HEALTH AND SAFETY AT WORK ACT 2015

A practical guide for boards of trustees and school leaders

NZSTA

This document outlines the following:

- An introduction to the Health and Safety at Work Act 2015
- Roles and responsibilities of the board and leaders of the school
- Guidelines on good practice and implementing changes

AUGUST 2017

Note: At the time of publishing, all links to external websites were operational. However, as organisations including the Ministry of Education and NZSTA change and update the documents and content hosted on their websites, this may result in invalid weblinks.

Where possible, weblinks to relevant pages have been provided to allow you to download the documents referred to in PDF or Microsoft word format, instead of providing you with a link directly to the document. This is because many organisations review reports and guidelines regularly and any links to specific documents will quickly become out of date.

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Part 1:

An overview to the legislation

1.1 Introduction to the Health and Safety at Work Act 2015

The Health and Safety at Work Act 2015 (HSWA) is a critical part of 'Working Safer', the Government's blueprint for improving New Zealand's workplace health and safety system. The Government has set an ambitious target of at least a 25 percent reduction in workplace injuries and fatalities by 2020.

The HSWA replaces the Health and Safety in Employment Act 1992 (HSE), and while many aspects of HSWA are similar to the old legislation, the key emphasis is on everyone in the workplace being responsible for health and safety.

The HSWA encourages a proactive approach to keeping people safe from harm. If there is a failure to put appropriate systems in place to identify potential harm and work collaboratively to keep people safe, then prosecution and penalties may be applied. This is the same as the 1992 Act however the penalties have significantly increased.

The HSWA broadens the Primary Duty of Care. This defines the board, as a legal entities, obligation to do what is reasonably practicable to keep workers and others safe. Workers include, but are not limited to, employees, volunteer workers, contractors, student teachers and trainees.

Boards that already have effective health and safety policies and practices in place will find that the required changes are easy to accommodate and may need this resource as a reference tool only. Other schools may need this resource to assist them to carry out a full review of their current health and safety policies, practices and procedures – a process we recommend all schools undertake. This guide and its associated tools has been developed jointly between the Ministry of Education, NZSTA and the Health and Safety Sector Reference Group. The guide will assist boards to ensure that they are compliant with the Health and Safety at Work Act, which comes in to force on 4 April 2016. The guide also supplements the Ministry's factsheets. NZSTA will provide all schools with a printed copy but as more information and resources come online please refer to the websites for the most up to date version and links.

Boards should show their commitment to the health, safety and well-being of workers and others in their school through developing, monitoring and reviewing health and safety policies and encouraging an active health and safety culture.

Communication is essential, as is "walking the talk" and holding your people accountable to keep themselves and others safe. And as with the Health and Safety in Employment Act 1992, it is not possible to be insured against fines. The purpose of this provision is to make sure people do what is reasonably practicable to keep the workplace safe. People may be less vigilant about safety if they are able to insure themselves against the consequences.

It is still possible for an individual or business to take out insurance for the cost of defending a prosecution or to cover any reparation ordered by the Court to be paid to a victim. However, instead of insuring against the risk of prosecution, it is better to avoid tragedies by investing in systems to identify and manage risks and hazards and thus prevent harm.

Boards need to ensure members of the community and people visiting the school understand the hazards they are exposed to or can create, and know the appropriate actions to take.

How to use this guide

This guide provides an overview of the Health and Safety at Work Act 2015 (HSWA), and outlines the responsibilities of boards of trustees (boards) and school leaders under it. We recommend all schools read this guide.

This guide is intended as a supplementary resource that will support the people involved in governance and leadership at schools/kura to develop a clear understanding of what the HSWA means for them. However, the primary source of information must be the HSWA itself, the Regulations made under the HSWA and WorkSafe New Zealand.

This guide brings together information and tools to support schools/kura to understand the requirements of HSWA and its regulations, and to implement good health and safety practices.

This guide provides high-level information about each key component of a health and safety system, with supporting resources and links to further information.

In addition we recommend you visit Education.govt.nz and NZSTA.org.nz, and browse the fuller health and safety guidance and factsheets.

Health and Safety Practical Guide for School Leaders: An Overview

STEP 1: read the Health and Safety Practical Guide for Boards of Trustees and Officers

Step 2: Even if your school already has a strong commitment to H&S, use these tips below to help you get on the right track:

Identify H&S hazards and risks, and take steps to prevent these from happening.

Support all officers to get up to date with H&S issues and key risk factors.

Make sure your H&S policies are led by management, understood by all staff and reviewed regularly.

Hold regular training on H&S matters.

Engage workers in H&S matters that affect them.

Carry out frequent H&S audits.

Reporting of Injuries and Incidents

Report and monitor H&S goals.

STEP 3: Develop key policies

Overarching Health and Safety Policy
Review page 26 and use example policy on page 28

Worker Engagement and Participation Policy
Review pages 32 to 37 and use example policy on page 38

Risk Management Policy
Review pages 50 to 53 and use example policy on page 54

Incident and Injury Reporting Policy
Review pages 60 to 61 and use example policy on page 64

Training and Induction Policy
Review pages 75 to 76 and use example policy on page 77

Others in the Workplace Policy
Review and pages 84 to 87 and use example policy on page 88

Personal Protective Equipment Policy
Use example policy on page 82

Step 4: Use our factsheets

Leadership

Worker Engagement

Health and Safety Practice Framework Resources

Worker Engagement

Health and Wellbeing Programmes

Professional Development

Risk Identification, Assessment and Management Leadership

Worker Engagement Leadership

Injury and Illness Management

Injury and Illness Support and Rehabilitation

Professional Development

Worker Engagement Tool

Leadership

Workplace Management

Equipment

Monitoring Reporting and Assurance

Step 5: Use our tools

Tool 1: H&S policy checklist p29
Tool 2: Board of Trustees checklist p30
Tool 3: School Officer's checklist p32

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Tool 21: Injury & incident Board report p74

Tool 22: Information & training checklist p79
Tool 23: H&S Induction checklist p80
Tool 24: Worker's Health and Safety Training Plan and Record p81

Tool 25: H&S checklist for visitors and students p89
Tool 26: Contractor's checklist p90
Tool 27: Example contractor's health and safety contract p91

Step 6: Review your health and safety systems and processes on a regular basis.

1.2   So what's changed for schools/kura?

The HSWA is a result of "Working Safer: a blueprint for health and safety at work", which reforms New Zealand's health and safety system following the recommendations of the Independent Taskforce on Workplace Health and Safety. Working Safer is aimed at reducing New Zealand's workplace injury and death toll by 25 per cent by 2020.

The HSWA now makes health and safety everyone's responsibility.

> **PCBU**
> Person Conducting a
> Business or Undertaking

The HSWA works to focus effort on what matters, based on risk, control and size:

- It reinforces "proportionality" – what a board needs to do depends on its level of risk and what it can control
- It shifts from hazard "spotting" to actively managing critical risks – actions that are intended to reduce workplace harm
- It introduces the "reasonably practicable" concept – focusing attention on what's reasonable for a board as a PCBU to do
- It changes the focus from the physical workplace to the conduct of work – what the board as a PCBU actually does and so what it can control
- It supports more effective worker engagement and participation – promoting flexibility to suit school size and situation.

Under the HSWA, the primary duty of care is broadened to set out the board of trustee's obligation to keep all workers and others healthy and safe. Other changes in the legislation include:

- clarifies the meaning of worker to include volunteer workers
- classifies volunteers as worker volunteers and all other volunteers
- increased penalties for breaches of duty
- greater emphasis on worker participation and engagement with workers
- the need for multiple PCBUs (eg. a board of trustees and a construction company) to consult, co-operate and co-ordinate activities
- a focus on the work being carried out - rather than just the physical workplace e.g. when workers and students participate in Education Outside the Classroom (EOTC) experiences, such as school camps

1.3   Responsibilities of boards and of principals

Everybody who is involved with a school has a responsibility for health and safety, but there are specific responsibilities that are tied to specific roles.

A key role defined by the HSWA is the "Person Conducting a Business or Undertaking (PCBU)". A PCBU is usually an entity rather than an individual. In the case of schools/kura, the PCBU is a school's board of trustees – as a collective entity, in the same way the board is the employer. As the PCBU, the board holds the primary duty of care to ensure the health and safety of everybody involved with the school "so far as is reasonably practicable".

The HSWA also introduces a duty for officers of the PCBU. In the case of schools/kura, the board members as individuals, including the principal, are all "officers" of the PCBU. The officer duty is an individual responsibility that is distinct from the collective responsibilities of the board. More detailed information about these roles is provided in section 2.1 Roles and Responsibilities.

The board usually delegates the implementation of health and safety policy to the principal, who develops appropriate procedures and practices to ensure obligations and expectations are met.

The board may delegate any of its functions or powers but can never delegate its accountability. The table below outlines the role of the board and the principal in ensuring a healthy and safe environment at work.

The board	The principal
Collectively holds the primary duty of care and develops and reviews their health and safety policy to make sure they meet the obligations of the HSWA Individually must exercise due diligence to ensure the board complies with its duties and that policies and procedures are in place and are monitored.	Develops, reviews and implements health and safety procedures for workers and others in the workplace.
Reviews the school's charter to ensure it supports a health and safety focused culture	Follows through on any values/core beliefs and any strategic or annual goals focused on health and safety
May include goals related to health and safety in the principal's performance agreement	Takes action to achieve these goals
Monitors the health and safety policy goals, obligations and expectations throughout the year	Reports on achievement of these goals. Reports on any health and safety matters as outlined in the policy

1.4   A model health and safety system

The Ministry of Education has designed a health and safety system for schools/kura that their boards may find a useful model to follow when considering their own health and safety practices and situation.

The table below shows the key components:

1. LEADERSHIP	2. WORKER PARTICIPATION	3. HEALTH AND SAFETY PRACTICE FRAMEWORK RESOURCES	4. RISK IDENTIFICATION, ASSESSMENT AND MANAGEMENT
Set the direction of health and safety management in your workplace.	Effective formal and informal worker participation practices eg Health and Safety Reps and committees.	Health and safety in your workplace. Mandatory requirements, guidance, tools and resources.	Identifying hazards in the workplace and managing the associated risks.
5. WORKPLACE MANAGEMENT	**6. EQUIPMENT**	**7. INJURY AND ILLNESS MANAGEMENT**	**8. INJURY AND ILLNESS SUPPORT AND REHABILITATION**
Leading by example, property maintenance, inducting visitors to the workplace and emergency plans.	Provision of appropriate equipment for all work environments staff may encounter and equipment that may be used.	Notifiable injuries, reporting, recording and investigating incidents	Structured systems to support the safe and early return to work of injured staff and workers.
9. HEALTH AND WELLBEING PROGRAMMES	**10. PROFESSIONAL DEVELOPMENT**	**11. MONITORING, REPORTING AND ASSURANCE**	**OTHER INFORMATION**
Proactive approach to ensuring that staff, volunteers and workers can actively manage their own health and wellbeing.	Information to help to empower staff and leaders to implement effective health and safety practices through professional development.	Promote a commitment to continuously improving health and safety performance. What is a monitoring and reporting system?	• News • Factsheets • Q&As

1.5   National Administration Guideline (NAG 5)

NAG 5 has not changed. NAG 5(c) reinforces the fact that a board is required to be compliant with Health and Safety legislation, including HSWA.

The relationship between NAG5 and the HSWA

> NAG 5
>
> Each board of trustees is required to:
>
> a.   provide a safe physical and emotional environment for students
>
> b.   promote healthy food and nutrition for all students; and
>
> c.   comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees

NAG 5 is about the pastoral care of children and students and focuses on educational health and safety, not workplace health and safety. NAG5 overlaps with the HSWA duties and schools/kura are required to meet the requirements of both.

It's worth noting that legislative compliance is just one strand of a board's responsibilities under NAG 5. Providing a safe physical and emotional environment for students requires a holistic focus on the physical and emotional needs of the student as a child/young person and as a learner.

Boards are also required to comply with section 77A of the State Sector Act 1988 which requires boards to operate a personnel policy that complies with the principle of being a good employer, including provisions requiring "good and safe working conditions".

Employee collective agreements also contain provisions for health and safety.

Under section 7A of the Smoke-free Environments Act 1990, smoking is prohibited at schools/kura and ECEs.

Questions and actions to consider

1.   Are your workers aware of the changes, new requirements and duties under the legislation? If yes great; if not you might like to consider a health and safety awareness campaign to highlight the new requirements and duties under the HSWA.

2.   Does the board have a plan in place for engaging all workers across the school about the new requirements and duties?

3.   Have you used the Ministry's Health and Safety presentation to help explain the legislation to your workers and community?

4.   Have you used NZSTA's e-learning module?

Supporting resources and information

- Health and Safety at Work Act 2015
- Regulations made under the Health and Safety at Work Act 2015
- State Sector Act 1988 s77A
- National Administration Guideline (NAG) 5
- Collective Agreements
- Tool 2: Board of Trustees checklist.
- Tool 3: School Officer's checklist.
- Factsheets: Leadership Part 1 and Leadership Part 2

Part 2:

Breaking the legislation down

Roles, responsibilities and action points
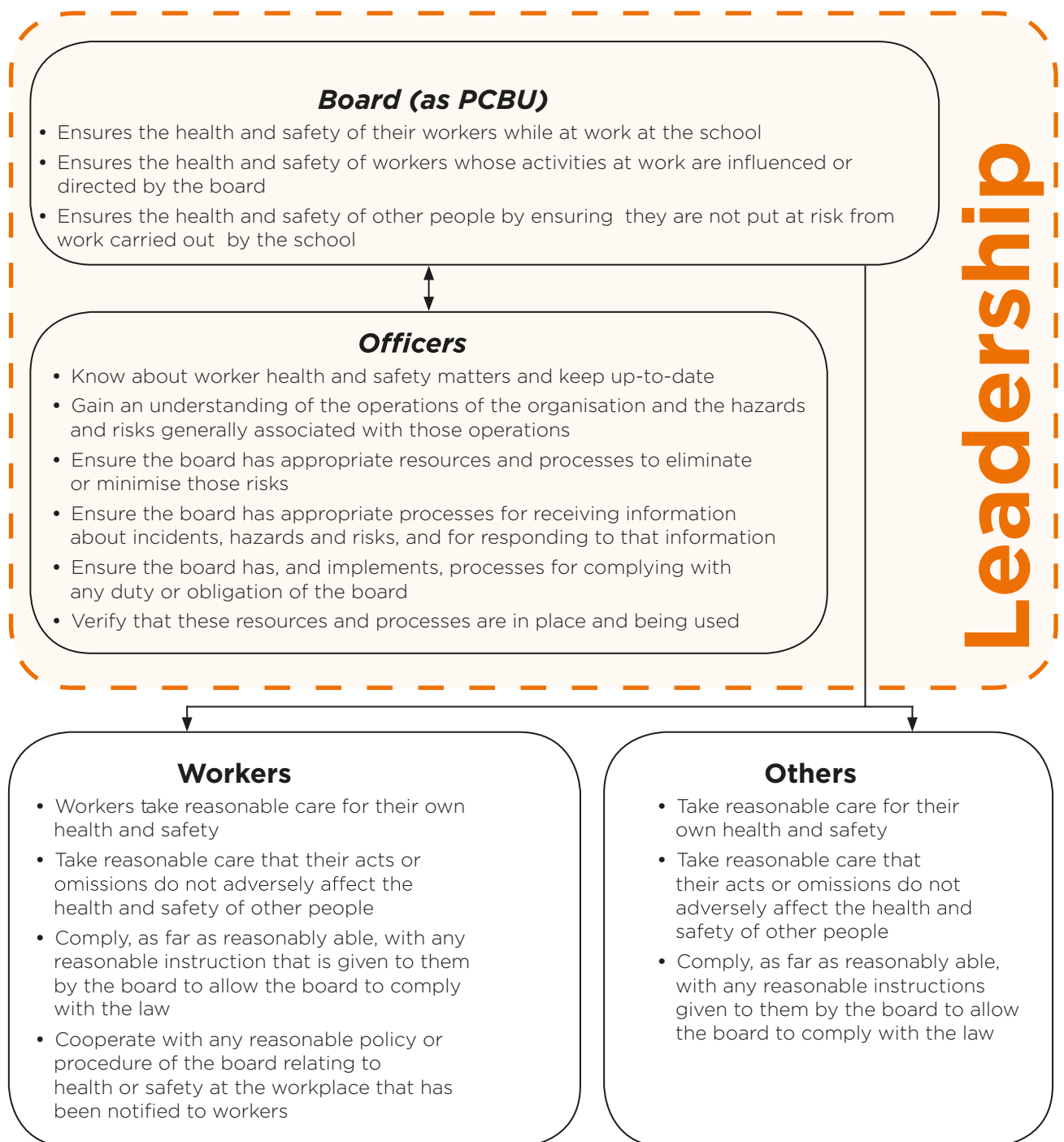
2.1   Roles and responsibilities

Clearly defined roles and responsibilities will help create an effective approach to managing health and safety. Important aspects of the roles and responsibilities outlined below and under the HSWA are the requirements and duties they impose. Attention to requirements and duties will help ensure that a board is meeting its minimum legal obligations. In addition to the legal requirements, the key operational roles and responsibilities in managing a health and safety system are covered in this section.

Duty Holder	Definition	School Role	Responsibilities
PCBU (Person conducting a Business or Undertaking)	The PCBU is usually a legal or corporate entity, including a self-employed person. In a school this is the board of trustees. They have the primary duty of care for the health and safety of workers and others.	Board of trustees (as an entity)	The PCBU must ensure the health and safety at the workplace of: • all workers and other people, by ensuring they are not put at risk from work being carried out. This means the PCBU must among other things: • provide a safe and healthy environment for workers, including access to facilities • provide the right information and training to all workers and others • provide and allow for worker participation and engagement in health and safety matters • notify all serious illness, injury or near misses • monitor workers' health and workplace conditions to prevent illness or injury
Officers	As individual members of the board including: principals, elected members, appointed members, staff and student board reps	Each Officer proactively ensures the board meets its health and safety obligations	Officers must take reasonable steps to: • know about current work health and safety matters • understand the hazards/risks associated with the workplace operations • make sure there are resources and processes for managing risks • ensure there are processes for receiving and reviewing information on and responding to incidents, hazards/risks • verify workplace health and safety processes and resources are being used.
Workers	Workers work for the business or undertaking and include: • employees • contractors or subcontractors and their workers • labour hire company employees • apprentices or trainees • people on work experience or a work trial • volunteer workers NOTE: Other volunteers, such as for fundraising, are not workers.	Teachers, non-teaching staff, the principal, contractors, etc	Workers must: • take reasonable care for their own health and safety • take reasonable care that their behaviour does not adversely affect the health and safety of others • comply with any reasonable instruction from the PCBU to allow the PCBU to comply with the Act • cooperate with the PCBU's health and safety policies or procedures Note: • Workers should report any incident, risk or hazard using the schools procedures, and inform visitors of any known hazards or risks in the workplace • A student becomes a worker while on work experience for another PCBU. So when they are on work experience, the host PCBU will have the most influence over their health and safety.

Duty Holder	Definition	School Role	Responsibilities
Health and safety representatives	Health and safety representatives are workers who are elected to represent a defined workgroup. A workgroup is a defined group of workers who are represented by one or more health and safety representatives. The workgroup may be defined by physical location, a business group or a group of workers who have common risks.		Health and safety representatives can: • represent workers on health and safety matters • investigate complaints from workers about health and safety issues • monitor health and safety measures taken by the PCBU • provide feedback to the PCBU about health and safety compliance • issue provisional improvement notices and direct work group members to cease unsafe work if appropriate.
Other persons at the workplace (school premises)	Other persons include parents, visitors, other volunteers, general public and those who may be put at risk by the work of the PCBU. It does not include people who unlawfully enter the premises.	Visitors, parents/whānau, other volunteers etc	Other persons should: • take reasonable care for their own health and safety • take reasonable care that their behaviour does not adversely affect the health and safety of others • comply with any reasonable instruction from the PCBU to allow the PCBU to comply with the Act.
	Other persons includes students	Students	The Health and Safety at Work Act does not specifically mention the age of responsibility for health and safety duties. However under the Crimes Act children under 10 can't be prosecuted at all and children under 14 can only be prosecuted in special circumstances. One of the principles in the Children, Young Persons, and Their Families Act is that unless the public interest requires otherwise, criminal proceedings should not be brought against a child or young person if there is a way of dealing with the matter through alternative means (e.g. a warning or caution, or possibly through a school's disciplinary processes). The likelihood of action against a school child for a breach of health and safety duties is low.

This information is in accordance with the Health and Safety at Work Act 2015 and is not a substitute for seeking legal advice. If you need advice on any aspect of your health and safety system, seek the assistance of a professional advisor.

The diagram below shows how the different roles interrelate.

Board (as PCBU)

- Ensures the health and safety of their workers while at work at the school
- Ensures the health and safety of workers whose activities at work are influenced or directed by the board
- Ensures the health and safety of other people by ensuring they are not put at risk from work carried out by the school

Officers

- Know about worker health and safety matters and keep up-to-date
- Gain an understanding of the operations of the organisation and the hazards and risks generally associated with those operations
- Ensure the board has appropriate resources and processes to eliminate or minimise those risks
- Ensure the board has appropriate processes for receiving information about incidents, hazards and risks, and for responding to that information
- Ensure the board has, and implements, processes for complying with any duty or obligation of the board
- Verify that these resources and processes are in place and being used

Leadership

Workers

- Workers take reasonable care for their own health and safety
- Take reasonable care that their acts or omissions do not adversely affect the health and safety of other people
- Comply, as far as reasonably able, with any reasonable instruction that is given to them by the board to allow the board to comply with the law
- Cooperate with any reasonable policy or procedure of the board relating to health or safety at the workplace that has been notified to workers

Others

- Take reasonable care for their own health and safety
- Take reasonable care that their acts or omissions do not adversely affect the health and safety of other people
- Comply, as far as reasonably able, with any reasonable instructions given to them by the board to allow the board to comply with the law

2.2   What is a Person Conducting a Business or Undertaking (PCBU) (the board)

What is a person conducting a business or undertaking (PCBU)

- A PCBU will usually be a legal entity, such as a company, rather than an individual person. A person might be a PCBU if they are a sole trader or a self-employed worker. The board of trustees is a legal entity in terms of the Education Act 1989/Crown Entities Act 2004, and under the HSWA is considered to be a PCBU. A PCBU is in the best position to control risks to work health and safety as it is carrying out the business or undertaking.

