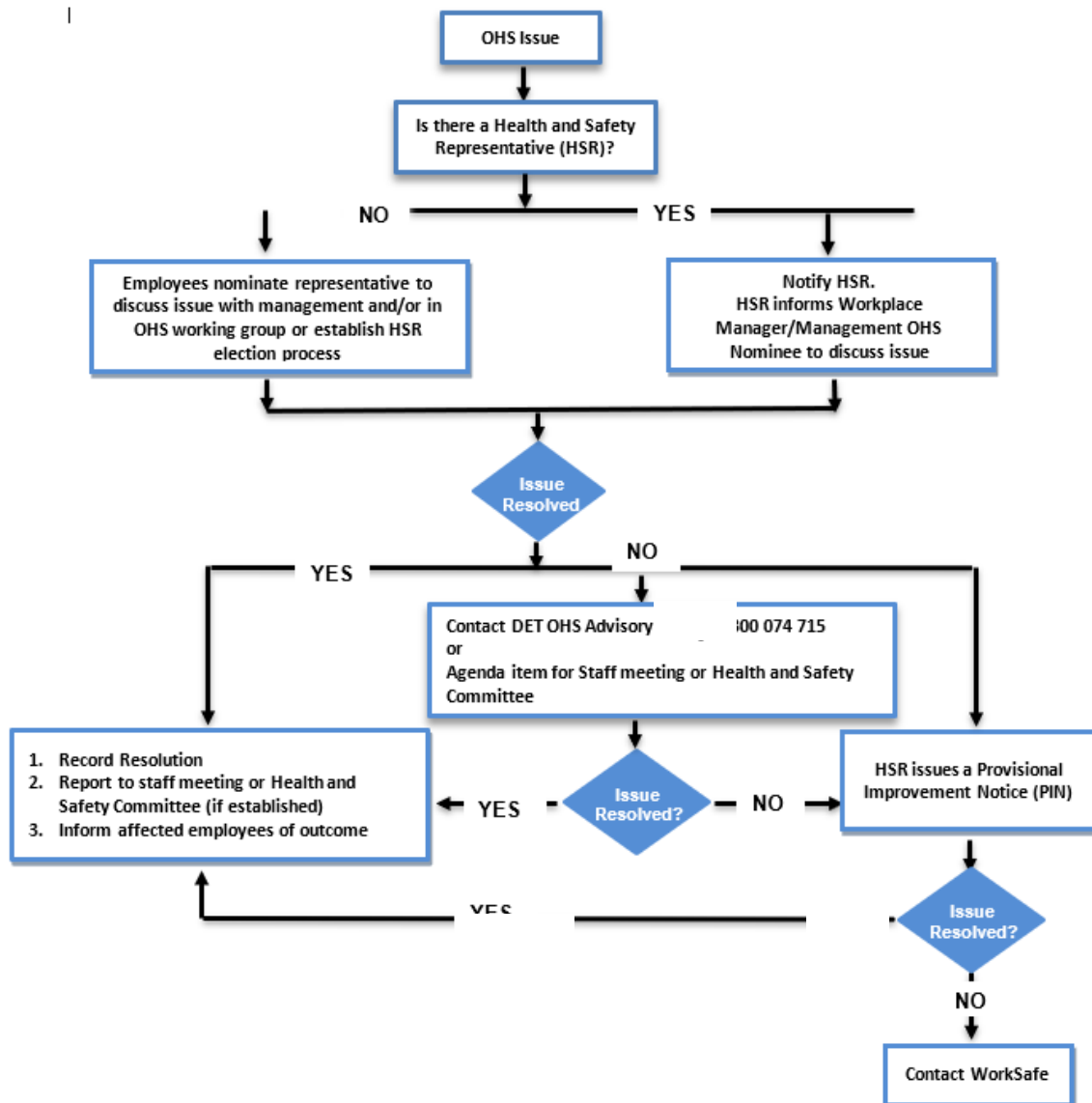
- Removing PPE
- All equipment and bags have been disposed of
- Before returning to normal duties.

OHS Issue Resolution Flowchart

The following flowchart is to be utilised for the resolution of workplace occupational health and safety (OHS) issues providing an agreed process does not already exist.