In general terms the board has overall responsibility for health and safety in the school and is responsible for providing resources to enable workers, students and others to carry out their health and safety duties.

All PCBUs have a primary duty of care in relation to the health and safety of workers and others affected by the work carried out by the PCBU.

The primary duty of care requires all PCBUs to ensure, so far as is reasonably practicable:

- the health and safety of its workers or those workers whose activities at work are influenced or directed by the PCBU (eg, contractors)
- that the health and safety of other people is not put at risk from work carried out as part of the conduct of the business or undertaking (eg, students and visitors).

The primary duty of care requires, so far as is reasonably practicable, the PCBU to:
- providing and maintaining a work environment, plant and systems of work that are without risks to health and safety
- ensuring the safe use, handling and storage of plant, structures and substances
- providing adequate facilities at work for the welfare of workers, including ensuring access to those facilities
- providing the information, training, instruction or supervision necessary to protect workers and others from risks to their health and safety
- monitoring the health of workers and the conditions at the workplace for the purpose of preventing illness or injury

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As a PCBU the board must also ensure, so far as is reasonably practicable, that the workplace, the means of entering and exiting the workplace, and anything arising from the workplace are without risks to the health and safety of any person.

Note: if a person is on your school grounds for an **unlawful** purpose you are not liable if something happens to them.

2.3   So, what does the board need to do for its PCBU duty?

Even if your school already has good health and safety management in place, it is recommended that you should review it and ensure that it reinforces an active culture among all those at the school, including students.

If you have concerns about your current health and safety management you should undertake to complete a comprehensive review (check the list below which can assist with this).

We recommend all schools/kura use this guide to assist them to undertake a full review of their health and safety system and processes.

For schools/kura that are concerned about their health and safety management, you'll need to think about what could go wrong in your school and how to manage your health and safety risks. Part two and three of this guide will help you with this process. Below are some tips to help you and your workers get on the right track:

- identify health and safety hazards and risks, and take steps to prevent these from happening
- make sure your health and safety policies are led by management, understood by all workers and

reviewed regularly

- hold regular training on health and safety matters
- engage workers in health and safety matters that affect them
- engage others in your workplace on health and safety matters that affect them
- support all officers to get up to date with health and safety issues and key risk factors
- report and monitor health and safety goals
- regularly review any incidents
- carry out frequent health and safety audits

2.4   Who is an Officer of a PCBU (the board members and principal)

An Officer is a person who holds a very senior leadership position and has the ability to significantly influence the management of a PCBU. Organisations can have more than one officer.

An Officer is:

- an individual in a governance role, eg, an appointed, elected or coopted trustee
- the school principal. In some large schools/kura this may include a deputy principal whereby he/she has significance influence and control over a large part of the school's management
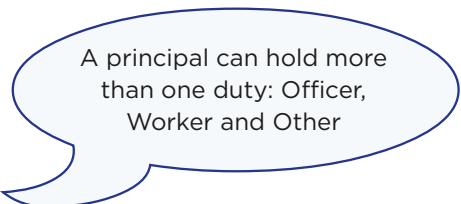
An Officer of a PCBU must exercise due diligence to ensure that the PCBU complies with its duties as a PCBU. It's important to remember that the primary duty rests with the PCBU. This is a separate and different duty to the duty of due diligence for individual officers. Due diligence means that officers must take steps to ensure that the PCBU complies with their health and safety duties.

This includes:

- knowing about work health and safety matters and keeping up-to-date; and
- gaining an understanding of the nature of the operations of the organisation and the hazards and risks generally associated with those operations; and
- ensuring the PCBU has appropriate resources and processes to eliminate or minimise those risks; and
- ensuring the PCBU has appropriate processes for receiving/considering information about incidents, hazards and risks, and for responding to that information; and
- ensuring there are processes for complying with any duty, and that these are implemented; and
- verifying that the above resources and processes are in place and being used.

The Officer should act proactively to ensure that health and safety is understood to be everyone's responsibility. The Officer can help to ensure the success or failure of health and safety initiatives and whether the PCBU is complying with its own duty.

Officers can have a positive impact on the health and safety culture within the school and help ensure everyone takes their responsibilities seriously.

A principal can hold more than one duty: Officer, Worker and Other

2.5   Who is a worker?

In the HSWA a worker in the context of a school means an individual who carries out work in any capacity for a PCBU, including work as:

	Section 19, HSWA	Example
a	an employee, or	teachers
b	a contractor or subcontractor; or	builders
c	an employee of a contractor or subcontractor; or	electrician of an electrical business
d	an employee of a labour hire company, who has been assigned to work in the business or undertaking; or	relief teachers
e	an outworker (including a homeworker); or	
f	an apprentice or a trainee; or	
h	a person gaining work experience or undertaking a work trial; or	trainee teachers
g	a volunteer worker	a parent who volunteers on a weekly basis eg a parent helping with in class reading each week
i	a person of a prescribed class	None have yet been prescribed

Workers must:

- take reasonable care for their own health and safety
- take reasonable care that their behaviour does not adversely affect the health and safety of others
- comply with any reasonable instruction from the PCBU to allow the PCBU to comply with HSWA
- cooperate with the PCBU's health and safety policies or procedures that have been notified to them

We also recommend that they should report any incident, risk or hazard to an appropriate member of the school's leadership team, and inform visitors of any known hazards or risks in the workplace.

Note: A student becomes a worker when he or she is on work experience for another PCBU. This means when students are on work experience, the host PCBU will have the most influence over their health and safety and requirements to Consult, Cooperate and Coordinate.

The HSWA explicitly states the PCBU has a duty to ensure, so far as is reasonably practicable, the health and safety of all workers whose activities at work are influenced or directed by the PCBU affect, even where those workers may not be its direct employees.

All workers have a responsibility to follow the health and safety procedures and requirements of the PCBU and to take reasonable care to ensure their own health and safety at work and that no action or inaction of theirs causes harm to themselves or any other person.

Any contractors who are on site are responsible for complying with the HSWA as a PCBU or worker. See page 18 for information on multiple PCBUs for overlapping duties and the requirement to consult, cooperate and coordinate.

2.6   Who are others in the workplace?

Other people in the work place, including students (this duty will most likely be age dependent – see roles diagram on page 13), have duties relating to health and safety - Section 46 of HSWA:

> A person at a workplace (whether or not the person has another duty under this Part) must—
>
> a)   take reasonable care for his or her own health and safety; and
>
> b)   take reasonable care that his or her acts or omissions do not adversely affect the health and safety of other persons; and
>
> c)   comply, as far as he or she is reasonably able, with any reasonable instruction that is given by the PCBU to allow the PCBU to comply with this Act or regulations.

The school's responsibility towards students centres on keeping them safe from risks to their health and safety, and ensuring they are not harmed by the actions of workers. This can largely be addressed by provision of information and promotion of good worker health and safety practices. Students also have their own responsibilities and need to be told about these as part of school culture.

Others in the workplace include visitors outside of normal school hours eg a grandparent with their grandchild using a school's playground. This does not mean staff needs to be present 24/7. Instead the board should consider all that is reasonably practicable to ensure the school grounds are safe for use. This is the same as under the 1992 Health and Safety legislation and not a new requirement.

International Students

All education providers that enrol international students must be signatories to the Code of Practice for Pastoral Care. The Code sets out the minimum standards of advice and care that are expected of international providers with respect to international students. The Code applies to pastoral care and provision of information only. New Zealand Qualifications Authority (NZQA) is the administrator of the Code. The document can be downloaded from the [New Zealand Qualifications Authority website](#).

2.7   Volunteers

HSWA distinguishes between volunteer workers and other volunteers. We have categorised these as volunteer workers and other volunteers.

Volunteer workers are not able to request the board to initiate an election for a health and safety representative. The board obliged to have worker engagement or participation processes for its volunteer workers, as is required for all other workers. The board has the same duty of care to volunteer workers as it does to every other worker.

The board does need to ensure its volunteer workers understand the hazards and risks of their work and are competent to work safely. That means they need appropriate training and information.

While HSWA distinguishes between volunteer workers and other volunteers, it is good practice for the board to ensure the same duty of care is applied to all volunteers. Other volunteers fall in to the category of 'others' in the workplace.

The legislation introduces two categories of volunteer	
Volunteer workers	**Other volunteers**
People who regularly do voluntary work for a school on an ongoing basis are integral to the school's operations and with consent and knowledge of the school Examples include mentors/coaches of at risk children, breakfast club helpers, classroom parent helpers	Volunteers doing the following activities are not volunteer workers: • participating in a fundraising activity for a school • assisting with sports or recreation for a school (eg, sports day, school fair) • assisting with activities for a school outside the premises or grounds of the school (eg, EOTC)

Questions and actions to consider:

1. Has the board identified who are workers at your school?
2. Has the board identified who are volunteers at your school?
3. Has the board ensured that all volunteers understand their health and safety obligations?
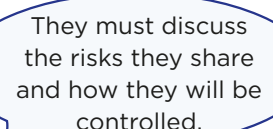4. Does your workplace induction include volunteers?

Supporting resources and information
- Meaning of worker s19 of the HSWA
- Meaning of a workplace s20 of the HSWA
- Duties of Workers s45 of the HSWA
- Factsheets: Worker Engagement part 1 and part 2

2.8   Multiple PCBUs - Consult, Cooperate and Coordinate

PCBUs need to work together when their duties overlap

Many work situations involve multiple PCBUs that have overlapping duties. For example, there may be a number of different businesses working together or alongside each other on a single worksite, such as a construction site, and through contracting activities or supply chains such as Education Outside the Classroom (EOTC). The Health and Safety Act in Employment 1992 covered this, so the need for PCBUs to work together to meet their duties is not new.

> They must discuss the risks they share and how they will be controlled.

Overlapping duties do not automatically require PCBUs to duplicate efforts. Instead PCBUs will need to consult, cooperate and coordinate activities to meet their shared responsibilities. They should make reasonable arrangements and coordinate responsibilities with the other PCBUs to fulfil their duties and they should also monitor each other to ensure everyone is doing what they agreed.

The measures a PCBU will take for its own workers are likely to be different from the measures which it can take for workers of another PCBU, as it will have less influence and control over the workers of another PCBU. A PCBU that has less direct control and influence is more likely to fulfil its duty by making arrangements with the PCBU that is closer to the work.

For example, the board will have much less influence and control over tradespeople carrying out repairs at a school, or in situations where the workers of construction, electrical or plumbing companies are building new classrooms at a school. The board will need to make arrangements with these companies to ensure the

companies' health and safety measures will ensure the safety of their own workers and will not cause any health and safety issues for the school's workers, students or others.

The board will have very little influence and control over the workers of an adventure activity operator than their own workers (see table below for examples). As part of the contractual arrangements the school will need to ensure that the operator's health and safety measures covering the school's workers and students on an EOTC activity meet the standards required by the school.

Examples of multiple PCBUs

Activity	PCBUs	Action (but not limited to)	My Workers/ Others/ Volunteers	Their Workers/ Others
EOTC experience	Board/EOTC operator	Consult, Cooperate and Coordinate. Discuss H/S policy and expectations, complete RAMs	Follow schools H/S policy and policy of operator, look after own H/S, sign in if activity not at school	Follow school H/S policy, sign in, look after own H/S
Tradesman eg fix plumbing	Board/ contractor	Consult, Cooperate and Coordinate. Discuss H/S policy and expectations	Report any H/S hazards and risks	Follow school H/S policy, sign in, look after own H/S
School camp	Board/operator	Consult, Cooperate and Coordinate. Discuss H/S policy and expectations. Complete RAMs	Follow schools H/S policy and policy of operator, look after own H/S	Explain their H/S policy, meet schools H/S expectations
New class room	Board/ contractor/MoE	Consult, Cooperate and Coordinate. Discuss H/S policy and expectations. Note: should be part of contractual arrangements	Follow schools H/S policy, also follow policy of contractor when 'on construction site'	Follow school H/S policy, sign in, look after own H/S
Hiring out school property	Board/hirer	Consult, Cooperate and Coordinate. Discuss H/S policy and expectations	Report any H/S hazards and risks	Follow school H/S policy, look after own H/S
Satellite class	Board/host PCBU	Consult, Cooperate and Coordinate. Discuss H/S policy and expectations	Follow schools H/S policy and policy of host PCBU, look after own H/S	Follow school H/S policy, sign in, look after own H/S

2.9   Activities taking place on school site outside of school hours

School grounds are often open to the public and used outside of normal school hours, for a wide range of activities. These can include sports activities using school sports fields, skateboarding, after school programmes or activities taking place in the school hall. Boards of trustees have an obligation to ensure their grounds are safe for use by people outside of normal school hours. Visitors to a school have responsibility to take reasonable care for their own and others' health and safety. This does not include people who unlawfully enter the school site.

Under section 20 of HSWA **a workplace means:**

a)   a place where work is being carried out, or is customarily carried out, for a business or undertaking; and

b)   includes any place where a worker goes, or is likely to be, while at work. Examples include: while on school camps, visiting other schools/kura, or on school/kura trips, visiting a private residence for work purposes, a vehicle while traveling for work purposes.

2.10 The Act focuses on the conduct of the work – not the workplace

Most duties under the Act relate to the conduct of the work rather than to the physical workplace. The focus is on the work being carried out and how it can affect workers and others. There are some duties that relate specifically to the physical workplace.

While the school's work is mostly carried out within the school grounds, it may also include travelling in a work vehicle, school camps, visiting other schools/kura, or on school/kura trips or visiting a private residence for work purposes.

What does this mean: this means that when one of your teachers visits another school or a student at home for work purposes, they are still working for the school, and the school should consider the risks that may be involved. It doesn't mean that the school has control of the other school's workplace or the home. If a teacher is visiting a student and their family at home for non-schooling matters eg the teacher is a friend of the student's parent, then they are not deemed to be at work; this is a social visit.

Health and safety is in essence a bubble, when you are at work your workplace's bubble surrounds you, when you leave for work purposes, including while travelling, the bubble comes with you. Once a worker finishes work they leave the bubble.

> The legislation is about what a school can do to influence and control risks to people's health and safety.

2.11 Meaning of reasonably practicable

In the HSWA, reasonably practicable, in relation to a duty of a board (the PCBU) means that which is, or was, at a particular time, reasonably able to be done in relation to ensuring health and safety, taking into account and weighing up all relevant matters including:

Section 22 of HSWA:

(a) The likelihood of the hazard or the risk concerned occurring; and

(b) The degree of harm that might result from the hazard or risk; and

(c) What the person concerned knows, or ought reasonably to know, about—

(i) The hazard or risk; and

(ii) Ways of eliminating or minimising the risk; and

(d) The availability and suitability of ways to eliminate or minimise the risk; and

(e) After assessing the extent of the risk and the available ways of eliminating or minimising the risk, the cost associated with available ways of eliminating or minimising the risk, including whether the cost is grossly disproportionate to the risk.

2.12 Roles of different agencies

The following government and non-government agencies have either a statutory responsibility or interest in helping boards as PCBUs to meet the requirements of HSWA to ensure the health and safety of workers and others in their workplace.

2.12.1 Role of the Ministry of Education

The role of the Ministry of Education is one of stewardship for the whole education system. We provide support and guidance to the education sector. In terms of health and safety this includes:

- Factsheets
- Health and Safety home page
- News and updates

2.12.2 Role of the New Zealand Schools Trustees Association

The New Zealand School Trustees Association (NZSTA) is the national organisation which represents school boards of trustees' views and provides boards with advice. Membership is voluntary and currently NZSTA represents over 90% of all eligible primary, area/composite and secondary boards, comprising around 18,000 individual trustees.

Through an agreement with the Ministry of Education, NZSTA is responsible for delivering an integrated range of services designed to support and enhance board capability in their governance and employer role. This includes health and safety and these services are available free to all boards.

NZSTA has worked with the Ministry of Education to prepare updated information for boards of trustees on the changes in health and safety under the Health and Safety at Work Act 2015. Visit www.nzsta.org.nz for additional resources and services available.

2.12.3 Role of the Education Review Office

As part of an ERO review, which takes place on average every three years, school boards attest that they take all reasonable steps to meet their statutory obligations. School boards are provided with a self-audit checklist to help them in this process.

A section of the checklist covers the management of health and safety. This is based on the guidelines provided by the Ministry of Education and Work Safe New Zealand including those provided by the New Zealand School Trustees Association.

Review teams use a board's completed self-audit checklist to check and discuss with key personnel specific details with respect to the following:

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration
- processes for appointing staff
- stand-downs, suspensions, expulsions and exclusions
- attendance
- and where relevant school hostels and provision for international students.

If significant issues or risk arise these will be discussed during the review and referred to other agencies as appropriate.

2.12.4 Role of workers unions NZEI Te Riu Roa and PPTA Te Wehengarua

The unions have a role in promoting good workplace health and safety processes. This includes : encouraging worker participation in workplace health and safety, providing access to appropriate health and safety training for elected health and safety representatives and committees and working proactively with PCBUs to engender a positive school-wide health and safety culture.

2.12.5 Role of WorkSafe New Zealand (the regulator)

WorkSafe NZ is the health and safety regulator. Its focus is to embed and promote good workplace health and safety. This aligns with their vision: That everyone who goes to work comes home healthy and safe.

WorkSafe carry out workplace assessments, receive and respond to notifications and reported risk or harm, conduct investigations and prosecutes. WorkSafe also provides a wide range of information and guidance about health and safety in the workplace.

Under the HSWA, PCBUs have a legal duty to notify WorkSafe of any notifiable event arising from work.

They can be contacted on 0800 030 040.

Or at www.business.govt.nz/worksafe.

2.13 Offences and penalties

The HSWA encourages a proactive approach to keeping people safe from harm. If there is a failure to put appropriate systems in place to identify potential harm and work collaboratively to keep people safe, then prosecutions or penalties may follow. This is the same as the Health and Safety in Employment Act 1992. However, the penalties have significantly increased.

Specific details relating to fines and penalties.

While the board as a PCBU may be liable, board of trustees members (including student and teacher reps), other than the principal, are exempt from prosecution relating to a failure to meet and/or comply with their due diligence obligations and duties as an Officer. The exemption for board of trustee members stems from a special provision (section 52 of HSWA) in HSWA leading from them being elected under the Education Act. They still however have duties and should be proactive about meeting these.

The three major offences are:

- Section 47: Offence of reckless conduct in respect to duty
- Section 48: Offence for failing to comply with duty that exposes individual to risk of death or serious injury or serious illness
- Section 49: Offence for failing to comply with duty

Major offences and penalties

Role	PCBU	Officer	Worker	Other People
Board of Trustees (as an entity)	Fine up to $300k or $1.5M or $3M			
Elected/ appointed Trustees (individuals)		No fine – exempt from liability for breach of duty		
Principal		Fine up to $100k or $300K or $600k & up to 5 yrs in prison	Fine up to $50K, $150K or $300k & up to 5 yrs in prison	
Teachers and other staff			Fine up to $50K, $150K or $300k & up to 5 yrs in prison	
Other people (students, public & parents)				Fine up to $50K, $150K or $300k & up to 5 yrs in prison
1. Failure to comply with H&S duty (no risk of death or serious illness/injury)				
2. Failure to comply with H&S duty (exposes individual to risk of death or serious illness/injury)				
3. Reckless conduct - without reasonable excuse engages in conduct that exposes any individual to whom H&S duty is owed to a risk of death or serious injury/illness AND is reckless as to the risk				

2.14 Insurance in the event of prosecution

As with the Health and Safety in Employment Act 1992, it is not possible to be insured against fines. The purpose of this provision is to make sure duty holders do what is reasonably practicable to keep workers and others safe. They may be less vigilant if they are able to insure themselves against the consequences.

It is still possible for an individual or a board to take out insurance for the cost of defending a prosecution or to cover any reparation ordered by the Court to be paid to a victim. Boards may wish to discuss this with

their insurers. However, instead of insuring against the risk of prosecution you are better to avoid tragedies by investing in systems to identify and manage risks and thus prevent harm.

The Ministry has a process which can indemnify boards against costs and reparation, excluding fines or infringement fees, arising from any prosecution under the HSWA if the school/kura follows certain criteria detailed in [the Code](#).

Questions and actions to consider

1. Has the board discussed with the school workers, students and the school community the need to be proactive with health and safety?

2. Does the board have avenues for discussing any concerns with workers and the school community regarding how offences apply?

Supporting resources and information

- HSWA Subpart 4—Offences relating to duties
- [NZSTA Interactive online module](#)
- [NZSTA Health and safety regional workshops](#)

2.15   Where to go for help or further resources

- [WorkSafe NZ](#)
- [Ministry of Business, Innovation and Employment (MBIE)](#)
- [Ministry of Education](#)
- [NZSTA](#)
  Phone: 0800 782 435
- [Accident Compensation](#)

Part 3:

Implementation

Practical information, guidelines, action points and example policies

This section covers:

3.1   Putting the right culture in place

Everyone has a role to play in encouraging a culture where health and safety is seen as paramount in the school.

Creating a safety-conscious culture requires visible leadership and consistent messaging. This means being clear about what you want to achieve (defining the vision), and lining up all your systems and processes to support that aim.

Communication is essential, as is "walking the talk" and holding your people accountable to keep themselves and others safe. Members of the school community and people visiting the school need to understand the risks and hazards they are exposed to or can create, and know how to minimise risk.

This can be achieved through an ongoing programme of providing information and training for existing workers, students, relieving staff, volunteers, professional visitors, contractors, other school users, parents and members of the community who visit the school workplace.

Questions and actions to consider:

1. Is health and safety a regular item on your board agenda?
2. Is health and safety part of your charter?
3. Is health and safety information accessible?
4. Do you encourage your workers to talk about health and safety with their students?
5. Have you talked to your school community about health and safety?
6. Are there clearly documented procedures within the school that are accessible to everyone and regularly monitored and reviewed?
7. Have you used the NZSTA Evaluator Tool online survey?

3.2   Policies v Procedures

The policies and procedures in this document are suggestions only. They are a method of assisting your school to become compliant with the HSWA.

Policies	Procedures
Policies provide the rationale for the procedures	Procedures make sure the policy is carried out
Policies are clear, concise, simple statements of how your organisation intends to conduct its services, actions or business. They provide a set of guiding principles to help with decision making.	Procedures describe how each policy will be put into action at your school (the implementation of policy). Being explicit about the relationship between procedures and compliance helps achievement of goals or strategic plans and people's understanding of compliance.
Policies reflect the "rules" governing the implementation of processes.	Procedures are developed with the customer/user in mind. Well developed and thought out procedures.
The overall goal for any policy document is for the design to be simple, consistent, and easy to use.	The procedures are understandable. Procedures should be written so that what needs to be done can be easily followed by all users.

3.3   Presentation of the Policies

You may wish to consider how the policies are packaged and presented with the main audience in mind (workers, parents, families, whānau and students) and perhaps consider packaging all the documents related to health and safety as one referenced document.

It would be useful to provide a review point for the policies, as some of the content/procedures may change. You may also discover that you have not covered a particular issue that may require a policy or procedure.

Policies can include some or all of the following components:

- policy title
- purpose of the policy (Policy Statement)
- applicability (who does the policy apply to)
- definitions of key terms (including legal terms)
- guidelines
- policy authority (who has approved the policy and when will it next be reviewed)
- related policies and/or legislation

A good way to communicate with others around your health and safety expectations of them when visiting your school eg for the purposes of drop off/pick up, prize giving etc is to state your expectations in your newsletters and comment briefly on health and safety at the beginning of an event.

3.4   Creating a Health and Safety policy

Documenting your health and safety system can help to ensure everyone understands what the processes and procedures for health and safety are in the school and everyone knows what is expected of them. However, having good documentation on its own does not guarantee good health and safety practices. It is putting the policies into practice that matters. The documentation should be used to support your health and safety system not replace it.

Schools/kura must have a documented health and safety policy. An example policy that schools may wish to adopt can be found on page 28. The policy must reflect the responsibilities of the board as a PCBU, Officers, workers and contractors and others in meeting the board's vision and objectives for a safe and healthy workplace. The policy,

Core policy: School health and safety

Other policies or procedures that can be used as good practice include:

- Worker Engagement and Participation
- Risk Management
- Incident and Injury Reporting
- Training and Induction
- Personal Protective Equipment
- Others (visitors, students and contractors)

together with accompanying management procedures, needs to be properly communicated to all the people it covers in such a way that they clearly understand what is required of them.

This policy can be shared with other PCBUs when they share multiple duties. In this instance there is a need to Consult, Cooperate and Coordinate.

Policy requirements

The policy should reflect the board's commitment to providing and maintaining a safe and healthy workplace and to providing the information, training and supervision needed to achieve this to ensure the health and safety of all students, workers and other people in the workplace. Schools should also have a system in place to monitor health and safety and the effectiveness of the policy.

As a reminder, when writing policy, schools/kura need to have supporting procedures or systems for the policy.

The principal, as chief executive and the person with discretion and management of the school's day to day administration, usually has responsibility for implementing this policy. The other Officers will still need to ensure the policy has been properly implemented.

Here is one example of a health and safety policy. You will find another example in the NZSTA Policy Framework document which you will find under template resources.

3.5   Emergency Plans

The board must ensure that an <u>emergency plan</u> is prepared for the workplace. The emergency plan must include emergency procedures, including an effective response to an emergency, evacuation procedures, procedures for notifying emergency service organisations at the earliest opportunity and medical treatment and assistance procedures.

The emergency plan must provide for testing of the emergency procedures, including the frequency of testing and provide for information, training and instruction to be given to the relevant workers in relation to implementing the emergency procedures.

An emergency plan outlines what workers and others at the workplace should do in an emergency. Your emergency plan will need to take into account the nature of the work, hazards at your school, the size and location of the workplace and the number and composition of your workforce. The board will need to maintain and keep the emergency plan up to date to ensure that it remains effective.

The key components of what are usually covered in an emergency plan are outlined in <u>FactSheet Topic 5: Workplace Management (Part 1)</u>.

Students with additional or special needs

Boards of trustees have responsibility for ensuring the health and safety of all students including those with additional or special needs. In their health and safety planning, boards will need to ensure those children with additional or special needs are catered for particularly in the event of an emergency or traumatic incident. Schools may want to conduct needs assessments of individuals and develop safety care plans around each student with additional or special needs with the family, school and administration staff.

<u>www.education.govt.nz/quick-links/special-education</u>

3.6   First Aid

The board must ensure that adequate first aid is provided for the workplace and that workers have access to the equipment and facilities for administration of first aid. The board must also ensure that an adequate number of workers are trained to administer first aid.

The board will need to provide a first aid kit that is easily accessible and ensure that all workers know where it is located. The number of people to be trained to administer first aid will depend on the number and composition of your workforce.

Questions and actions to consider:

1. Does the board have a health and safety policy?
2. Has the board developed or reviewed their current health and safety policy to ensure requirements are met?
3. Has the board ensured the policy is easily accessible by everyone?
4. Have you consulted with workers in the development of the policy?

Supporting resources and information

- Factsheet: <u>Health and Safety practice resources</u> and <u>Health and Wellbeing</u>
- Tool 1: health and safety policy checklist.
- Tool 2: Board of Trustees' checklist
- Tool 3: School Officer's checklist
- Tool 21: Injury and incident board report
- <u>Health and Safety at Work (General Risk and Workplace Management) Regulations 2016</u>

3.7   Example Health and Safety Policy: School Health and Safety

Policy

This is an example policy only and your school's policy should be developed with your board and community. This policy should be read in conjunction with the Health and Safety at Work Act 2015.

Purpose

The board of trustees is committed to ensuring the health and safety of all workers, students, visitors and contractors by complying with relevant health and safety legislation, regulations, New Zealand standards, and approved codes of practice.

The board of trustees is committed to providing and maintaining a safe and healthy workplace for all workers, students, and other people in the workplace. We will achieve this through:

- making health and safety a key part of our role
- working with our workers to improve the health and safety system at our school
- doing everything reasonably possible to remove or reduce the risk of injury or illness
- making sure all incidents, injuries and near misses are recorded in the appropriate place
- investigating incidents, near misses and reducing the likelihood of them happening again
- having emergency plans and procedures in place
- training everyone about hazards and risks so everyone can work safely
- providing appropriate induction, training and supervision for all new and existing workers
- helping workers who were injured or ill return to work safely
- making sure contractors and sub-contractors working at the school operate in a safe manner.

All workers are encouraged to play a vital and responsible role in maintaining a safe and healthy workplace through:

- being involved in improving health and safety systems at work
- following all instructions, rules, procedures and safe ways of working
- reporting any pain or discomfort as soon as possible
- reporting all injuries, incidents and near misses
- helping new workers, staff members, trainees and visitors to the workplace understand the safety procedures and why they exist
- reporting any health and safety concerns or issues through the reporting system
- keeping the work place tidy to minimise the risk of any trips and falls
- wearing protective clothing and equipment as and when required to minimise your exposure to workplace hazards.

Others in the workplace

All others in the workplace including students and visitors are encouraged to:

- follow all instructions, rules and procedures while in the school grounds
- report all injuries, incidents and near misses to their teacher or other staff members
- wear protective clothing and equipment as and when required to minimise your exposure to hazards while learning

Students are provided with basic health and safety rules, information and training and are encouraged to engage in positive health and safety practices.

Health and safety is everyone's responsibility.

Chairperson   _____   Date: ____/____/____

Next review date: ____/____/____

Use this tool to help you review, update and/or complete your health and safety policy.

Does our school's health and safety policy state:	**Yes**	**No**
1. A commitment to comply with the HSWA, regulations, NZ standards and Approved Codes of Practice?	❏	❏
2. Our board of trustees' commitment to health and safety?	❏	❏
3. Worker responsibilities for health and safety?	❏	❏
4. A commitment to engaging with workers, including union and worker representatives, on health and safety?	❏	❏
5. A commitment to providing health and safety induction, training and supervision for all new and existing workers?	❏	❏
6. A commitment to supporting continuous improvement in the school's health and safety performance?	❏	❏
7. Workplace incidents, near misses and injuries are accurately reported, recorded and considered, and appropriately responded to. If appropriate, notified to WorkSafe NZ.	❏	❏
8. The provision of support for the safe and early return to work of injured or ill workers? (See Section 3.15 Injury and Illness Support and Rehabilitation)	❏	❏
9. A commitment to ensuring that emergency plans and procedures are in place?	❏	❏

Chairperson: _____   Date: ____/____/____

Next review date: ____/____/____

Actions arising from this checklist:

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Duties of the board of trustees

The HSWA imposes a number of duties on the board of trustees (as an entity) as they are responsible for ensuring health and safety in the school workplace. In many cases, the actions required to meet these duties can be easily and effectively integrated into the normal processes that are used to run the school on a day-to-day basis.

This checklist provides a means for the board to assess its performance against the duties specified in the HSWA.

CHECKLIST

(When answering these questions our board needs to ensure that there is evidence of compliance eg worker training records, risks identified in the appropriate register, copy of our H/S policy printed at reception and list of health and safety reps in our staff room)

	Yes	No
1. Are we taking action to ensure the health and safety of our workers?	❏	❏
2. Is a healthy and safe working environment provided for independent contractors and their workers (e.g. cleaners, trades people, repair people) who enter our school?	❏	❏
3. Are other people (such as our students, parents, visitors, etc) protected from risks arising from our school's work and activities?	❏	❏
4. Are our workers, students and volunteers protected from risks arising from activities while away from our school, such as when on excursions, camps or EOTC?	❏	❏
5. Is the use, handling and storage of plant, substances and structures safe at our school and systems to support this??	❏	❏
6. Are our workers provided with adequate facilities for their welfare while at work, including access to the facilities while at work?	❏	❏
7. Are our workers provided with information, training, instruction or supervision so that they can do their work safely and without risks to health?	❏	❏
8. Is the health of our workers and workplace conditions monitored to prevent injury or illness of workers arising from our school's operations?	❏	❏
9. Are our school's fittings, fixtures and plant checked to ensure they don't pose risks to the health and safety of anyone at our school?	❏	❏
10. Does our board consult, cooperate with, and coordinate activities with all other PCBUs (businesses) who are working together on the same project (e.g. construction on school grounds, school camps or EOTC activities)?	❏	❏

11. Are notifiable events reported to WorkSafe as soon as possible after the event? ❏ ❏

12. Do we keep records of notifiable events for at least 5 years? ❏ ❏

13. Do we engage regularly about health and safety matters with our workers? ❏ ❏

14. Do we engage with our students about health and safety? ❏ ❏

15. Do we have effective practices that allow our school workers to have an opportunity to participate in improving work health and safety on an ongoing basis? ❏ ❏

16. Do we engage with our community and relay our expectations of them when they visit our school? ❏ ❏

17. Does our school have one or more health and safety representatives and/or a health and safety committee? ❏ ❏

18. Does our school have a risk identification and control process that eliminates or minimises the identified risks? ❏ ❏

19. Do we share information and ideas about risks and how to control them with our workers? ❏ ❏

20. Does our board of trustees receive and consider regular reporting on its compliance with the HSWA? ❏ ❏

For further information about the board's duties refer to **Factsheet Topic 1 Leadership, Part 1**.

Approved by: _____   Date: _____/_____/_____

Next review date: _____/_____/_____

Actions arising from Checklist:

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Tool 3 - School Officer's Checklist   Toolbox

Individual members of the board of trustees, including the school principal, are Officers under the HSWA. They have the duty of "due diligence" under the HSWA. Officers of the school must exercise due diligence to ensure that the board of trustees (as an entity) complies with its duties and obligations under the HSWA.

This checklist highlights the key things that officers must take reasonable steps to do to meet their duty of due diligence.

Checklist	**Yes**	**No**
1. Have I ensured that I have up to date knowledge of my school's work health and safety matters?	❑	❑
2. Do I have an understanding of the hazards and risks associated with my school's operations?	❑	❑
3. Have I checked that our board of trustees (as an entity) has, and uses, the necessary resources and processes to identify and then eliminate or minimise risks to health and safety from the work carried out as part of our school's operations?	❑	❑
4. Does my school have a risk register and incident register?	❑	❑
5. Do I ensure our board of trustees has appropriate processes for receiving and considering information regarding incidents, hazards, and risks and for responding in a timely way to that information?	❑	❑
6. Do I ensure our board of trustees has and implements processes for complying with their duties and obligations under the HSWA?	❑	❑
7. Is health and safety a standing agenda item for staff meetings?	❑	❑
8. Can we verify the provision and use of resources and processes referred to above?	❑	❑

For further information about officers refer to [Factsheet Topic 1 Leadership, Part 2](#).

Approved by: _____   Date: ____/____/____

Next review date: ____/____/____

Actions arising from Checklist:

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3.8   Worker Engagement, Participation and Representation

HSWA has a strong focus on worker engagement and participation, recognising this is essential to fostering a safety-conscious culture. "Ticking boxes" will not be enough to ensure a safe work environment, however using the checklists in this guide is a good starting point to identify processes that may need reviewing.

The HSWA sets out two overarching duties on the board (as the PCBU) for involving workers in work health and safety. The board must:

1.   engage, so far as is reasonably practicable, with workers who carry out work for it and are directly affected, or likely to be directly affected, by a work health and safety matter, and

2.   have practices that allow workers who work for the board to have reasonable opportunities to participate effectively in improving work health and safety in the school on an ongoing basis. These are known as worker participation practices.

Failure by the board to meet either of these duties is an offence under HSWA.

Engagement with workers requires that relevant information be shared in a timely manner, and that they be given a reasonable opportunity to express their views and raise work health and safety issues and be able to contribute to the decision-making process. Their views must be taken into account and they must be advised of the outcome of decisions.

What does engagement mean?

Effective engagement involves the board increasing its workers' awareness of health and safety and drawing on the workers' knowledge and experience of health and safety to make better decisions.

Under section 60 of HSWA:

Engagement with workers in relation to health and safety is required in the following circumstances:

(a)   when identifying hazards and assessing risks to work health and safety arising from the work carried out or to be carried out as part of the conduct of the business or undertaking

(b)   when making decisions about ways to eliminate or minimise those risks

(c)   when making decisions about the adequacy of facilities for the welfare of workers

(d)   when proposing changes that may affect the health or safety of workers

(e)   when making decisions about the procedures for the following

(i)   engaging with workers

(ii)   monitoring the health of workers

(iii)   monitoring the conditions at any workplace under the management or control of the PCBU

(iv)   providing information and training for workers

(f)   when making decisions about the procedures (if any) for resolving work health or safety issues at the workplace

(g)   when developing worker participation practices, including when determining work groups

(h)   when carrying out any other activity prescribed by regulations for the purposes of this section.

If the workers are represented by a health and safety representative, the engagement must involve that representative.

What might effective worker engagement and participation practice look like?

The HSWA does not specify what types of worker participation practices workplaces should have. Different workplaces will have different practices depending on what suits the workplace best, according to its size and level of risk associated with it. The important thing is that workers are involved in an effective way. A board could engage workers by having health and safety representatives and/or a health and safety committee or it might rely on more informal practices, such as:

• regular toolbox talks (e.g. short, informal workplace meetings to discuss health and safety topics)
• having health and safety as a regular agenda item at team meetings
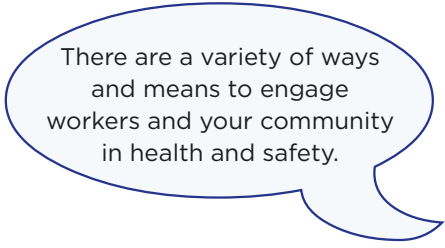• a feedback mechanism for workers to raise health and safety concerns

The Approved Code of Practice (ACOP) covering worker engagement and participation practices will provide further guidance on aspects that require consultation with workers. Examples are the suitability/safety of equipment, office re-organisations and organisation restructures. We anticipate WorkSafe will release this Code in April 2016.

Schools/kura may want to consider discussing health and safety as an integral part of regular weekly/monthly workers' meetings. This would enable health and safety issues to be addressed with all workers and provides a demonstration of management commitment to the process.

What could the PCBU do?

The PCBU could do activities like:

- managing the health and safety plan along with workers for board approval
- managing the implementation of the approved health and safety plan
- maintaining and updating health and safety procedures and taking all necessary actions to ensure that procedures are correctly implemented throughout the school (through the principal)
- providing health and safety performance reports to the principal or board of trustees
- ensuring the school has elected the Health and Safety Committee
- arranging health and safety committee meetings
- ensuring safety information is clearly displayed in all work areas.

> There are a variety of ways and means to engage workers and your community in health and safety.

Supporting resources and information

Tool 4: Worker engagement & participation checklist

Tool 10: Guidelines for worker engagement

Tool 11: Consultation checklist

Meaning of Officer Section 18 of the HSWA

Worker Participation Regulations

Factsheets: Leadership part 1, worker engagement parts 1 and part two

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3.9   Health and Safety Committees (HSC) and Representatives (HSR)

A successful health and safety system provides workers the opportunity to participate in health and safety. One method for doing so is through having Health and Safety Committees and Health and Safety Representatives

Health and Safety Committees

A HSC brings together workers (including HSR) and management, to develop and review policies and procedures for the workplace. It also makes recommendations to the board about work health and safety.

A board may establish a HSC on its own initiative or after being requested to do so by either a HSR or a group of five or more workers.

Schools with less than 20 workers are not required to have a HSC if requested, though they can still choose to have one. If the school has more than 20 workers, and a request is received to establish a HSC; the board must, within 2 months of receiving the request, decide whether to establish a HSC.

Health and Safety Representatives

A HSR represents a specific workgroup in the workplace. Having HSRs can assist with worker engagement and are a well established way to support worker participation and engagement.

Workgroups

The board, with staff consultation, decides whether the school needs one or more workgroups. Unless the board determines otherwise, a workgroup will comprise all the workers in the school. A workgroup could be a team, department, site or the whole workplace. It could be based on the type of work carried out (eg teaching or administration work) or the areas or places where work is carried out (eg different floors or a multi-storey building, or separate premises).The board must determine whether all the workers are best represented in one workgroup or if further workgroups are needed. (Section 64 HSWA)

The minimum ratio of HSRs for a workgroup is 1 representative for every 19 workers if the workgroup comprises all the workers in the business.

There is no minimum ratio where there is more than one workgroup in the business, but the PCBU must take into account the criteria set out in the Worker Engagement Participation and Representation Regulations 2016.

One workgroup	More than one workgroup
A worker has requested an HSR. Minimum ratio applies- 19:1. For example, a school which chose to group all of its 100 workers into one workgroup, would need 6 HSRs.	A worker has requested an HSR. No minimum ratio applies, but the PCBU must take into account the considerations listed in Regulation 7 of the Workplace Engagement Participation and Representation Regulations 2016. For example, a school with 100 workers who chose to have two workgroups (eg one for administration staff and one for teachers), would not have to apply the minimum ratio.

Election of HSRs

The election of HSRs usually occurs if 1 or more workers request it or the Board initiates it. For further information, please refer to Tool 6- Election process HSR.

There are two situations where your school would not be required to have an HSR:

1. If there has not been a request for an HSR from a worker; or
2. There has been a request for an HSR from a worker, but no worker wants to volunteer for the position.

If either of these situations apply, the PCBU's duty to engage with workers does not change. The PCBU must find another way to engage with their staff.

What an HSR does

The HSRs key role is to represent the workers in a school. They are not responsible for managing the day to day health and safety of the school. That is the role of the PCBU.

HSRS can:

- Represent workers on health and safety matters
- Investigate complaints from workers about health and safety issues
- Monitor health and safety measures taken by the PCBU
- Provide feedback to the PCBU about health and safety compliance
- Issue provisional improvement notices and direct workgroup members to cease unsafe work if appropriate. Makes recommendations to the PCBU.

Training for health and safety representatives

HSRs are given powers under HSWA and are therefore required to undergo training.

Initial training is considered completed when the HSR is assessed as having achieved the New Zealand Qualifications Authority unit standard 29315.

An HSR may use his or her annual training entitlement to attend training.

The Board as the PCBU must pay the HSRs training fees and pay for any other reasonable expenses that the HSR may incur or has incurred in attending training (including the cost of travel and accommodation that may be booked or paid for in advance).

An HSR may choose a training opportunity (whether initial or additional training) in consultation with the Board about the time, date, location of and the costs (including training fees) relating to the training.

A board must make a decision on a request from a HSR to use his or her annual training entitlement to attend initial or additional training as soon as practicable, and within 3 months of receiving the request.

The maximum total number of days' paid leave that a board is required to allow in a calendar year for training of HSRs is based on the number of workers who work for the school as at the specified date in the year and is determined in accordance with the following table.

Workers as at specified date in year (ie, 1 April)	Maximum total number of days' paid leave that PCBU is required to allow to be taken
1-5	2
6-50	6
51-280	1 day for every 8 workers or part of that number
281 or more	35 days plus 5 days for every 100 workers or part of that number

Many schools already have members of staff on HSC. There is nothing to stop this practice continuing but such staff members are not HSRs for the purpose of HSWA unless elected and trained.

What are the obligations of the board to health and safety representatives and health and safety committees

The following table sets out the PCBU's obligations to their health and safety representatives and committees.