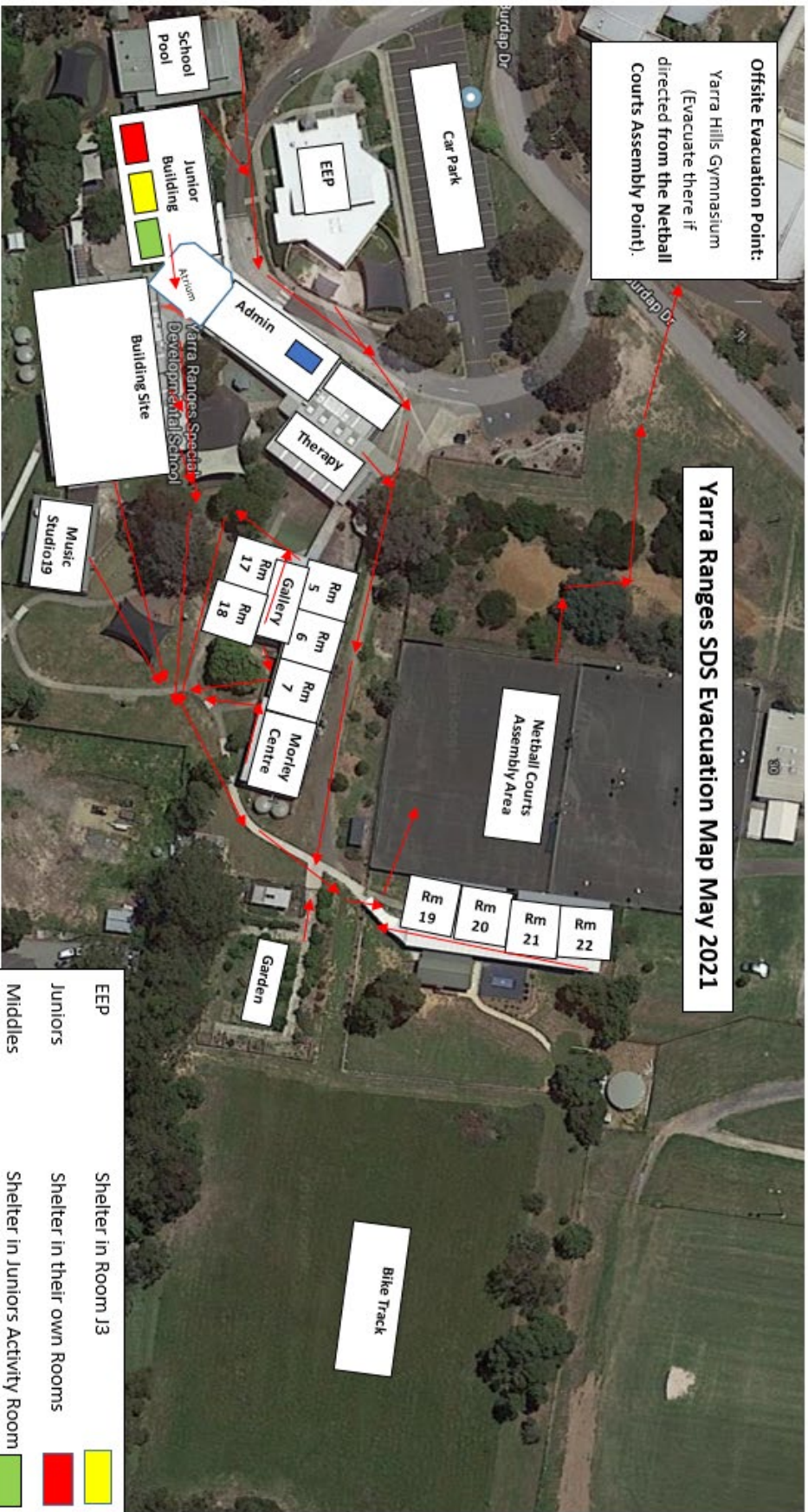
This flowchart or the agreed process must be communicated to all employees and displayed in a prominent position in the workplace including on the OHS Notice Board. Any interested party may seek the assistance of any relevant employee or employer representative organisation at any stage of this process.





Workplace Manager	Management OHS Nominee	Health and Safety Representative
Name: Luke Adams Phone: 9736 2499	Name: Luke Adams Phone: 9736 2499	Name: Sarah Lyons Phone: 9736 2499



Offsite Evacuation Point:
 Yarra Hills Gymnasium
 (Evacuate there if directed from the Netball Courts Assembly Point);

Yarra Ranges SDS Evacuation Map May 2021



EEP	Shelter in Room J3	
Juniors	Shelter in their own Rooms	
Middles	Shelter in Juniors Activity Room	
Seniors	Shelter in Admin area	
Shelter In Place Location		

EMPLOYEE ASSISTANCE PROGRAM (EAP)

Professional and confidential counselling to support your mental health and wellbeing

Free support is available 24/7 for:

- All Department staff
- Immediate family members (18 years of age or older) of Department staff
- School council employees (including casual relief teachers).

Specialist counsellors available on request for Aboriginal, LGBTIQ and family violence matters.

For support, call Lifeworks by Morneau Shepell on 1300 361 008