To a health and safety representative (HSR)	To a health and safety committee (HSC)
• Maintain and update a readily accessible list of the names and contact details of HSRs. • Provide the resources, facilities and assistance that are reasonably necessary to conduct an election of 1 or more HSRs • Consult about health and safety matters with the HSR	• Consult about health and safety matters with the HSC
• Allow a HSR paid time and provide any resources, facilities, and assistance to enable them to perform their role and exercise their powers	• Allow each member of a HSC paid time to attend meetings of the committee and to carry out functions as a member of the committee
• Provide the HSR with information relating to hazards (including associated risks) and the health and safety of the workers at the workplace	• Provide the HSC with information relating to hazards (including associated risks) and the health and safety of the workers at the workplace
• Allow the HSR to be present at an interview about health and safety between a worker or group of workers and an inspector, the school or the school's representative	• Adopt any recommendations from the HSC on work health and safety or provide reasons for not doing so in writing, within a reasonable time
• Adopt any recommendations from the HSR on work health and safety or provide reasons for not doing so in writing, within a reasonable time	
• Allow HSRs the prescribed paid time off a year to attend relevant health and safety training	
• Pay the HSR's training fees and any reasonable expenses incurred in attending the training	

Schools/kura may want to consider discussing health and safety as an integral part of regular weekly/monthly workers' meetings. This would enable health and safety issues to be addressed with all workers and provides a demonstration of management commitment to that process.

Questions and actions to consider:

1. Are your workers aware of the opportunities available to participate in improving health and safety at the school?
2. Has the board provided opportunities for workers to participate in improving a healthy and safety and is this documented?
3. Has the board provided opportunities for two way feedback?
4. Has the board developed a culture of health and safety at the school?
5. Have you made provision for annual health and safety representative training?
6. Are your current health and safety reps registered for the transitional training?
7. Does the board's health and safety decision making feed back to HSC and HSRs?
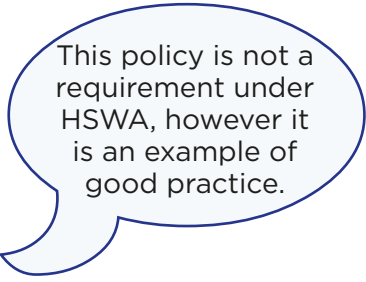
Supporting resources and information

- Tool 5: Roles of HSCs & HSRs
- Tool 6: Worker representative election process
- Tool 7: HSC member list
- Tool 8: HSC Agenda
- Tool 9: HSC minutes of meeting
- Tool 10: Guidelines for worker engagement
- Tool 11: Consultation checklist
- Duty to engage with workers s58
- Nature of engagement s59
- When engagement is required s60
- Duty to have worker participation practices s61
- Election of health and safety workers s62
- Requirements for conducting elections s63
- Worker Participation Factsheets

3.10 Example Health and Safety Policy/Procedure: Worker Engagement and Participation

Policy

This policy should be read in conjunction with the Health and Safety at Work Act: A Practical Guide for Boards of Trustees and Officers which clearly outlines Health and Safety responsibilities.

This policy is not a requirement under HSWA, however it is an example of good practice.

Purpose Example Health and Safety Policy: Worker Engagement and Participation

- The purpose of this policy is to further support and improve health and safety in the workplace. It promotes engagement between the board, officers and workers. The policy provides all workers with a reasonable opportunity to be actively involved in the ongoing management of health and safety.
- This policy includes the roles undertaken by health and safety committees and elected health and safety representatives.

PCBU

As part of the boards commitment to promote and maintain a safe and healthy working environment, the board acknowledges that health and safety training will be included for all workers.

Duties

- provide accurate and timely information and advice to management and workers
- ensure there is a systematic process for managing risk
- ensure effective monitoring and review systems are in place
- to escalate unresolved issues to the relevant member of the school's leadership

Health and Safety Representatives (HSRs)

Function and Powers

The functions and powers of the health and safety reps are to:

(a) represent the workers in the work group in matters relating to health and safety

(b) investigate complaints from workers in the work group regarding health and safety

(c) if requested by a worker, to represent the worker in relation to a matter relating to health and safety in the work group (including a complaint)

(d) monitor the measures taken by the board that are relevant to health and safety

(e) inquire into anything that appears to be a risk to the health and safety of workers in the work group arising from the conduct of the business or undertaking

(f) make recommendations relating to work health and safety

(g) provide feedback to the board about whether the requirements of the Health and Safety at Work Act 2015 and Regulations are being complied with

(h) promote the interests of workers in the work group who have been harmed at work, including in relation to arrangements for rehabilitation and return to work.

Election of HSRs

- Elections for HSRs are held triennially, or as required in the event of a HSR vacating their role.
- The election organiser calls for nominations for the HSR position by a certain date – all workers in the workgroup must have the opportunity to nominate and elect their HSR
- Elections may be undertaken using any form of voting. Voting may be by a secret ballot (if requested by a member of the workgroup, a candidate for election or the board

Training for health and safety representatives

The HSR training will be based on need and will reflect their function and powers.

(a) All newly elected HSRs must complete initial training. Initial training is considered completed when the HSR is assessed as having achieved the NZQA Unit Standard 29315

(b) HSRs will register for appropriate health and safety training in the first two months after becoming an HSR. Each HSR may undertake further training as courses become available and the board budget permits.

(c) As part of the HSRs' continual learning, the board will periodically coordinate and deliver active development and knowledge sharing.

(d) Right to direct unsafe work to cease.

NB: Refer to Health and Safety Policy Training and Induction for information for training for HSRs and general worker training.

Committees

An effective way to work on health and safety matters is through a health and safety committee. Holding an election for a health and safety committee is not a requirement under HSWA. However, a school may choose to do so. HSRs are automatically members of the committee. The board and workers agree on the membership of the health and safety committee. HSRs have an automatic right to sit on the committee.

Objectives

- encourage co-operation and collaboration in meeting the board's health and safety objectives
- ensure there is a consistent, co-ordinated approach to health and safety on-site
- look for initiatives to ensure health and safety continuously evolves and improves the health, safety and wellbeing of workers
- provide accurate and timely information and advice to management and workers
- ensure there is a systematic process for managing risk
- ensure effective monitoring and review systems are in place
- to escalate unresolved issues to the relevant member of the school's leadership
- wherever possible and practical health and safety committees should represent all workers, including team leaders and school management, working at the site.

Officers

Duties

(i) Under this policy officers should:
- actively promote positive health and safety and adhere to their responsibilities
- provide all workers with the opportunity to participate in health and safety
- promote and encourage discussion on the election processes
- where a HSR is elected:
  » liaise with elected HSR
  » provide support and ensure the HSR has the resources, time and information to undertake the role
  » allow for the representative to attend approved training
  » where appropriate, act on recommendations made by the HSR
- where a recommendation is not adopted, discuss with the HSR and confirm in writing the reason/s for the decision
- where there is neither a HSR nor a committee, the manager will discuss with workers how their best interests in health and safety will be met.

(ii) It is recognised that Officers have the right to make health and safety decisions after consulting and considering any recommendations made by the school's health and safety committee, and that they are accountable for all health and safety decisions made within their respective locations:

Where there is more than one Officer responsible for workers in the workplace, the Officers will work cooperatively with each other and the HSRs in order to identify and resolve the issues.

Making the Policy work

Issue resolution

(i) Any matter that concerns a worker about their health and safety should be raised with that worker's school leader. This can be raised by that worker, or a HSR.

(ii) If the school leader cannot resolve the matter to the worker's satisfaction, the HSR will be approached if they are not already involved.

(iii) The school leader, worker and the HSR will work together to get a satisfactory resolution.

(iv) If a satisfactory resolution cannot be reached with the school leader, the worker, HSR, or worker representative may look to the options below to resolve the issue.

(v) Operational matters, including workload or work process, should be raised with the relevant manager as appropriate.

(vi) Building facilities matters should be raised with the principal in the first instance.

(vii) Policy concerns should be raised with the board.

(viii) School leaders involved should make every effort to find satisfactory and timely resolutions.

Right to refuse unsafe work

The board recognises a worker may cease or refuse to carry out work, if the worker believes carrying out the work would expose the worker, or any other person, to a serious risk to the worker's or other person's health and safety arising from an immediate or imminent exposure to a hazard.

In this event the following steps will be taken:

(i) The worker will advise their relevant member of school leadership immediately.

(ii) The worker and school leader will attempt to resolve the matter as soon as practicable.

(iii) If the matter is not resolved the worker may continue to refuse to carry out the work, if the worker believes on reasonable grounds that carrying out the work would expose the worker, or any other person, to a serious risk to the worker's or other person's health or safety arising from an immediate or imminent exposure to a hazard.

(iv) If the matter cannot be resolved, WorkSafe NZ will be contacted.

(v) The worker will perform any other work the employer reasonably requests within the scope of their employment agreement.

Provisional Improvement Notices

An HSR who has received the appropriate training may issue a provisional improvement notice (notice) to a person if the HSR reasonably believes that the person is contravening, or is likely to contravene, a provision of the Act or Regulations. The notice may require the person to—

(a) Remedy the contravention; or

(b) Prevent a likely contravention from occurring; or

(c) Remedy the things or activities causing the contravention or likely to cause a contravention.

The HSR must not issue a notice to a person unless he or she has first consulted the person.

The HSR must not issue a notice if an inspector has already issued a notice in relation to the same matter. If a notice is issued, the HSR must provide a copy of that notice to the relevant school leader as soon as practicable.

Review

This policy shall be reviewed every two years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Signatures

Signed: _____ Date _____

Signed: _____ Date _____

Tool 4 - Worker engagement and participation checklist   Toolbox

This checklist provides a means for the board to assess its worker engagement and participation practices.

Does our school have:	Yes	No
1. A health and safety Committee?	❑	❑
2. One or more health and safety representatives; and workers are aware who these representatives are?	❑	❑
3. Health and safety representatives that are trained?	❑	❑
4. An agreed process for the election of health and safety representative(s)?	❑	❑
5. A record of the minutes of health and safety meetings?	❑	❑
6. Records of communications and recommendations from the health and safety committee to the board of trustees?	❑	❑
7. Records of communications and recommendations from the health and safety representative(s) to the board of trustees and health and safety committee?	❑	❑
8. A procedure to show joint worker and management responsibility for injury prevention and management?	❑	❑
9. Evidence that the health and safety representative(s) receive the required health and safety training?	❑	❑
10. Health and safety information that is readily available and communicated to all workers?	❑	❑

Chairperson: _____   Date: _____/_____/_____

Next review date: _____/_____/_____

Actions arising from this checklist:

-
-
-

Use this tool to understand the roles and responsibilities of the health and safety committee and/or representatives.

There is no requirement to have a HSC or a HSR under HSWA. However if you have 20 or more workers and one requests to have a committee you must consider this request and action as appropriate. Note: If you have 20 or less workers you are not required to have a HSC or a HSR even if requested.

Roles of a Health and Safety Committee:

A Health and Safety Committee:

- facilitates co-operation between the board of trustees and school workers in instigating, developing, and carrying out measures designed to ensure the school workers' health and safety at work
- assists in developing any standards, rules, policies, or procedures relating to health and safety that are to be followed or complied with at the school
- makes recommendations to the board of trustees about work health and safety.

Roles of a Health and Safety Representative:

The HSR performs a number of functions including:

- representing school workers generally on health and safety matters
- investigating complaints from school workers about health and safety issues at the school
- representing a school worker on a specific health and safety matter (including a complaint) if asked to do so by that worker
- monitoring health and safety measures taken by the board of trustees and providing feedback to the board about health and safety compliance
- inquiring into anything that appears to be a health and safety risk to school workers arising from the activities of the school and making recommendations to the board of trustees on work health and safety
- promoting the interests of school workers who have been harmed at work, including arrangements for rehabilitation and return to work
- issuing provisional improvement notices in the school workplace
- being able to direct workgroup members (school workers the HSR represents) to cease work

For further information on HSCs and HSRs read the [worker participation factsheet (part 2)](#) available on the Ministry of Education's Health and Safety web space.

This tool will assist you in the process of electing a health and safety representative.

What is a Health and Safety Representative?

Health and safety representatives (HSRs) are workers who are elected to represent their colleagues on health and safety matters and receive appropriate training (see Tool 5 for the HSR's roles and responsibilities).

The minimum ratio of HSRs for a workgroup is 1 representative for every 19 workers.

The election of HSRs usually occurs if 1 or more workers request it or the school board of trustees initiates it. However, schools/kura with fewer than 20 workers are not required to have a HSR, though the board can still choose to have one.

What is a work group?

A HSR represents a specific work group in the school. The board of trustees decides, with staff consultation, whether the school needs one or more workgroups. Unless the board determines otherwise, a work group will comprise all the workers in the school. A work group could be a team, department, site or the whole workplace. It could be based on the type of work carried out (e.g. teaching or administration work) or the areas or places where work is carried out (e.g. different floors of a multi-storey building, or separate premises).

The board of trustees must ensure that school workers are grouped in a way that:

- enables the health and safety interests of the workers to be represented effectively by the HSR
- takes account of the need for the HSR to be accessible to the workers that he or she represents

Who is eligible to stand for election?

A person is eligible for election as a health and safety representative for a work group if the person:

- is a worker who is a member of that work group
- is willing to act as a HSR
- works sufficiently regularly and for a sufficient amount of time to be able to carry out the functions and to exercise the powers of a health and safety representative effectively

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All members of the work group are eligible to vote.

Who is responsible for the election process?

The board of trustees is responsible for ensuring the election of HSRs takes place, although responsibility for organisation of the election process may be delegated to the principal, worker(s), an HSR , a union or other representative.

What is the election and voting process?

The following guidelines are designed to help schools/kura with the election and voting process:

1. elections should be held at least every three years – or a shorter period if agreed by the work group and the board
2. the principal or other delegated person should manage the election process with help from the current HSR, unless they are a candidate for the election
3. the election organiser calls for nominations for the HSR position by a certain date - all workers in the work group must have the opportunity to nominate and elect their HSR
4. if more than one person is nominated, a vote is organised
5. elections may be undertaken using any form of voting, and can be as simple as a show of hands, writing the name of the person on a piece of paper and putting it in a voting box or by secret ballot (if requested by a member of the work group, a candidate for election or the board)
7. once the votes have been counted, the successful candidate will be appointed as the HSR for the work group

8. The organiser will then advise all workers and the board of trustees of the result
9. names and contact details of all HSRs must be displayed prominently in the workplace, in a readily accessible manner, and must be updated whenever there is a change of HSR for a work group

What is the term of office for HSRs

A HSR can hold office for no more than three years. A shorter term can be agreed between the board and the members of the workgroup concerned.

A HSR can be re-elected for any number of terms and, if the board agrees a HSR can remain in office after the expiry of their term until a successor is elected.

Name	Position/Department	Date appointed	Phone

Complete this and put in your staffroom so that everyone knows who your Health and Safety representatives are

Health and Safety Committee

Meeting to be held on date in location

Agenda

1. Present
2. Apologies
3. Minutes of last meeting (circulated before the meeting)
4. Matters arising (if not on this meeting agenda)
5. Regular reports from (if applicable):
   » Board member(s)
   » Principal
   » Health and Safety Representative
6. Outstanding issues from previous meetings
7. Review of actions from previous meetings
8. Requests or issues to be considered by the board of trustees
9. Progress on any internal or external reviews of policies, processes and procedures
10. Progress on health and safety improvements
11. Scheduling next meeting – timing and location

Use the committee agenda:
- to keep track of issues from meeting to meeting
- as a template for writing up the minutes
- to publicise meeting dates and times
- to publicise issues to workers
- as a template for reports to the principal and/or board of trustees

Tool 9 - Example Health and Safety Committee Meeting Minutes   Toolbox

Use this tool to keep a record of your minutes, actions and any follow up measures required.

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Agenda item 1: Topic title

Discussion points:

Action(s):	Person responsible	Proposed completion date
1.		
2.		

Agenda item 2: Topic title

Discussion points:

Action(s):	Person responsible	Proposed completion date
1.		
2.		

Agenda item 3: Topic title

Discussion points:

Action(s):	Person responsible	Proposed completion date
1.		
2.		

The principles outlined in the Health and Safety at Work Act recognise that workers have significant knowledge and expertise about the hazards and risks in the workplace, and can make a significant contribution to improving health and safety.

For these reasons, employers must consult with health and safety representatives (HSRs) and their workers when dealing with hazards and risks in the workplace. Proactive and regular consultation with workers can help to identify issues in the workplace and build strong commitment to health and safety.

Each workplace can agree on consultation arrangements that suit its own culture and existing processes. In addition to consultation via the HSRs and HSCs, where they exist, workers may be consulted through worker meetings, individual face-to-face discussions or meetings between the employer and the union representing the workers. In the school environment, consultation about health and safety can be easily integrated into the normal process of consultation about other matters.

If the workers are represented by HSRs, the consultation must involve those representatives if the matter relates to their work group.

This requires:

- sharing information about the matter with HSRs a reasonable time before it is shared with school workers
- inviting the HSRs to meet and consult about the matter or meeting with the HSRs at their request to consult about the matter
- giving the HSRs a reasonable opportunity to express their views, and
- taking those views into account.

Worker meetings provide a good forum for consultation on health and safety, including alerting workers to hazards, seeking their ideas on options to control risks and reporting progress on risk control plans. Just as importantly, encouraging workers to raise health and safety issues in meetings (and reporting back on how it is proposed to deal with each issue) demonstrates commitment and openness.

Each school needs to consider which meetings are most appropriate for consultation on health and safety and how frequently it should be put on the agenda of those meetings. Meetings where it may be appropriate to include health and safety on the agenda (in addition to the health and safety committee) include leadership meetings, administrative committee meetings, curriculum-related meetings, year level co-ordinators' meetings and workers welfare committee meetings.

Agenda items should be set in consultation with the HSR and should always include feedback on issues raised at previous meetings. The needs of both teaching and non-teaching workers should be considered.

Health and safety consultation should be considered each time the school reviews its general consultation arrangements. The consultation arrangements should be documented.

Use this checklist to determine the effectiveness of your consultation process.

	Activity	**Yes**	**No**
1	**Venue**		
	Is the venue convenient and a suitable size for the numbers attending your meeting?	☐	☐
2	**Timing**		
	Has the meeting been scheduled at a suitable time for people taking part?	☐	☐
	Has sufficient meeting time been allocated for discussion and to exchange points of view?		
3	**Information**		
	Are people clear about the purpose of the meeting?	☐	☐
	Has the relevant information been distributed to people before the meeting?		
4	**Goals**		
	Are the health and safety issues for consultation clearly defined?	☐	☐
	Does everyone feel there is full consultation and they have involvement in the process?		
5	**Methods**		
	Do those who wish to express their views and raise health and safety concerns have the opportunity to do so?	☐	☐
6	**Recording**		
	Are all health and safety needs and ideas clearly recorded?	☐	☐
	Are people's contributions recognised?		
7	**Decisions**		
	Are all decisions made after options are fully explored?	☐	☐
	Are all decisions reported to the board of trustees?		
8	**Actions**		
	Are the plans for action fully documented, and reported to the board of trustees?	☐	☐
9	**Monitoring**		
	Do the plans for action include a means of monitoring implementations?	☐	☐
	Are review dates decided on, and relayed to all participants?		

Signed _____   Dated   ____/____/____

3.11   Risk Identification, Assessment and Management

As part of creating a healthy and safe environment, it is important that there are good systems and processes in place for hazard and risk management. Boards should focus on the significant risks, rather than using their resources trying to manage every risk, and respond appropriately to the level of the risk.

What is the difference between a hazard and a risk?

A hazard arising from a work activity can be defined as a situation or thing that has the potential to cause death, injury or illness to a person.

HSWA states that hazards also include a person's behaviour where that behaviour has the potential to cause death, injury or illness to a person (whether or not that behaviour results from physical or mental fatigue, drugs, alcohol, traumatic shock, or another temporary condition that affects a person's behaviour).

Risk is the likelihood that death, injury or illness might occur when a person is exposed to a hazard. Risks must be managed by taking action to eliminate them, and if that is not reasonably practicable, minimising them. Eliminating a hazard will also eliminate any risks associated with that hazard.

Hazard	Risk
A situation or thing with the potential to cause death, injury or illness	The likelihood that death, injury or illness might occur when exposed to a hazard

Management of risks

HSWA emphasises the requirement to manage the risks of harm occurring, rather than managing the hazard. Boards (as PCBUs) must manage risk and ensure, as far as is reasonably practicable, the health and safety of workers and others under the Act. Specifically, the PCBU must eliminate the risk, but if this is not reasonably practicable they must minimise the risk of any harm happening. There should be ongoing monitoring of the situation.

A formal risk assessment enables the board to understand what the significant hazards in their school are. More importantly, it helps the board to focus on the significant risks, rather than using their resources trying to manage every risk.

Identifying hazards

A hazard is not limited to an object and can be a situation, or a person and their behaviour both physically and emotionally. Bullying is an example of a person's behaviour that has the potential to cause harm to a person. These can also be unpredictable and occur at any time.

A process should be implemented to regularly identify and assess hazards and risks. You should consider if the hazard is an actual or potential cause or source of notifiable event or is a cause or source of harm, which increases with exposure to the hazard or which occurs sometime after exposure to the hazard.

What are examples of hazards and their potential harm?

- **falling objects, and falls, slips and trips of people** – bruises, lacerations, dislocations, fractures, concussion, permanent injuries or death
- **vehicles, plant, machinery, equipment** – bruises, lacerations, dislocations, fractures, concussion, permanent injuries or death
- **repetitive movement** (eg data entry) – muscular strain, occupational overuse syndrome (OOS)
- **biological** (bacteria, viruses) – eg leptospirosis
- **loud noise** (from power tools in technology classes or children's noise levels) – permanent hearing damage
- **bullying** in the workplace – stress-related illness
- **hazardous substances** – burns, skin conditions, respiratory problems

Managing work health and safety risks involves the following four steps:

Step 1: Identify the risks

Start by identifying all potential sources of harm or illness arising from the work. This includes places where a worker is likely to be while at work. Health and Safety Risks can be identified in many ways. You can come across them while you are working, identifying a risk through a work group review, guessing what they might be before starting a new work task, or going onto another workplace. For remote workers, this means identifying risks before going to other workplaces. As health and safety is everyone's responsibility, you can take reasonable steps to eliminate or minimise the risk yourself. Make sure that you are not putting yourself or others in harm's way. You will still need to report the risk.

Step 2: Assess the risks

If a risk has been identified, but you are unable to safely eliminate or minimise the risk yourself, you will need to escalate this to your relevant school leader. School leaders need to assess the level of risk that has been escalated. A risk assessment takes into consideration factors such as the frequency of exposure to the risk, the likelihood of harm, and previous incidents involving that risk.

Step 3: Control the risks

Now that the risk has been assessed, the relevant school leader and affected workers need to determine what control is needed to manage the risk. The below table describes the steps to work through to control the risk.

Step 4: Monitor and Review the risks

Once the controls have been implemented, the controls must be regularly monitored and reviewed to ensure they are effective. The relevant school leader is expected to do this in consultation with workers. The regularity will depend on the risk rating. The principal collates all risk registers on a regular basis for board reporting. The PCBU has to consider what is reasonably able to be done in relation to ensuring health and safety, taking into account and weighing up all relevant matters such as the likelihood of, and consequence of harm occurring, and the availability and suitability of ways in which to eliminate or minimise the risks.

Cost can be considered, but only in the context that it has to be grossly disproportionate to the risk. This means that, for example, while you don't have to consider how to avoid an unsafe activity, you should consider if it is better simply not to do a particular task/event if it is inherently unsafe.

An example of a risk matrix to assess the risk likelihood and consequences

Likelihood	Consequence				
	Insignificant	Minor	Moderate	Major	Critical
Almost Certain	Medium	Medium	High	Extreme	Extreme
Likely	Low	Medium	High	High	Extreme
Possible	Low	Medium	High	High	High
Unlikely	Low	Low	Medium	Medium	High
Rare	Low	Low	Low	Medium	High

How do you control risks?

Once the risks have been assessed, the important step of controlling risks can begin — e.g. fixing the problems. There are a number of ways to control risks. Controls can be ranked from the highest level of protection and reliability to the lowest. This is referred to as the hierarchy of control measures and is required for many risks.

The most effective way of controlling risks is to:

1. **eliminate a hazard**, for example, by removing trip hazards on the floor or disposing of unwanted chemicals from your science lab.
2. If elimination is not possible, the next step is to *minimise the risks* by doing one or more of the following:
   a. **substituting** the hazard with something safer – e.g. using non-toxic chemicals in your science lab
   b. **isolating** the hazard from people or preventing people from coming into contact with the hazard - this involves physically separating the source of harm from people by putting distance between them or using barriers, e.g. storing hazardous substances in a secure place or roping off a broken swing
   c. using **engineering controls** (e.g. modifications to tools, plant or equipment) – e.g. placing guards around moving parts of machinery used in technology classrooms. If, after these steps, the risk still remains, it must be minimised by using

d. **administrative controls**. Administrative controls are work methods or procedures that are designed to minimise exposure to a hazard. For example, procedures for the safe use of playground equipment, using signs to warn people of a hazard, or limiting exposure time to a hazard (e.g. organising outdoor activities for the cooler part of the day, using sunscreen and covering up in the sun).

e. **Personal Protective equipment**: If the risk still exists after implementing administrative controls, then it must be minimised by using suitable personal protective equipment (PPE). Examples of PPE include ear muffs, dust masks, hard hats, gloves, aprons and protective eyewear. PPE limits exposure to the harmful effects of a hazard, but only if workers and other people (e.g. students, visitors, etc) wear and use the PPE correctly.

A combination of controls should be used if a single control is not sufficient for the purpose.

1. Can you **ELIMINATE** this risk? 2. if this is is not possible, **MINIMISE**…	Completely removing the risk. If this is not possible, minimise by doing one or more of the following (a, b, c, e, f, g)
a. Can you **SUBSTITUTE** the risk?	Substituting a safer process or material for the risk identified.
b. Can you **ISOLATE** the risk?	Separating the risk from workers.
c. Can you put in an **ENGINEERING** control?	Designing and/or adding physical safety features to the working environment.
d. Can you put in an **ADMINISTRATION** control?	Requiring systems to be established or amended in order to control the risk.
e. Can you use **PERSONAL PROTECTIVE EQUIPMENT** (PPE)?	PPE should only be used when all other control measures are impractical. It should be used in conjunction with other more effective measures.
3. **MONITORING** and **REVIEWING**	Once the controls have been implemented, the controls must be regularly monitored and reviewed to ensure they are effective. The relevant school leader is expected to do this in consultation with workers. The regularity will depend on the risk rating. The principal collates all risk registers on a regular basis for board reporting

How do you review control measures?

Controlling health and safety risks in the workplace is an ongoing process that needs to take into account changes in the workplace. Procedures and risk controls must be reviewed regularly to ensure they are still effective. The board must review and, if necessary, revise the control measures in the following circumstances:

- when the control measure is not effective in controlling the risk, eg when the results of monitoring show the control measure does not control the risk or a notifiable incident occurs because of the risk
- when a change at the workplace is likely to give rise to new or different health and safety risks
- if a new hazard or risk is identified
- if the results of consultation with workers indicate a review is necessary
- if a health and safety representative requests a review

What is a risk register?

Keeping a risk register is not required under the Act. However it is good practice for boards to keep a risk register to record information from the risk management process. For each identified hazard the following information should be recorded:

- the harm the hazard could cause
- the likelihood the harm would occur
- the level of risk
- the effectiveness of current controls
- what further controls are needed
- how the controls will be implemented – by whom and by when
- review date

The intention of the legislation is not to curtail educational experiences - but to balance risk and encourage learning.

WorkSafe NZ will be providing guidance on risk management in mid-2016. Please refer to Tool 14 for guidance on how to complete a hazard register.

3.12 Health and safety system monitoring, reporting and assurance

Monitoring, reporting and quality assurance are all important in ensuring every aspect of a workplace health and safety system operates effectively. They provide the information needed to measure the performance of the system, and implement a process of continuous improvement.

The PCBU has the overall responsibility for ensuring the workplace health and safety system performs effectively. It must ensure it has the information needed to monitor the performance of the workplace health and safety system.

The leadership team, health and safety representatives and health and safety committees may all contribute to providing information on the health and safety system to the PCBU and assisting Officers to meet their due diligence duties.

Quality assurance

It is very important you review all incidents and that your risk management system is regularly reviewed and kept up to date. This could be part of your planned self review. A workplace health and safety system can be quality assured through both internal and external audit and self review processes. For example a sound health and safety system enables the school's compliance with statutory requirements. For more detailed information refer to Fact Sheet Topic 11: Monitoring, Reporting and Assurance.

Questions and actions to consider:

1. Does the board know what its risks are, including those that are significant or extreme?
2. Does the board understand what a hazard is and how to identify it?
3. Does the board have policies and procedures in place to ensure there are good processes for identifying hazards and dealing appropriately with them?
4. Has the board ensured that there is adequate training for workers, students and the school community to identify and manage hazards?
5. Is there evidence of a culture of health and safety at the school?
6. Are risks controlled and reviewed?
7. Is there a risk register in the workplace?
8. Do workers in the area know about the risks and the controls in place?
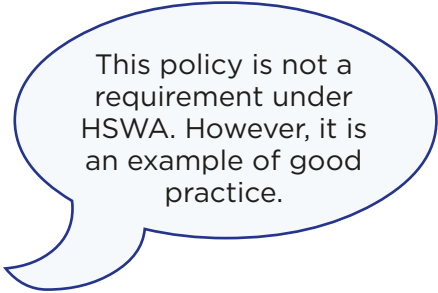9. Do workers understand that health and safety is everybody's responsibility?

Supporting resources and information

- WorkSafe NZ - guidelines on how to identify and manage bullying
- Meaning of reasonably practicable in relation to a duty of a PCBU s22 of the Act
- Tool 12: Risk management checklist
- Tool 13 Assessing risks
- Tool 14: Completing the hazard register
- A variety of hazard registers for different situations is appended to this document
- Factsheets: risk management parts one and two, workplace management parts one and two

3.13 Example Health and Safety Policy/Procedure: Risk Management

Policy and Procedures

This policy should be read in conjunction with the Health and Safety at Work Act 2015: A Practical Guide for Boards of Trustees and Officers which clearly outlines Health and Safety responsibilities.

> This policy is not a requirement under HSWA. However, it is an example of good practice.

Purpose

Risk management is the cornerstone of the Health and Safety at Work Act 2015. It allows the board to perform its primary duty of care, as far as reasonably practicable, to its workers and others. The purpose of this policy is to explain how we manage risks effectively in the school environment and work carried out by the school.

Scope

This policy applies to and is to be followed by all of our workers and others in the workplace. This includes all members of the school's leadership team, workers, students, contractors, temporary workers, volunteers and visitors.

The board will consult, cooperate and coordinate with other duty holders on matters when there are overlapping health and safety duties. For that reason, this policy can also be applied where an adequate risk policy does not exist in other workplaces.

The board will keep a risk register and record information from the risk management process. For each identified hazard, the following information will be recorded:

- the harm the hazard could cause
- the likelihood the harm would occur
- the level of risk
- the effectiveness of current controls
- what further controls are needed
- how the controls will be implemented – by whom and by when
- review date

How do we manage health and safety risks effectively?

Health and safety is everyone's responsibility and together we will keep our workplace safe and secure. To do this, we will manage health and safety risks effectively. The four steps below describe how we do this.

1. **identifying hazards:** finding out what situations and things could cause death, injury or illness
2. **assessing risks:** understanding the nature of the risk that could be caused by the hazard, what the consequences could be and the likelihood of it happening
3. **controlling risks:** implementing the most effective control measures that are reasonably practicable in the circumstances
4. **reviewing control measures:** ensuring control measures are working as planned

Roles and Responsibilities

Everyone has a part to play in managing risk effectively.

Officers

- ensure workers and others know about health and safety risk processes and procedures
- ensure that workers receive the right health and safety risk training and are aware of the risks on induction into the work area
- hold and maintain the risk register for the work group
- inform 'others in the workplace' of any known risks and controls in place
- assess risks that are reported to you
- consult with workers on the most effective controls to manage the risks
- regularly review and monitor risks and the controls that are in place

Workers – (employees, temporary workers, contractors, volunteers)

- take reasonable care of their own health and safety
- take reasonable care that their acts are not a risk to the health and safety of others
- take reasonable steps to eliminate risks when they are first identified
- report any risks to their relevant school leader, including those that have already been eliminated
- seek support from the health and safety representative on health and safety risk matters if required
- comply with this policy and procedures in the workplace
- comply with any reasonable instruction in relation to risks given by the board or the PCBU they are visiting
- inform others of known risks
- may cease or refuse to carry out work if they believe the work would expose them to a serious risk

Health and Safety Committee

- facilitates co-operation between the board of trustees and school workers in instigating, developing, and carrying out measures designed to ensure the school workers' health and safety at work
- assists in developing any standards, rules, policies, or procedures relating to health and safety that are to be followed or complied with at the school
- makes recommendations to the board of trustees about work health and safety.

Health & Safety Representatives

- represent workers on health and safety risk matters
- promote the interests of workers who have raised health or safety risks
- monitor risk controls undertaken by the board
- investigate complaints from workers about health and safety risks
- after first consulting with the relevant school leader, issue provisional improvement notices if risks in the workplace are not managed so far as is reasonably practicable
- direct workers to cease work if they believe the work would expose them to a serious risk

Others – (visitors, students, parents etc)

- take reasonable care of their own health and safety
- take reasonable care that their acts are not a risk to the health and safety of others
- take reasonable steps to eliminate risks when they are first identified
- comply with any reasonable instruction given by the board in relation to risks

Review

This policy shall be reviewed every two years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Signatures

Signed _____ Dated   ____/____/____

Signed _____ Dated   ____/____/____

Tool 12 - Risk Management Checklist   Toolbox

This tool can be used to review your risk management processes.

Does our school have:	**Yes**	**No**
1. A hazard identification process?	❏	❏
2. A risk assessment process for significant hazards?	❏	❏
3. A process to develop and implement the appropriate controls for each risk?	❏	❏
4. A process to regularly monitor and review risk control plans?	❏	❏
5. Risk registers that record how risks are managed?	❏	❏
6. Evidence of worker consultation or participation in risk management?	❏	❏
7. A process for issuing, renewing and maintaining all safety equipment including personal protective equipment?	❏	❏
8. A process for managing risks associated with new equipment or new work processes?	❏	❏
9. A system for undertaking baseline monitoring of health and safety in identified areas (for example a music room) and notifying the results to workers and others?	❏	❏
10. A process to report significant risks to our board of trustees?	❏	❏
11. A process for inducting visitors and students (as significant Others) to our school which covers risks and emergency procedures?	❏	❏
12. Provision of appropriate personal protection equipment for visitors to our school, if required?	❏	❏
13. A budget put aside to put controls in place, such as for personal protective equipment?	❏	❏

For further information about risk management refer to Factsheet Topic 4 Risk identification, assessment and management, Parts 1 and 2.

Approved by: _____   Date: ____/____/____

Next review date: ____/____/____

Actions arising from Checklist:

Risk assessment involves considering the severity of consequences if a person is exposed to a hazard, combined with the likelihood of it happening. The level of risk will increase as the likelihood of injury or illness or its severity increases. A risk assessment can help determine:

- how severe a risk is
- whether existing control measures are effective
- what action you should take to control the risk, and
- how urgently the action needs to be taken

The process below can help you to assess the severity of the consequences and the likelihood of injury or illness occurring, and then to assess the risk for each hazard.

Procedure:

1. Assessing severity

The severity of the consequences can be rated by the degree of injury or illness that could occur as follows:

Consequence	Description		Likelihood	Description
Insignificant	Nothing required		Rare	Only occurs in exceptional circumstances
Minor	Minor injury requiring first aid (ie, small cut or twisted ankle)		Unlikely	Does not happen often
Moderate	Injury requiring medical treatment (ie, sprained muscle)		Possible	May occur, but not often
Major	Serious injury – specialist medical treatment or hospital (ie, broken bone)		Likely	Occurs occasionally
Critical	Loss of life, permanent disability (ie, neck or spine injury)		Almost Certain	A regular occurrence

2. Assessing likelihood

The likelihood of injury or illness occurring can be rated as followings:

Assessed Risk Level	Risk Level	Actions
Low	If incident occurs, little likelihood of injury	Undertake with existing mitigations
Medium	If incident occurs, some chance of injury requiring first aid	Additional rules or considerations may be needed
High	If incident occurs likely that the injury would require medical treatment	Controls will need to be in place before undertaken
Extreme	If incident were to occur, it would be likely that death or permanent injury would result	Consider alternatives to the activity or additional significant safety measures required.

3. Assessing the level of risk

The level of risk will increase as the likelihood of injury or illness and its severity increases, as the risk rating table below shows. Once the ri sk for each hazard has been assessed, identify and put in place appropriate control measures (see page 50), concentrating first on extreme and high risks.

Risk rating table:

Likelihood	Consequence				
	Insignificant	Minor	Moderate	Major	Critical
Almost Certain	Medium	Medium	High	Extreme	Extreme
Likely	Low	Medium	High	High	Extreme
Possible	Low	Medium	High	High	High
Unlikely	Low	Low	Medium	Medium	High
Rare	Low	Low	Low	Medium	High

Escalation Guide:

In the event you assess an extreme risk, report this to the school/kura principal/tumuaki immediately.

Listed below are five steps to follow when completing the hazard register(s).

A **risk or hazard register** is where you record the information from the risk management process. For each identified hazard the following information should be recorded:

- description of the hazard
- the harm the hazard could cause
- the likelihood the harm would occur
- the level of risk
- the effectiveness of current controls
- what further controls are needed
- how the controls will be implemented – by whom and by when
- review date

Step 1

Describe the hazard
eg, loose light fitting

Step 2

State the location of the hazard
eg, Classroom 2, plug beside exit door

Step 3

Rate the risk
eg, 1 = Low (unlikely to cause harm)
3 = High (will cause a notifiable event)

Step 4

Recommend the control measure
Eliminate – repair/remove
Note: if you cant do either of these minimize by substituting, isolating, engineering control, administrative control, Personal Protective Equipment

Step 5

Obtain authorisation for the control measure and implement

Step 6

Monitor and review

School/kura name/logo

The Health and Safety at Work Act 2015 specifies that everyone has a duty to eliminate risks to health and safety, so far as is reasonably practicable; and if it is not reasonably practicable to eliminate risks to health and safety, to minimise those risks so far as is reasonably practicable.

Use the template below to identify risks within the school. The risk assessment matrix and general risk information on pages 49 to 51 will help you to establish the risk level and the likelihood of the risk occurring.

Date of Assessment	Location	Hazard	Risk level	Likelihood	Eliminate or minimise	Control	Monitor/ review
22.1.17	whole school	poor lifting technique leading to a back injury	moderate	occasional	minimise	• Develop and review policy regularly • Training needs analysis including lifting/manual handling • Identify tasks that require lifting • Seek assistance for heavy lifts • Provide a trolley • Refer to WorkSafe publication, Code of Practice for Manual Handling	
22.1.17	science lab	chemicals e.g. • solvents • paints • fire • fumes • inhalation	high	low	minimise	• Develop and review policy regularly • Replace toxic chemicals with non-toxic substitutes if possible • Store hazardous chemicals in locked cupboard • Use with good ventilation • Comply with The Hazardous Substances and New Organisms (HSNO) Act 1996	

3.14   Injury and Incidents Management and Reporting

Under section 25 of HSWA a notifiable event is:

(a) the death of a person; or

(b) a notifiable injury or illness (similar to the previous serious harm definitions); or

(c) a notifiable incident (i.e. a near miss of significant proportions).

> **Notifiable Incidents relating to a workplace**
>
> A PCBU must, as soon as possible after becoming aware that a notifiable event arising out of the conduct of the business or undertaking has occurred, ensure that the regulator is notified of the event.

Initial response

If there has been an incident, the first priority is to ensure the person or people get the help they need. If this is an emergency situation, emergency services should be called.

Leave the injury scene undisturbed

In the case of a notifiable event, the school is required to ensure that as little change as possible is made to the scene of the injury, except where it is necessary to:

- save someone's life, prevent further harm or to relieve someone's suffering
- maintain access for general public to an essential service or utility
- prevent serious damage to or loss of property

Note: Tool 17 contains an Fatality, Injury or Incident Procedure

An injury/incident can be defined as a situation where harm has occurred. The board is required to have a system to record, report, notify and investigate when an injury/incident occurs. For a Injury and Incident Reporting Checklist refer to Tool 16 (p72).

Certain injuries and illnesses are notifiable.

Definition of notifiable injury or illness

Notifiable injury and illness is defined **under section 23 of HSWA** as:

(a) any of the following injuries or illnesses that require the person to have immediate treatment (other than first aid):
- » the amputation of any part of his or her body
- » a serious head injury
- » a serious eye injury
- » a serious burn
- » the separation of his or her skin from an underlying tissue (such as degloving or scalping)
- » a spinal injury
- » the loss of a bodily function
- » serious lacerations

(b) an injury or illness that requires, or would usually require, the person to be admitted to a hospital for immediate treatment

(c) an injury or illness that requires, or would usually require, the person to have medical treatment within 48 hours of exposure to a substance

(d) any serious infection (including occupational zoonoses) to which the carrying out of work is a significant contributing factor, including any infection that is attributable to carrying out work:
- » with micro-organisms
- » that involves providing treatment or care to a person
- » that involves contact with human blood or bodily substances
- » that involves handling or contact with animals, animal hides, animal skins, animal wool or hair, animal carcasses, or animal waste products
- » that involves handling or contact with fish or marine mammals

(e) any other injury or illness declared by regulations to be a notifiable injury or illness for the purposes of this section

Notification of Events

- Where a notifiable event occurs (to an officer, worker, student, volunteer or other) boards are required to notify WorkSafe *as soon as possible and by the fastest means possible (usually the 0800 030 040 hotline). If the regulator asks for a written report, you have 48 hours to comply*. See Tool 20 for an report template. For further information on notifiable events please see the joint WorkSafe/Ministry of Education factsheet: [What events need to be notified in the Education Sector?](#)

What to do if there's an incident

Notifiable Incidents

A PCBU must, as soon as possible after becoming aware that a notifiable event arising out of the conduct of the business or undertaking has occurred, ensure that the regulator is notified of the event.

Initial Response

Ensure that any injured person receives appropriate treatment.

Section 55 HSWA: Duty to preserve sites

1. A PCBU who manages or controls a workplace at which a notifiable event has occurred must take all reasonable steps to ensure that the site where the event occurred is not disturbed until authorised by an inspector.

2. Subsection (1) does not prevent any action—

    (a) to assist an injured person; or

    (b) to remove a deceased person; or

    (c) that is essential to make the site safe or to minimise the risk of a further notifiable event; or

    (d) that is done by, or under the direction of, a constable acting in execution of his or her duties; or

    (e) for which an inspector or the regulator has given permission.

Note: Tool 17 (p68) contains a Fatality, Injury or Incident Procedure

The following information may be useful in developing a policy on illness and sickness:

- The Ministry of Health has developed an Infectious Diseases chart, which outlines 21 childhood diseases, with information on early signs of illness, how long the child will be infectious and the length of time the child [should be excluded](#) from the schooling environment.

Questions to consider

1. Does the board have procedures in place and know their significant incidents?
2. Do all workers know what to do if there's an incident or near miss?
3. Are these procedures easily accessible?
4. Do people report near misses as well?
5. Are investigations undertaken?

Supporting resources and information

- Incident and Injury reporting policy
- Tool 15: Hazard Register
- Tool 16: Fatality, Injury & Incident reporting checklist
- Tool 17: Fatality, Injury or Incident Procedure
- Tool 18: Causes of incidents and injuries checklist
- Tool 19: Injury or Incident Investigation form
- Tool 20: Notice of record of injury & notifiable event
- Tool 21: Injury & incident Board report
- Factsheets: Injury and Illness Management and Injury and Illness Support

In case of emergency

Your school needs to be prepared and know how to manage an emergency event before it occurs. Policies, plans and procedures are needed which clarify roles and responsibilities, and devise methods of communicating effectively to workers, children, young people, their family, whānau and the wider community.

If necessary, contact emergency services by phoning **111**.

Call WorkSafe on free phone **0800 030 040** (24 hours) and choose option one.

If you are reporting a hazardous substances emergency, please call the New Zealand Fire Service on **111** and then the HSWA MoE's Response Team directly on **0800 848 326**.

3.15   Injury and Illness Support and Rehabilitation

A support and rehabilitation programme, which outlines how workers can be helped to return to work safely and successfully is part of the board's health and safety management system.

The health and safety representative has a specified role under the Act in promoting the interests of workers who have suffered injury or illness at work, including involvement in the arrangements for rehabilitation and return to work.

Return to work plan

A return to work plan details actions to be carried out to help a worker return to work safely after injury or illness. The plan is developed in consultation with the board, the ill or injured worker, the health and safety representative and other relevant parties such as the union representative, the treatment provider, ACC and the medical insurer.

The plan should include clear objectives, a list of actions to be taken to enable return to work, and the person responsible for each action. The prime objective is to return the worker to their pre-injury or illness status. The plan may include:

- suitable duties being offered including modified or alternative duties
- hours of work and work breaks (frequency and duration)

- support, aids or modifications to the workplace
- special needs or conditions and what will be done to help (eg assistance with transport)
- timeframes
- monitoring and reviewing progress so that problems can be identified and managed early.

Suitable duties

Suitable duties refer to work that is suited to the worker's current capacity, taking into account of their medical condition, age, skills, work experience and their pre-injury or illness employment.

Suitable duties should always be useful work that is valuable to the organisation. They are temporary duties that the returning worker is able to do and will assist their recovery. These duties may be similar to the worker's usual duties, but they don't have to be.

There are two types of suitable duties:

- modified duties – where the worker's usual duties and/or the equipment they use are adjusted
- alternative duties – where the worker performs completely different tasks from those they usually do.

Illness and sickness

Schools/kura may wish to develop an Illness and Sickness policy, which outlines the procedures the school will follow in the event of student illness at school. Children with a known medical condition should have a care plan logged with the school. The policy should enable staff and parents to be clear about the requirements and procedures to follow when children are unwell and give guidance to parents and caregivers so they understand the recommended timeframes for keeping children away from school in case of a common illness.
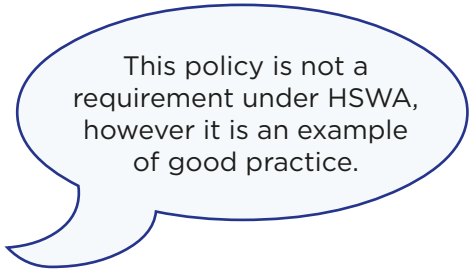
> **Supporting resources and information**
> - [Factsheet; Injury and Illness support and rehabilitation](#)

3.16 Example Health and Safety Policy/Procedure: Injury and Incident Management and Reporting

Policy

This policy should be read in conjunction with the Health and Safety at Work Act: A Practical Guide for Boards of Trustees and Officers which clearly outlines Health and Safety responsibilities.

> This policy is not a requirement under HSWA, however it is an example of good practice.

Purpose

Incident management is key to any workplace's Health and Safety systems/processes. Incident management requires a school wide approach with clear points of accountability for reporting and feedback. The purpose of this policy is to:

- outline the principles of incident management
- standardise the incident management process
- ensure consistency in definitions
- outline roles and responsibilities for incident management

Scope

This policy applies to and must be followed by all of our workers and others in all school workplaces. This includes all members of the schools leadership team, workers, contractors, temporary workers, volunteers, students and visitors.

The board will consult, co-operate and co-ordinate with other duty holders on matters when there are overlapping Health and Safety duties. For that reason, this policy can also be applied where an adequate risk policy does not exist in other workplaces.

How do we manage incidents effectively?

The principles of accountability, obligation to act, and collaboration should be applied at each step of the incident management process. The six steps include identification, notification, classification, investigation, action and evaluation.

Step 1: Identification

It is important for all workers to recognise when an incident or near miss has occurred. Workers need to act immediately to make sure those who are involved are safe and that the workplace poses no further risks. You may need to apply first aid. First aiders are available to provide immediate assistance to anyone who has suffered an injury or illness while at work.

Step 2: Notification

Workers must notify their relevant school leader when an incident occurs. The board uses the incident notification form to document incidents. School leaders are required to investigate incidents lodged by their workers to ensure local action is taken. All incidents and notifiable events including near misses must be reported.

Step 3: Assessment

The relevant school leaders need to assess the level of incident that has occurred. When a 'Notifiable Injury or Illness' and/or 'Notifiable Incident' happens, WorkSafe NZ must be contacted. This is called a Notifiable Event.

The site must be kept preserved to allow WorkSafe NZ to inspect it. Examples of a notifiable incident include harm that causes hospitalisation for 48 hours or more, amputation of a body part etc.

Step 4: Investigation

The investigation of incidents is an essential component of incident management.

All incidents, including notifiable events, should be investigated to identify the causes. Following the investigation, corrective actions to prevent similar incidents and injuries happening again are identified and implemented as soon as possible after the event.

Step 5: Action

Actions are developed for each recommendation. Actions may be in the form of putting in place risk controls. The HSR, the affected worker, and others in the workplace may be consulted about the action. Accountability for each action will be given to a person in the work group. Progress on the implementation of actions is monitored regularly. Mechanisms for monitoring include risk registers, team meetings, health and safety committees and aggregated information collated by the principal or the HSR. The HSR or principal collates this information to generate reports and analyse incident data to identify trends, risks and to initiate, monitor and/or evaluate system improvements.

Step 6: Review

The review step monitors whether the actions taken have been successful in preventing further incidents. Actions that have been made must be regularly monitored and reviewed to ensure they are effective. The manager is expected to do this in consultation with workers.

Roles and Responsibilities

Everyone has a part to play in managing incidents effectively.

PCBU

The board of trustees is committed to providing and maintaining a safe and healthy workplace for all workers, students, and other people in the workplace. We will achieve this through:

- making health and safety a key part of our role
- doing everything reasonably possible to remove or reduce the risk of injury or illness
- making sure all incidents, injuries and near misses are recorded in the appropriate place
- investigating incidents, near misses and reducing the likelihood of them happening again
- having emergency plans and procedures in place
- training everyone about hazards and risks so everyone can work safely
- helping workers who were injured or ill return to work safely

Officers – (principal and individual board members)

- know and keep up to date with incidents that are associated with the school's operations
- ensure resources and processes are in place to prevent incidents
- ensure processes are in place for timely information on incidents
- ensure health and safety processes are actually implemented
- monitor the health and safety performance of the school

Workers – (employees, temporary workers, contractors, volunteers)

- take reasonable care of their own health and safety
- ensure their actions or omissions do not affect other's health and safety
- immediately report any incident to their relevant school leader
- report any risk or hazard to the relevant school leader to prevent injuries occurring
- cooperate with the incident management policy and its procedures in the workplace including investigations of incidents
- participate in the implementation, monitoring and evaluation of actions following an incident investigation
- comply with any reasonable instruction given by the board or the PCBU they are visiting
- encourage fellow workers and others visiting the workplace to notify identified incidents

Members of the schools leadership team

- view all incident investigation forms submitted by workers as soon as practicable
- report notifiable incidents to WorkSafe NZ via the school's principal
- investigate all incidents submitted by workers who report them, undertake actions in a timely manner, and document these
- consult with health and safety representatives, the affected worker, and others in the workplace during investigations and actions
- delegate actions to relevant workers, who may also need to review them
- monitor and review the effectiveness of actions taken

Health & Safety Representative
- represent workers on matters relating to health and safety incidents
- investigate complaints from workers in the workplace
- monitor the incident management approach undertaken by the board
- promote the interest of workers who have raised/reported health and safety incidents
- if requested by the relevant school leader, participate in incident investigations

First Aiders
- take reasonable care of their own health and safety
- identify themselves to workers and others in the workplace
- provide immediate assistance to anyone who has suffered an injury or illness while at work
- ensure that the workplace has adequate First Aid resources
- ensure that First Aid can be provided for the risks that are apparent within the workplace
- keep their qualifications up to date
- attend training or refresher courses as required

Others in the workplace – (visitors, students, parents etc)
- take reasonable care of their own health and safety
- ensure their actions or omissions do not affect other's health and safety
- comply with instructions given by the board or another PCBU
- immediately report any incident to an officer

Infectious diseases
The following information may be useful in developing a policy on illness and sickness:
- The Ministry of Health has developed an Infectious Diseases chart, which outlines 21 childhood diseases, with information on early signs of illness, how long the child will be infectious and the length of time the child should be excluded from the schooling environment.

Review
This policy shall be reviewed every two years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Signatures

Signed: _____ Date _____

Signed: _____ Date _____

Tool 16 - Fatality, Injury and Incident Reporting Checklist   Toolbox

This tool can be used to review your injury and incident reporting processes.

Does our school/kura have: **Yes**   **No**

1. A fatality, injury and incident reporting procedure?   ❏   ❏

2. A fatality, injury and incident register?   ❏   ❏

3. A procedure for reporting notifiable events to WorkSafe NZ, and a process to follow up if there is a recommendation from WorkSafeNZ?   ❏   ❏

4. A procedure for investigating fatalities, injuries and incidents?   ❏   ❏

5. A process to show that when an investigation identifies deficiencies corrective actions are undertaken?   ❏   ❏

6. A record to show that our workers understand notifiable injuries and illnesses?   ❏   ❏

7. A process for educating our workers, students and visitors on injury and incident reporting?   ❏   ❏

8. A process for collating all injury and incident data into a central database or spreadsheet for analysis?   ❏   ❏

9. A process to review the causes of fatalities, injuries and incidents and remedy them?   ❏   ❏

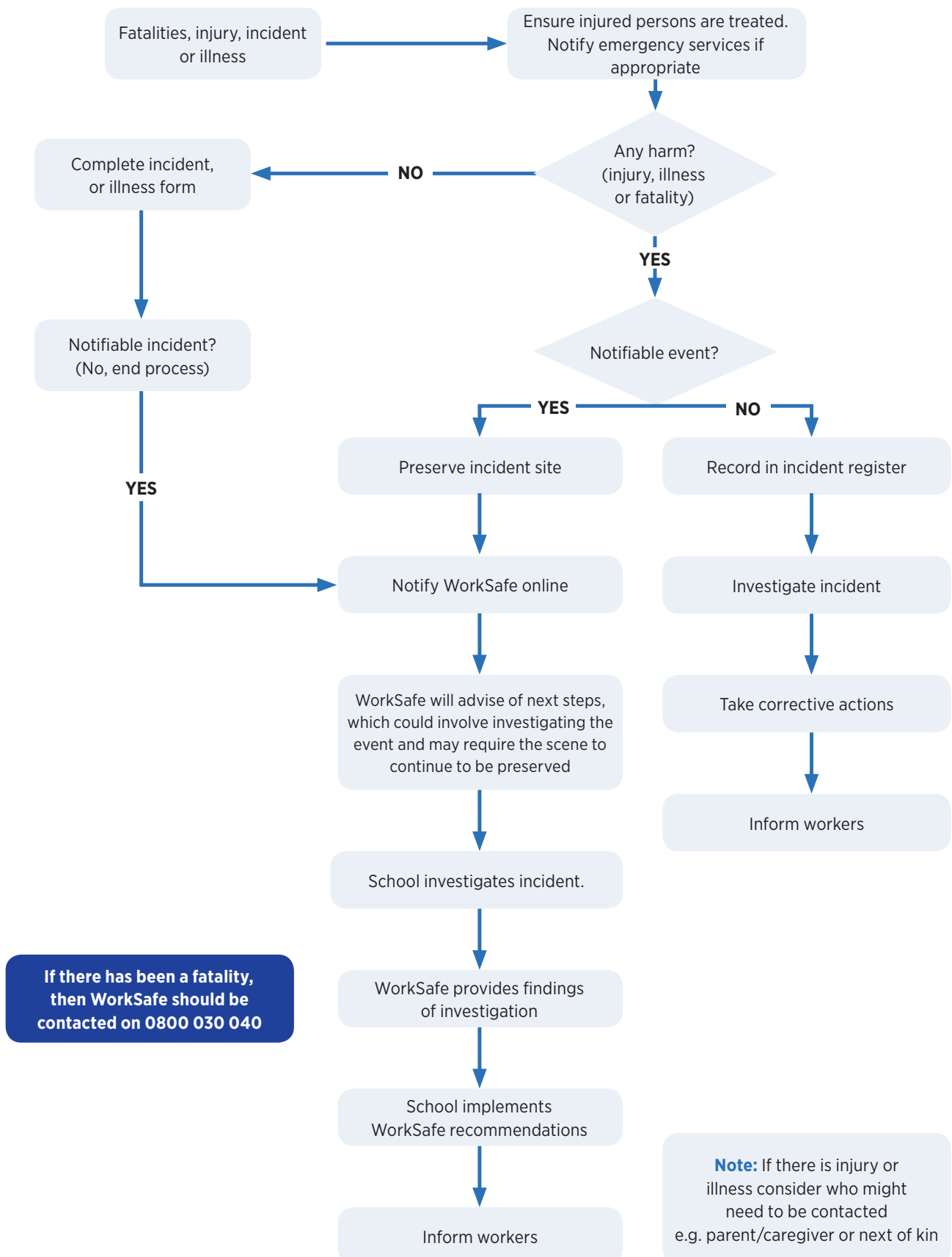10. A process to ensure our workers know who has been trained in First Aid?   ❏   ❏

Approved by: _____   Date: ____/____/____

Next review date: ____/____/____

Actions arising from checklist:

•

•

•

Fatalities, injury, incident or illness → Ensure injured persons are treated. Notify emergency services if appropriate

Ensure injured persons are treated. Notify emergency services if appropriate → **Any harm?** (injury, illness or fatality)

Any harm? (injury, illness or fatality) — **NO** → Complete incident, or illness form

Any harm? (injury, illness or fatality) — **YES** → **Notifiable event?**

Complete incident, or illness form → Notifiable incident? (No, end process)

Notifiable incident? (No, end process) — **YES** → Notify WorkSafe online

Notifiable event? — **YES** → Preserve incident site

Notifiable event? — **NO** → Record in incident register

Preserve incident site → Notify WorkSafe online

Notify WorkSafe online → WorkSafe will advise of next steps, which could involve investigating the event and may require the scene to continue to be preserved

WorkSafe will advise of next steps, which could involve investigating the event and may require the scene to continue to be preserved → School investigates incident.

School investigates incident. → WorkSafe provides findings of investigation

WorkSafe provides findings of investigation → School implements WorkSafe recommendations

School implements WorkSafe recommendations → Inform workers

Record in incident register → Investigate incident

Investigate incident → Take corrective actions

Take corrective actions → Inform workers

If there has been a fatality, then WorkSafe should be contacted on 0800 030 040

Note: If there is injury or illness consider who might need to be contacted e.g. parent/caregiver or next of kin

Use this checklist to review the possible causes of incidents and injuries in your school/kura.

Procedures and Practices

Operating without authority ❏	Defective equipment ❏	Inadequate work standards ❏
Failure to warn ❏	Improper use ❏	Failure to use protective equipment ❏
Failure to secure ❏	Improper loading ❏	Improper positioning ❏
Improper speed ❏	Improper lifting ❏	Servicing equipment while in use ❏
Overriding safety devices ❏		
Poorly constructed tasks ❏	Other (specify) _____	

Plant, equipment, conditions and work environment

Abuse or misuse ❏	Temperature extremes ❏	Inadequate guards or barriers ❏
Wear and tear ❏	Radiation exposure ❏	Inadequate protective equipment ❏
Inadequate maintenance ❏	Noise exposure ❏	Defective tools, equipment, materials ❏
Inadequate engineering ❏	Exposure to disease ❏	Congested or restricted action ❏
Inadequate ventilation ❏	Poor housekeeping ❏	Hazardous gas, dust, fumes ❏
Inadequate lighting ❏	Fire and explosion hazards ❏	Inadequate tools and equipment ❏
Inadequate warning system ❏	Other (specify) _____	

Personal factors

Lack of knowledge ❏	Improper motivation ❏	Lack of skill ❏
Stress ❏	Inadequate capability ❏	Skylarking ❏
Tiredness ❏	Other (specify) _____	

Management or system failures

Insufficient training or information ❏	Inadequate leadership ❏	Poor workplace culture ❏
Inadequate ventilation ❏	Poor housekeeping ❏	Poor systems ❏
Inadequate lighting ❏	Fire and explosion hazards ❏	

Comments _____

_____

Reviewed by: _____   Date: ____/____/____   Next review date: ____/____/____

Use this form to investigate any injuries or incidents.

Name of School……………………………………………………………………

Injury or incident details:

Date of injury or incident:	Time:	Location:	Date reported:

Personal details of person involved:

Name:
Address:
Phone number:

Injury type: (Circle applicable injuries)

Strain/sprain	Bruising	Dislocation	Other (specify)
Fracture	Scratch/abrasion	Internal	
Laceration/cut	Amputation	Foreign body	
Burn/scald	Chemical reaction	Stress/fatigue	

Damaged property:

Cause of damage	Nature of damage	Type of damage

The injury:

Describe what happened (space overleaf for diagram – essential for vehicle injuries) and briefly describe injuries.
What were the causes of the injury or incident?

How serious was the injury or incident? (Circle one)

Very serious	Serious	Moderate	Minor	Negligible

What is the risk of it happening again? (Circle one)

Very likely	Likely	Moderate	Unlikely	Rare

What action will be taken to prevent a recurrence?

Action:	Actioned: ❑	By Whom:	When:

Injury treatment:

Treatment type: ie, medical, first aid	Name of person giving first aid:	Doctor or hospital (if required):

Investigator:	Date:

WorkSafe NZ advised: Yes No (Circle one)	Date advised:

Name: _____   Signature:_____

Workers ❑   Worker's Representative ❑   Dated   ____/____/____

Use this tool to record any incidents of injury/ notifiable event for the regulator (WorkSafe).

1 Particulars of employer:
(Business name and address)

2 Location of place of work:

3 Personal data of injured person:

Name	
Residential address	
Date of birth	
Sex	M ❑ F ❑

4 Occupation or job title of injured person:

5 Period of employment of injured person:

❑ 1st week	❑ 1st month	❑ 1-6 years
❑ 6 months-1 year	❑ 1-5 years	❑ Over 5 years
❑ non-employee		

6 Treatment of injury

❑ Nil	❑ First-aid
❑ Doctor (not hospitalised)	❑ Hospitalised

7 Time and date of incident/notifiable event:

Time			am/pm
Date			
Shift	❑ Day	❑ Afternoon	❑ Night
Hours worked since arrival at work			

8 Mechanism of incident/serious harm:

- ❑ Fall, trip or slip
- ❑ Hitting objects with part of the body
- ❑ Sound or pressure
- ❑ Being hit by moving objects
- ❑ Body stressing
- ❑ Heat, radiation or energy
- ❑ Biological factors
- ❑ Chemicals or other substances
- ❑ Mental stress

9 Agency of incident/notifiable event:

- ❑ Machinery or (mainly) fixed plant
- ❑ Mobile plant or transport
- ❑ Powered equipment, tools or appliances
- ❑ Non-powered hand-tools, appliances and equipment
- ❑ Chemical or chemical products
- ❑ Material or substance
- ❑ Environmental agency
- ❑ Animal, human or biological agency (not bacteria or virus)
- ❑ Bacterial or virus

10 Body part:

❑ Head	❑ Neck	❑ Trunk
❑ Upper limb	❑ Lower limb	❑ Multiple locations
❑ Systemic (internal organs)		

11 Nature of injury or disease: (specify all)

- ❑ Fatal
- ❑ Occupational hearing loss
- ❑ Fracture of spine
- ❑ Puncture wound
- ❑ Other fractures
- ❑ Poisoning and toxic effects
- ❑ Dislocation
- ❑ Multiple injuries
- ❑ Sprain or strain
- ❑ Damage to artificial aid
- ❑ Head injury
- ❑ Disease, nervous system
- ❑ Internal injury of trunk
- ❑ Disease, musculoskeletal
- ❑ Amputation, incl. eye
- ❑ Disease, skin

❑	Open wound	❑	Disease, digestive system
❑	Superficial injury	❑	Disease, infectious or parasitic
❑	Bruising or crushing	❑	Disease, respiratory system
❑	Foreign body	❑	Disease, circulatory system
❑	Burns	❑	Tumour (malignant or benign)
❑	Nerves or spinal cord	❑	Mental disorder

12   Where and how did the incident/harm happen?

If not enough room, attach separate sheet or sheets

13 Has an investigation been carried out?

❑   Yes   ❑   No

14 Was a significant hazard involved?

❑   Yes   ❑   No

Completed by:

Employer or employer's representative
(delete which is not applicable)

Name:

Signature:

Date: _____/_____/_____

Use this tool to report to your board any injuries and incidents over a given time period. Note: if an injury/incident is of a serious nature reporting this to your board chair should happen as soon as possible.

For the period ____/____/____ to ____/____/____

	Workers	Students	Others (e.g. visitors)	Total
Number of minor injuries or incidents needing on-site treatment only				
Number of injuries or incidents resulting in doctor or other medical visits				
Number of notifiable events (reported to WorkSafe NZ)				
Causes				
Comments on notifiable events/analysis/corrective actions				
Trends				

Reviewed by: _____ Date: ____/____/____

Next review date: ____/____/____

3.17　Induction, Training and Information

Members of the school community and people visiting the school need to understand the hazards they are exposed to or can create, and know how to minimise risk. The school can achieve this through an ongoing programme of providing information and training.

Schools/kura are required to provide information and/or training for existing workers, students, relieving workers, professional visitors, contractors, other school users, parents and members of the community who visit the school workplace.

Health and safety information must be accessible to all workers.

> There's no requirement for induction in the new legislation. However this a very common method of letting visitors know about any risks or hazards, and what to do in an emergency.

Assessing information and training needs

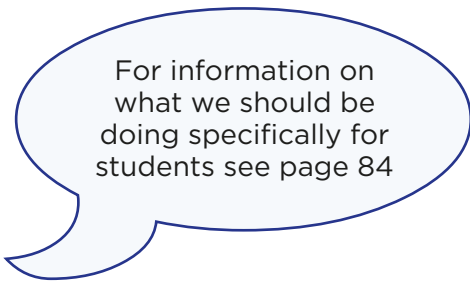An analysis of the following will help decide what health and safety training and information is needed:

- hazard registers and control plans
- hazard checklists
- the injury/incident register and investigation reports
- worker, student, visitor and contractor induction processes
- workers' professional development and job training plans.

As part of this process, schools/kura must demonstrate that the health and safety information given to workers has been understood. Workers training records must be signed as evidence of completion.

Information

Schools/kura have a responsibility to provide health and safety information to workers and other school users. Health and safety information can be provided in the following formats/forums:

- posters and signs
- workers and student handbooks
- induction
- parent/whānau and community meetings
- classroom activities
- health and safety committee meetings
- workers' meetings
- online

For information on what we should be doing specifically for students see page 84

1.　Induction processes

Induction of workers, students, visitors or contractors to the school is an important opportunity to provide health and safety information and training.

Each board needs to maintain a checklist of what is to be provided and a record must be kept of each induction.

Provision of information and/or training

Schools/kura need to decide how the information and training is going to be provided. A training plan should consider the following steps:

- what type of information or training should be provided
- when it should be provided
- who should receive it
- where it will take place

- trainer
- budget/resources
- job release time for training

2. Training

Training is an active process of providing information and skills and a commitment to doing things in new ways.

Health and safety training needs to ensure that workers are provided with at least the following health and safety information:

- managing emergencies
- managing hazards
- worker/PCBU health and safety responsibilities
- injuries/incidents investigation and reporting responsibilities
- identifying/recording hazards
- how to use equipment safely.

Consideration needs to be given to provision of officer training and training for health and safety representatives.

If the health and safety representative resigns or leaves the organisation, ensure they are replaced.

3. Records

A training record needs to be maintained for each worker and reviewed regularly to track progress on achieving health and safety competency (Tool 24, p81).

Review and assessment

The effectiveness of information and training programmes can be assessed at the same time as health and safety components of the Annual Plan. The assessment needs to determine whether:

- Programmes are effective and still appropriate
- Any updates are required
- Further topics should be added
- Individual training needs can be reviewed, in consultation with workers, when professional development and job training plans are updated.

Supporting resources and information

Tool 22: Information & training checklist

Tool 23: Health and Safety Induction checklist
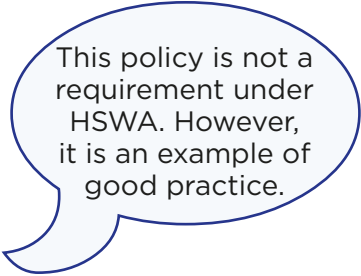
Tool 24: Workers Health and Safety Training Plan & Record

Factsheets: Professional Development, Health and Safety Resources, and Worker Engagement part 1 and part two

A list of training sources may be obtained from agencies including the Ministry of Education, CTU and NZSTA.

3.18 Example Health and Safety Policy: Induction, Training and Information

Policy

This policy should be read in conjunction with the Health and Safety at Work Act 2015: A Practical Guide for Boards of Trustees and Officers which clearly outlines Health and Safety responsibilities.

This policy is not a requirement under HSWA. However, it is an example of good practice.

Purpose:

To provide new workers with information and training in health and safety, including their responsibilities and rights to a safe and healthy work place.

Health and safety is everybody's responsibility. Effective health and safety management requires the involvement of all school workers.

Induction

Workers: all new workers must have a school induction arranged by their principal/relevant school leader. This will include the identification of:

- risks and hazards within their work area
- appropriate risk control procedures
- the risk register which will be provided to be read and signed by the worker
- relevant school health and safety policy and procedures for reading
- emergency procedures (sight first aid cabinet, fire alarms and fire fighting equipment, emergency exits)
- an introduction to the area Health and Safety Representative and those trained in first aid.

The principal/relevant school leader is responsible for ensuring the workers induction checklist is completed.

Health and Safety Training

Compulsory health and safety training for all workers includes:

- fire drills
- computer health and safety
- harassment and bullying prevention
- other training as directed by the principal, necessary to ensure risks associated with specific work are managed in a safe manner.

Optional training available, relevant to specific work areas and/or potential hazards:

- First Aid (to be approved by principal). All workshop and technical workers should be trained in first aid. Also, coverage can be provided in an area by other full-time workers.
- Back care/manual handling
- CPR
- Defensive Driving
- Hazardous Substances: Workers who handle chemicals must meet the training requirements of the Hazardous Substances and New Organisms Act 1996 (HSNO) and Regulations:
    - » this includes chemical safe handling training (2.5 hour course)
    - » Approved handler training (4 hour ERMA course).

Contracted workers

Induction:

The principal/relevant school leader will:

- provide health and safety induction, as appropriate, including:
    - » hazards and controls within their area and scope of work
    - » a walk-through of emergency procedures
    - » relevant school health and safety policies and procedures

Service, maintenance and construction contractors

The appropriate school leader will ensure that all health and safety requirements and responsibilities are carried out in accordance with the policy on contractor health and safety.

Criteria for Health and Safety Trainers

To ensure our workers and external trainers have appropriate qualifications and experience to teach Health and Safety in their field of expertise. It is the responsibility of the principal to check the following:

- Qualifications of the trainer
- Industry Experience
- Current competency and registrations
- Person specifications for the role, as described in the position description/profile and expectations for each worker

Monitoring

- Completion of training is reported and recorded
- Principal or nominee monitors renewal/refresher needs for First Aid and Fire Warden training

Review and assessment

The effectiveness of information and training programmes will be assessed at the same time as health and safety components of the Annual Plan. The assessment needs to determine whether:

- Programmes are effective and still appropriate
- Any updates are required
- Further topics should be added.

Individual training needs can be reviewed, in consultation with worker, when professional development and job training plans are updated.

Review

This policy shall be reviewed every two years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Signatures

Signed: _____ Date _____

Signed: _____ Date _____

Tool 22 - Information and Training Checklist   Toolbox

Use this checklist to review your health and safety information and training processes at your school.

Does our school have:	**Yes**	**No**
1. Health and safety information that is available to all workers?	❑	❑
2. A record of health and safety training needs for specific roles, tasks or areas of work?	❑	❑
3. A health and safety training plan for delivering the training identified?	❑	❑
4. A designated person or persons responsible for supervising new workers?	❑	❑
5. Criteria for selecting suitable health and safety trainers?	❑	❑
6. A list of trainers available and their areas of expertise, including experience and qualifications?	❑	❑
7. Signed worker training records?	❑	❑

For further information about training needs refer to **Factsheet Topic 10 Professional Development**.

Approved by: _____   Date: ____/____/____

Next review date: ____/____/____

Actions arising from Checklist:

-
-
-

Tool 23 - Health and Safety Induction Checklist   Toolbox

Use this tool to review your schools health and safety induction processes.

Does our school's induction include:	**Yes**	**No**
1. An explanation of our workers' health and safety responsibilities?	❏	❏
2. A full health and safety briefing on workplace hazards and safe working methods?	❏	❏
3. An explanation of the hazards they will be exposed to in the workplace as well as hazards they may create as they work?	❏	❏
4. Reporting requirements for injuries and incidents?	❏	❏
5. Introductions (if applicable) to the health and safety representative, fire warden, and first aider?	❏	❏
6. An explanation of emergency and evacuation procedures?	❏	❏
7. Showing the location of First Aid kits, Civil Defence kits, phones, fire extinguishers, fire alarms, emergency exits, emergency meeting points, etc	❏	❏
8. An explanation of any compulsory personal protective equipment and safety gear, and why it must be used?	❏	❏
9. Information about worker participation and representation in the school's health and safety polices and procedures?	❏	❏

For further information about induction refer to Factsheet Topic 5 Workplace management, Part 1.

Approved by: _____   Date: ____/____/____

Next review date: ____/____/____

Actions arising from checklist:

-
-
-

Use this tool to plan and record individual worker's health and safety training.

Name:

Site/dept:

Date:

Skill/Knowledge	Planned date	Completed date	Employee signature	Refresher	
				Planned date	**Completed date**
Health and safety responsibilities					
Risk identification and management					
Incident recording and reporting					
Safe work procedures					
Safe use of plant and equipment relevant to the worker's duties					
Use and maintenance of personal protective equipment					
Safe use and storage of hazardous substances					
Emergency procedures, including evacuation procedures and use of emergency equipment					
First Aid					
OOS prevention					
Stress management					
Managing extreme behaviour					
Voice presentation and projection					
Manual handling and lifting					

Note: We recommend a training record needs to be maintained for each worker and reviewed regularly to track progress on achieving health and safety competency
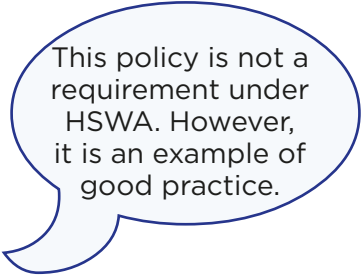
3.19   Example Health and Safety Policy/Procedure: Personal Protective Equipment

Policy

This policy should be read in conjunction with the Health and Safety at Work Act: A Practical Guide for Boards of Trustees and Officers which clearly outlines Health and Safety responsibilities.

> This policy is not a requirement under HSWA. However, it is an example of good practice.

Purpose

The purpose of the Personal Protective Equipment (PPE) policy is to protect our workers from risks we have in the workplace. PPE is not a substitute for more effective control methods. It is considered when all other means of hazard and risk control are not satisfactory or possible. It will be used with other controls unless there are no other means of control.

Scope

This policy applies to and is to be followed by all of our workers and others at the school. This includes all members of the schools leadership team, workers, contractors, temporary workers, volunteers and visitors.

The board will consult, co-operate and co-ordinate with other workplaces on PPE that is to be used. For that reason, this policy can also be applied where an adequate PPE policy does not exist at other workplaces.

Standards

- we will meet the requirements of WorkSafe NZ Regulations
- our people must have access to PPE when it is required
- PPE must meet the relevant AS/NZS compliance standards -
- equipment provided must fit the person correctly for example:
    - » hard hats/helmets fit and adjusted correctly
    - » foot and eye wear must be the right size
- our people must be trained in using the PPE
- PPE must be maintained in good condition and available for use when needed.

Roles and Responsibilities

We will provide the right tools to get the job done safely.

Workers – (employees, temporary workers, contractors, volunteers)

- wearing PPE properly as required
- attending the required training sessions
- properly caring for, cleaning, maintaining and inspecting PPE as required
- following the board's PPE policies and rules
- informing the relevant school leader of the need to repair or replace PPE

Officers

- conducting workplace and activity hazard and risk assessments
- determining the presence of hazard and risks which need PPE
- selecting and purchasing PPE and making it available to our people
- reviewing, updating and conducting PPE hazard and risk assessments whenever
    - » a job changes
    - » new equipment is used
    - » there has been an incident
    - » a person or manager requests it, or at least every year
    - » maintaining hazard and risk assessment records
- providing training, guidance and help to our people on the proper use, care and cleaning of approved PPE

- ensuring that PPE training certification and signed evaluation forms are in the person's PPE and training records
- maintaining records of PPE issued and training undertaken
- ensuring that our people properly use and maintain their PPE
- ensuring that our people follow the board's PPE policies and rules
- notifying the school leadership team and health and safety representatives when new hazard and risks arise, or processes are added or changed
- ensuring the immediate disposal and replacement of defective or damaged PPE
- periodically re-evaluating the suitability of previously selected PPE
- reviewing, updating, and evaluating the overall effectiveness of PPE use, training and policies

Review

This policy shall be reviewed every two years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Signatures

Signed: _____ Date _____

Signed: _____ Date _____

3.20 Managing Visitors

This section outlines the roles and responsibilities of visitors to schools/kura and provides processes for managing different types of school visitors.

Schools are required to implement and maintain health and safety management systems to ensure:

- that no contractors are harmed or cause harm while doing any work they are engaged to do.

Schools/kura are also required to do what is reasonably practicable to ensure that no harm comes to any contractor or workers of a contractor while doing work they are engaged to do for the school. Contractors and subcontractors as workers also have duties set out by their own PCBU (or if an individual, duties of a self-employed worker).

Equally it is important to work with contractors to ensure that their actions do not create hazards or harm to students, workers and visitors.

In addition, schools/kura must do all that is reasonably practicable to ensure that:

- no action or inaction of any worker harms any other person, including students
- people at a school with the consent of the board, or undertaking work for the board, are not harmed by any hazard.

As good practice schools/kura should warn people of any significant hazards at the school and clearly identify the roles and responsibilities of students, school workers, visitors and contractors.

3.21 Responsibilities of Students

Students

The school's responsibility towards students centres on keeping them safe from risks and hazards and ensuring they are not harmed by the action or inactions of workers at the workplace. This can largely be addressed by provision of information and promotion of good workers' health and safety practices.

Student Induction

When a student enters the school, there is an opportunity to provide information about health and safety in the school as part of orientation activities. This is also a time when students can learn about their health and safety responsibilities. Information could cover:

- basic health and safety concepts (taking into account ages and abilities)
- how to recognise and report hazards
- awareness of hazards in the school environment
- awareness of evacuation procedures
- awareness of fire drills, earthquake and other drills
- school safety procedures (e.g. for use of cooking equipment, cleaning equipment, swimming pool, science and technology labs)
- location of first aid supplies and emergency contact numbers.

The school also has a responsibility to provide students and visitors with health and safety information on an ongoing basis. This could include signs and posters, which are:

- displayed in areas where people enter the school or school facilities
- displayed in areas where students gather
- meaningful to the target groups
- appropriately sited in potentially hazardous areas e.g. playgrounds, kitchens, swimming pools, science and technology labs
- provided in non-English language versions if appropriate
- appropriately illustrated with pictures and diagrams.

Student representation and participation

Where appropriate, the school may encourage student representation in groups managing health and safety in the school and/or participation in consultation on health and safety issues.
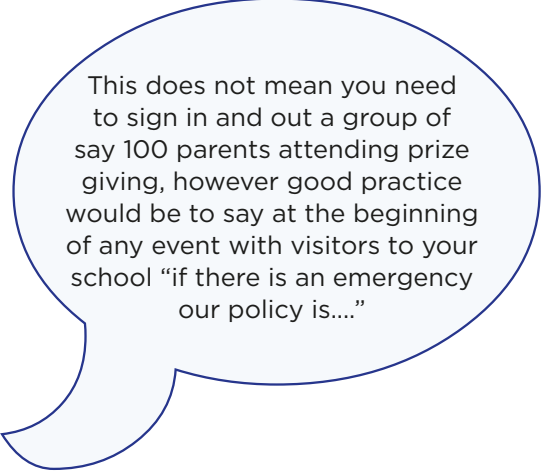
Health and safety information

Health and safety procedures and information **need to be** provided to all visitors.

For parents/guardians/whānau this information can be provided:

- when their child enrols at the school, possibly in a handbook
- in school newsletters.

For other visitors, this could be achieved through:

- parent/teacher meetings
- school induction programmes
- through visitor responsibilities handout
- through appropriate signs and displays.

3.22   Responsibilities of Visitors

School visitor induction

There's no requirement for in method of letting visitors know about any risks or hazards, and what to do in an emergency.
This may be in the form of a sign in register at reception which states the visitor's health and safety obligations.

This does not mean you need to sign in and out a group of say 100 parents attending prize giving, however good practice would be to say at the beginning of any event with visitors to your school "if there is an emergency our policy is…."

Induction should involve signing visitors into the school when they arrive, and signing out as they leave (some schools/kura may also want to provide an identification tag that visitors wear while in the school grounds).

Information required from visitors is:

- name
- title/role
- who they're visiting
- time in and time out.

School signage

All entrances to the school should clearly indicate the location of the visitor reception area. Signage could say, `All visitors please report to reception/the school office'. Reception/office workers must be trained on the visitor induction programme. When signage has been established, the school should send a special notice to parents advising them of the following:

- "pick up and drop off" points
- health and safety protocols
- visitor register
- WorkSafe NZ at School Guide.

Discretion should be used for regular visitors dropping off or picking up goods from school, eg, couriers.

School visitors

Special arrangements may need to be made in respect of school-based marae for the health and safety of those who may be on-campus overnight and at other times when the school is closed.

Similar procedures will apply to all school groups using the school buildings as accommodation. Even when the group is not related directly to the school, some process for informing occupants of basic safety issues and confirming that access and emergency exits are available should be in place. Other hazards to both health and safety may arise where food is being cooked, stored or prepared on-campus, or where large groups bring extra pressure on limited facilities designed to cater for smaller numbers of workers and students.

Signs, checklists and information sheets for visitors need to be clearly understandable. Language, literacy, vision or hearing issues should also be considered.

Note: These requirements also apply to volunteer workers and other volunteers.

Contractors

All contractors who have unsupervised access during school hours, must be police vetted. This no longer happens through the NZ Education Council - the board or management/workers of the school must go directly to the [New Zealand](#) [Police Licensing and Vetting Service Centre](#).

As contractors are a PCBU, there is an obligation to consult, cooperate and coordinate activities to meet shared responsibilities. Schools/kura need to ensure that their contractor management procedures address both:

- contractors engaged in a large project, e.g. builders, who will be subject to supervision and monitoring clauses in their contract; and
- contractors undertaking work on a regular basis, but who may or may not have a formal contract. There is also a diverse range of such contractors, including cleaners, lawn-mowing contractors, repair-people, electricians, plumbers.

Contractor's health and safety history

When engaging a contractor the school **needs to** check that the contractor has a satisfactory health and safety record (see Tool 26, p90).

The contractor should provide:

- evidence of relevant work experience
- evidence of appropriate qualifications - only registered tradespeople must be hired
- a copy of their own Health and Safety Plan (where relevant)
- examples of how they manage their own health and safety at work (e.g. identifying hazards, use of protective clothing, warning signs for other people, etc.)
- their injury/incident history (unless it contains personal information).

Contractors' sign-in register

Use this [example register](#) to capture key contractor information. Keep it at reception or the main school entrance. Contractors should be encouraged to complete this every time they are on site. The benefits of a detailed register are:

- you are aware of who is on site at any given time
- you know what activity they are on site to do
- you know start and completion times
- you can see what safety documentation has been provided
- you have proof that consultation between the two PCBUs, ie the contractor and the school, has taken place about the nature of the work and what the risks are for each
- you can see the status of criminal reference checks of tradespersons on site
- you can see tradespeople training and contact details including evidence that contractors have been made aware of the potential hazards at the site.

Contractor induction training and information

When any contractor begins work at the school, there needs to be an induction procedure to ensure they have the necessary information to keep themselves safe, and avoid causing harm to others.

This could be achieved by providing the contractor with an information pack which outlines identified hazards in the area where they will be working. The contractor needs to be made aware that their health and safety performance will be monitored and reviewed on completion of the contract. Records must be kept of information and training provided to contractors.

The school must be familiar with the work that the contractor is about to complete. This will require the school to obtain information from the contractor including:

- the name of the nominated contact person (from both parties)
- information from the school about known hazards that may affect the contractor or their workers
- information from the contractor about hazards they may bring on site or create
- procedures for reporting hazards and injuries and incidents
- emergency and first aid procedures
- any work permit procedures
- what safety equipment is required

- what areas of the school will need to be restricted
- any additional school rules that the contractor will need to adhere to
- any work that needs to be notified to WorkSafe. The prescribed form is available from the WorkSafe website.

Setting up a written health and safety contract

Contractors should be formally engaged with a written contract. Ensure that the contract covers the following (see Tool 27):

- the contractor agrees to comply with all legal requirements
- the contractor agrees to complete induction training with the principal/HSR
- the contractor agrees to use specific work practices required by the school
- the contractor and their workers shall be fully trained, qualified and have current certification for their work as required by law
- the contractor and their workers shall use safe practices to identify, minimise and monitor hazards in the workplace
- the school shall have power of inspection and audit at any time
- the school shall have power to stop work if health and safety provisions are not met
- the contractor and the school's workers shall report injuries and incidents using the school's reporting procedures

Monitoring contractor's performance

It is recommended that the following steps be taken to monitor the way the contract work is being carried out and to identify problems before injuries or incidents occur:

- raise issues that require attention by the contractor for any observed unsafe work practices
- conduct regular inspections
- investigate all incidents and near misses
- have regular meetings to review health and safety performance
- undertake post-contract evaluations with contractors.

Evaluation

Boards should evaluate the workplace on an ongoing basis, e.g. annually, to ensure hazards are identified and controlled.

Induction, training and supervision

All contractors must be:

- informed of the hazards in their workplace
- instructed on how to minimise the potential for harm to them or others
- informed of what to do if an emergency arises while they are at work or using equipment (including motor vehicles) at work
- informed where all safety equipment is kept.

All information to contractors should be given in such a way that all workers are likely to understand it.

Boards should do everything reasonably practicable to ensure that all contractors, either:

- have sufficient knowledge and experience of the work they are doing that they are not likely to cause harm to themselves or to anyone else, or
- are supervised by another person with that knowledge and experience.

The contractors PCBU is required to do all they practicably can to ensure that their contractors are adequately trained to safely use any equipment (including motor vehicles), which they use in their work.
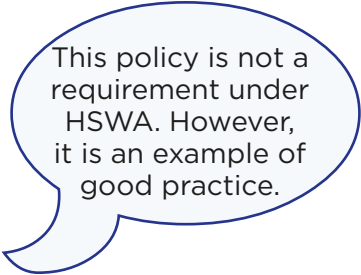
> **Supporting information:**
> - Tool 25 - Health and safety checklist for visitors and students
> - Tool 26: Contractor's Checklist
> - Tool 27: health and safety contract with external contractor
> - Police Vetting Section 78C Education Act 1989

3.23 Example Health and Safety Policy/Procedure: Others

Policy

This policy should be read in conjunction with the Health and Safety at Work Act: A Practical Guide for Boards of Trustees and Officers which clearly outlines Health and Safety responsibilities.

> This policy is not a requirement under HSWA. However, it is an example of good practice.

Rationale

For the safety of visitors and the school's students and workers, the school must be able to identify who is on the school site. The principal must be informed of any interviews of students by visitors from outside agencies.

Purpose:

1. To identify all visitors to the school.
2. To ensure administration workers are aware of who is in the school throughout the day for security and emergency purposes.
3. To provide clear guidelines on identifying visitors.

Process:

1. Signs requesting visitors report to the school office are posted around the school and the administration block is clearly marked.
2. On reporting to the office, visitors are requested to sign in with the date and time of their arrival and receive a visitor's label to wear while on the school grounds.
3. Any visitor wishing to speak to a student other than a child under their care must have the permission of the Principal or his delegated representative.
4. Administration workers will locate the appropriate person to meet with the visitor and escort them around the school.
5. School workers are expected to challenge any visitors to ensure they have reported to the office, and that their presence is understood.
6. The principal must approve any non-workers attendance at school with the exception of parent helpers.
7. Those 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).

Approval:

When the board approved this policy it agreed that no variations of this policy or amendments to it could be made, except with the majority approval of the board.

Review:

This policy shall be reviewed every two years or more regularly by agreement. The provisions of this agreement may be varied by the board following consultation with workers.

Signature   Signed: _____ Date _____

Use this tool to review your visitor and students' health and safety processes.

Does our school have:	**Yes**	**No**
1. An induction process for visitors to our school that covers risks and emergency procedures?	❑	❑
2. Health and safety signs and posters displayed in areas where visitors enter our school or school facilities?	❑	❑
3. Non-English language versions of signs and posters, if required?	❑	❑
4. Health and safety rules available for regular visitors?	❑	❑
5. A process to introduce students to basic health and safety concepts?	❑	❑
6. A process to encourage students to recognise and report hazards?	❑	❑
7. A process to enable students to remove themselves from areas of risk?	❑	❑
8. A process for introductions to be made to health and safety representatives/first aiders?	❑	❑
9. A location identified for Civil Defence information?	❑	❑

Approved by: _____   Date: ____/____/____

Next review date: ____/____/____

Actions arising from Checklist:

-
-
-

Tool 26 - Contractor's Checklist — Toolbox

Use this tool to review your contractor's health and safety processes.

	Does our school have a procedure to ensure:	Yes	No
1.	Contractors provide evidence of relevant work experience?	❑	❑
2.	The contractor and their workers are appropriately trained, qualified and have current certification for their work as required by law?	❑	❑
3.	Contractors have a positive health and safe work history?	❑	❑
4.	Contractors have provided examples of how they manage their own health and safety at work?	❑	❑
5.	Contractors have provided their injury and incident history?	❑	❑
6.	Contracts includes the contractor's health and safety responsibilities while at our school?	❑	❑
7.	An on-site induction process is carried out for contracted workers?	❑	❑
8.	The health and safety performance of contractors is actively monitored?	❑	❑
9.	Health and safety is part of the post-contract evaluation?	❑	❑
10.	A hard copy of our school's health and safety policy is available for contractors?	❑	❑
11.	If an incident or near miss happens, the contractors report this to our school?	❑	❑
12.	Can we prove that we have consulted, collaborated and coordinated with the contractors?	❑	❑

Approved by: _____   Date: ____/____/____

Next review date: ____/____/____

Actions arising from Checklist:

-
-
-

Use this tool when engaging with an external contractor.

EXTERNAL CONTRACTOR HEALTH AND SAFETY AGREEMENT

(Name of School): _____

All contractors contracted by (Name of School) to carry out work on the school premises must comply with the health and safety procedures, and requirements as laid out in the Health and Safety at Work Act 2015.

(Name of School) reserves the right to inspect the work at any stage. In the event of failure to comply with the Health and Safety at Work Act 2015, (Name of School) may issue a notice requiring the work be stopped until any such failure has been rectified. The school shall not be liable for any costs or loss sustained by the contractor attributable to rectifying any breaches to these rules.

(Name of Contractor and address)

The Contractor hereby acknowledges that:

Injury Reporting – All notifiable injuries or near miss incidents as defined by statute (including dangerous occurrences product contaminations and potential hazard situations must) be reported to the principal/health and safety coordinator and logged in the injury register. Injuries are to be treated by qualified first aiders or experienced medical workers and records of treatment maintained.

Sub Contractors – Contractors are responsible for ensuring that any sub-contractors they may appoint may receive a copy of this document and comply with the conditions therein. Sub-contractors working on school sites will be supervised by a designated supervisor.

Emergency Evacuations – Contractors must ensure they and their workers are familiar with the (Name of School) emergency evacuation procedures as displayed throughout the premises, and comply with evacuation instructions given by fire wardens in the event of an emergency evacuation.

Access – No action will be taken by you, the contractor, or any of your workers to restrict or obstruct access to and from normal places of work and the passage of people and/or vehicles, unless permission is obtained from the principal or health and safety coordinator; to emergency apparatus e.g. fire fighting equipment, and emergency exits.

Dust and Fume Control – Contractors must inform the principal/health and safety coordinator of all processes that produce dust or fumes, and all statutory provisions must be undertaken

Hazardous Material – Contractors must inform the principal/health and safety coordinator of processes or materials of a hazardous nature connected with the contract works prior to the commencement of such work. The contractor must provide secure storage for any such materials. Any storage must comply with legislative requirements

Warning Signs and Notices – Suitable warning signs must be displayed warning of potential hazards. All school warning signs and restrictions have been taken to ensure the safety of workers and others, and until permission is given by the principal/health and safety coordinator

Security – All contractors are expected to wear company identity badges whilst on site, and register with reception

Statutory Regulations – Contractors must meet each and every one of the obligations imposed on them by statute, statutory regulations, or local authority bylaws, including amendments and replacements to them

Disclaimer – The school shall under no circumstances be liable for any loss, damages, compensation, cost or injury sustained by a contractor or any other person if such loss, damage, compensation, cost or injury is attributable either wholly or in part to the failure by such persons to observe these rules. The contractor will provide a copy of previous work history upon request

Declaration

I hereby agree that I have read and understand the above conditions, and both my workers and I will comply with all health and safety standards as required.

Signed: _____

On behalf of: _____

Date: _____

Part 4:

Related resources and legislation

Administering medication

Alcohol on school sites

Asbestos

Behaviour support tools

Bike and fitness tracks at schools/kura

Boilers for school heating

Building warrants of fitness for school facilities

Bullying prevention and response: A guide for schools

Cell phone towers on school sites

Civil Defence and national emergencies - response

Dental clinics at schools/kura

Digital technology guide for schools/kura

Drinking water quality

Easements affecting school land

Education outside the classroom (EOTC) and outdoor education

Electrical equipment testing in schools/kura

Fire safety design

Fires and fireworks at schools/kura

First Aid

Glass installed in schools/kura

Hazardous substances on school sites

Health conditions in education settings: Supporting children and young people

Historic heritage features on school sites

Hostel Regulations

Houses for teachers and caretakers

Interventions: Guide for Schools/kura

Keeping students safe on school buses

Learning Experiences Outside of the Classroom

Leasing or hiring land and buildings to third parties

Lockdown and Evacuation

Off-Site Practical/Work Based Components (Students on Work Experience)

Playgrounds on school sites

Poisonous plants

Preparing for and dealing with emergencies and traumatic incidents

Property maintenance

Safety in Technology Education: A Guidance Manual for New Zealand Schools

Security/cyber design in schools/kura

Septic Tanks

SESTA – Special Education School Transport Assistance

Sleepovers in schools/kura

Students on Work Experience: Information for schools/kura

Suicide: preventing and responding to

Surrender and retention of property and searches - guidelines

Swimming pools at schools/kura

Traumatic Incidences

Tree maintenance at schools/kura

Waste management in schools/kura

Water Safety

Waterways on or by schools/kura

Wireless safety

4.1   Requirements of the Vulnerable Children Act 2014

The Vulnerable Children Act aims to protect and improve the wellbeing of vulnerable children and strengthen our child protection system. The new requirements apply to schools/kura as they receive state funding to provide a regulated service, and it also applies to some people or organisations that they contract to provide regulated services on their behalf.

There are two key requirements for the schooling sector under the Act. These are that schools/kura have a child protection policy, and must safety check all those who work regularly with children and whose work is paid (or unpaid as part of an educational or vocational training course).

Anyone convicted of a specified offence cannot be employed or engaged as a core children's worker, unless they have an exemption (workforce restriction).

Guidelines are available to help schools/kura and organisations meet the new requirements.

NZSTA resources

4.2   Other legislation (but not limited to)

Boards and officers should be aware that there are other Acts, Regulations, Codes of Practice and Industry Standards that need to be complied with and these should be read together, where practicable, with this guide.

These Acts include:

- The Animal Welfare Act 1999
- The Building Act 2004
- The Electricity Act 1992
- The Fire Safety and Evacuation of Building Regulations 2006
- The Gas Act 1992
- Hazardous Substances and New Organisms Act 1996
- The Health Act 1956
- The Radiation Protection Act 1965
- The Resource Management Act 1991

Food Act 2014

The Food Act 2014 makes sure the food that businesses sell is safe and suitable to eat. It also provides tools for businesses, such as schools/kura, to manage their food safety. Under the Act, anyone who sells or provides food needs to make sure it is safe and suitable to eat.

Depending on the type of food that is prepared, served or sold and the level of food safety risk involved, a school/kura may be required to operate under a Food Control Plan or one of the National Programmes (Level 1, 2, or 3).

The Ministry for Primary Industries (MPI) has developed an online tool 'Where Do I Fit?' to help you work out where your food activity fits within the new Food Act rules.

By answering a series of questions you can find out what you'll need to do to comply with the Act. The Ministry is working with the MPI to develop additional guidance to support schools/kura to implement these requirements.

Smoking/Smoke Free Environment

Under the Smokefree Environments Act schools must be smoke free. Schools/kura may choose however to schools/kura develop a comprehensive Smokefree policy separate from other policies because the issue is covered by separate legislation. The policy should take a 'whole-of-school/kura' approach. By working together, parents, whānau and workers can gain a shared understanding of how to increase young people's chances of remaining smokefree for life.

The following information may be useful in developing a policy on smoking and/or a smoke free environment:

- Smokefree have developed A Guide to a Smoke Free School which offers practical steps the school can take to becoming smoke free. The website also provides information including a school questionnaire, support for quitting and other resources. The guidelines and other information can be

- accessed and downloaded from the Smoke Free Schools' website.
- Smokefree, in partnership with SchoolDocs have also developed a template Smoke Free policy which sets out all you need to comply with the smokefree legislation, and promote a smokefree lifestyle to all members of your school community. The document is available for download in Microsoft Word format from the Smoke Free Schools' website.
- The Ministry of Health website provides general information on Smokefree Law which can be accessed on the [Ministry of Health](#) website.

4.3   Related resources

This section contains resources and information that relates to health and safety in a boarder context.

Administering Medication

At some point in their lives, almost all children and young people will need some care and support to manage their health while attending their schools/kura.

Schools/kura need policies and procedures in place to identify if a child or young person needs a health care plan. A policy might cover children whose health conditions are life-threatening or whose conditions require regular medication. Schools/kura will also need to determine the extent to which workers are involved and have the right skills, knowledge and understanding.

A framing question could be: What does your school have in place so workers are able to make informed decisions on administering medication to, and monitoring the health of students?

The following information may be useful in developing a policy on administering medication:

The Ministry of Education has developed health conditions in education settings: Supporting children and young people – A Guide for Early Childhood Services and Schools. The document and additional resources are available for download in PDF or Microsoft Word format from the [Ministry of Education](#) website.

The School Nurse website provides advice and best practice policies on a range of topics including administering medication. This template document is available for download in Microsoft Word format from the [School Nurse](#) website.

Alcohol on school sites

If, as a board of trustees, you allow alcohol at your school, you should have a policy that explains when alcohol will be available and at what kinds of events. You will also need a special licence when selling alcohol at an event or charging an entrance fee to an event where alcohol is available.

- [Alcohol on school sites](#)
- [Alcohol information](#)

Asbestos

As a board of trustees, you are responsible for managing asbestos in your school. You need to be aware what asbestos is known or suspected and have an appropriate asbestos management plan in place.

The inhalation of asbestos fibres can cause lung disease. As a board of trustees, you are responsible for managing any asbestos identified in your school. Before any construction or demolition work occurs you must have the area of work assessed for asbestos containing materials within it. If asbestos is found, it must be appropriately managed. The management of asbestos must be paid for as part of the building project.

Building products that may contain asbestos

Asbestos is a substance found in some building construction and fit-out products used in New Zealand in the past. These products include but are not limited to:

- corrugated cement roofing ('Super Six')
- membrane backing for roof coverings
- asbestos cement exterior cladding (exterior walls and soffit)
- textured ceiling coatings
- backing on vinyl and linoleum
- thermal insulation (lagging) around boilers and pipes for heating systems

- fire-protective linings on structural steel (limpet asbestos)
- fire doors and fire walls
- In-ground concrete piping.

Identify any known or suspected asbestos

Under the Asbestos Regulations, you have a duty to record all locations of known or suspected asbestos in the register of all hazards on your school site. You must keep this register and make it available to all people using the school site if requested. You can also record this data by marking the locations on your school CAD plan.

If asbestos is identified

If asbestos is suspected or confirmed, you must:

- Isolate the area
- immediately notify your property advisor
- notify WorkSafe NZ and follow its instructions
- engage a suitably qualified/certified person to work with the asbestos; and
- Ensure a sample is tested by an IANZ-accredited laboratory.

Further information and guidance on the asbestos regulations [can be found here](#) and additional information [can be found here](#).

- [Asbestos](#)

Behaviour support tools

Every teacher will at some stage have a child in their class or centre who is experiencing behaviour challenges. It takes a lot of your time and energy.

But positive behaviour can be learnt. An efficient and harmonious classroom or centre is possible. Once a situation has calmed down, take time to reflect with others from your school or centre. Use the approaches outlined in these info sheets if the situation arises again with this child or another child.

- [Behaviour support tools](#)

Bike and fitness tracks at schools/kura

Building a bike or fitness track is a good way for your school to help children get fitter. Boards of trustees can get advice on building a bike or fitness track from programmes such as Bikes in Schools/kura and schools/kura that have already built one. You pay the installation costs from your 5 Year Agreement (5YA) funding and/or board funding

- Bicycle/fitness tracks at their school

Boilers for school heating

Boiler heating systems are a safe, low-cost method of heating schools/kura. As a board of trustees, you need to manage and maintain your boiler well so that it runs safely and efficiently.

- [Boiler-based heating systems](#)

Building warrants of fitness for school facilities

Many schools/kura need a building warrant of fitness (BWOF) because they have some 'specified systems and features'. The BWOF shows that these systems and features are safe. As a board of trustees, you follow a simple process to get a BWOF.

- [Building Warrant of Fitness for state school buildings](#)

Bullying prevention and response: A guide for schools

Bullying is one particular form of aggressive behaviour. It can be covert or overt in nature. Most widely accepted definitions of bullying are based on four characteristics: bullying is deliberate, harmful, involves a power imbalance, and has an element of repetition.

Building a school culture where bullying has no place involves modelling and fostering healthy social interactions. While studies show that most students grow out of bullying behaviour with time, schools have a

valuable role in supporting students to develop effective ways of relating to others. Bullying prevention can be seen as a learning opportunity, which enables everyone to develop their understanding of bullying and their ability to respond to and address it.

- Bullying prevention and response: A guide for schools

Cell phone towers on school sites

As a board of trustees you cannot allow a cell phone tower to be placed on school grounds. Some radio frequency transmitters are allowed on school grounds where there is no other infrastructure.

- Cell phone towers and Wireless on school property

Civil Defence and national emergencies - response

Civil defence preparedness for schools/kura generally falls into two categories: Ensuring the safety of students and workers at school during a civil defence emergency and helping the wider local community during a civil defence emergency, as part of a response coordinated by the local territorial authority.

The local Civil Defence and Emergency Management Group will provide advice if your school is designated as a civil defence centre.

The following information may be useful in developing a policy to respond to civil defence and national emergencies:

- The What's The Plan Stan is an initiative which aims to support teachers to develop their students' knowledge, skills and attitudes to respond to and prepare for an emergency. The resource can be downloaded in relevant sections or as a complete guide in PDF format from the **What's The Plan Stan** website.
- Civil Defence has developed a Guide to the National Civil Defence Emergency Management (CDEM) Plan 2006. The document is available for download in PDF format from the Civil Defence website.
- The Ministry of Education has developed a framework for a school/early childhood Emergency Management Plan. The document is available for download in Microsoft Word or PDF format from the **Ministry of Education** website.

Digital/cyber technology guide for schools/kura

All schools/kura want a safe digital environment. To do that, schools/kura sometimes need to search students for digital devices and even confiscate them. The guide to digital technology tells school workers what they can and can't do, and it gives some ideas about how to create a safe digital environment.

- Digital technology guide for schools

Drinking water quality

Clean, safe water must be provided at schools/kura, especially for drinking. Poor-quality water can cause illness, and children are at the highest risk. Schools/kura are either on town water supply or 'self-supplying'. If you are self-supplying, then, as a board of trustees, you need to manage the quality of your water. Local authorities are responsible for water quality for schools/kura on town supply.

- Drinking water quality in schools

Dental clinics at schools/kura

District Health Boards (DHBs) provide oral health services at many schools/kura. You might have a permanent clinic at your school, a clinic that bas been built by the DHB or one that's run by a private contractor. All are covered by standard agreements between you, as a board of trustees, and the DHB.

- Dental clinics on school sites

Easements affecting school land

An easement gives someone the right to use someone else's land, such as driving across it to get to their property. Sometimes schools/kura have easements across their grounds, and sometimes schools/kura need easements over a neighbour's land.

- Easements

Education Outside the Classroom (EOTC) and Outdoor Education

Education outside the classroom (EOTC) is an essential part of school life in New Zealand. To extend students' learning experiences beyond the classroom, schools/kura need to take advantage of the opportunities offered by the wider community and the environment.

Boards are responsible for making sure that students are safe when taking part in events and activities outside the school. Boards must ensure EOTC management policies and procedures are robust and effective. They also ensure effective learning and teaching practices are in place to maximise learning and safety outcomes for students.

While boards must ensure the health and safety of all involved in EOTC, and that learning outcomes are met, they can only achieve this with the help of everyone involved.

The following information may be useful in developing a policy on education outside the classroom (EOTC) and outdoor education:

- Te Kete Ipurangi has developed EOTC Guidelines: Bringing the Curriculum Alive. Chapters 2-8 of the document outlines the statutory and policy requirements that boards need to follow to ensure they meet their responsibilities. The documents are available for download in PDF format from Te Kete Ipurangi.
- Te Kete Ipurangi has also developed information on Learning Experiences Outside the Classroom (LEOTC).

Electrical equipment testing in schools/kura

Most electrical equipment at your school/kura must be tested. This reduces the risk to people using the equipment. It must be tested by someone trained to do it, and it must be tested with proper testing equipment. As a board of trustees, testing electrical equipment is part of your legal obligations.

- Electrical equipment testing

Fire safety design

Following the Ministry's Fire and Safety Design Requirements for Schools means that you, as a board of trustees, will comply with the legislation around fire safety when you do any building work at your school. The Requirements cover design, fire alarms, emergency exits and sprinklers.

- Fire and safety design requirements for schools for boards, project managers and design consultants

Fires and fireworks at schools/kura

Check with the local council before lighting fires. Pyrotechnics can be used in school productions when the Ministry is informed and it's professionally supervised, but firework displays are never allowed.

- Fireworks and pyrotechnics for school productions

First aid

Boards may wish to develop a policy that outlines the school's responsibility to provide adequate and appropriate first aid to students, workers and visitors to the school. The policy should consider the responsibilities, the procedures in place to meet those responsibilities and provide guidelines for school workers in the administering of first aid.

You may wish to consider processes for dealing with small cuts, abrasions, severe cuts, bruising, concussion, burns, breaks and/or major injuries. You may consider outlining the location of first aid supplies at the school and the contents of these supply kits and incident reporting and management.

A number of organisations offer first aid training including First-Training, who run a practical, hands-on and fun course using scenarios in the school setting. More information can be found on the First Aid Training website.

Glass installed in schools/kura

Glass can be a hazard at schools/kura if it breaks. As a board of trustees, you need to manage this hazard, including knowing what kind of glass to install and what standards you need to comply with.

- Information about the Ministry's standards for preventing hazards presented by windows and door glazing at schools

Hazardous substances on school sites

One of your responsibilities for health and safety as a board of trustees is to protect people at your school from being harmed from hazardous substances. These people include students, workers and anyone coming onto the school site.

- [Hazardous substances on school sites](#)

Health conditions in education settings: Supporting children and young people

These guidelines will help schools/kura support children and young people with health conditions. They are a practical tool that provides tips about drafting health care plans, handling medications and where to go for more information on specific conditions.

- [Health conditions in education settings: Supporting children and young people with health conditions](#)

Historic heritage features on school sites

As a board of trustees, you may have features of historic heritage importance at your school. It's important to know how to identify these and the best way to look after them. The Ministry has guidelines to help you.

- [Historic heritage management on school sites](#)

Houses for teachers and caretakers

Core school houses are houses that are needed to recruit and retain teachers at schools/kura. As a board of trustees, you are responsible for managing any core houses your school/kura has, which includes dealing with rent and tenants. The Ministry manages non-core houses through the national housing contractor. We no longer build or replace caretaker houses but, if your school has one, you are responsible for its management.

- [School housing policy](#)

Hostel Regulations

The Ministry of Education is the Hostel Licensing Authority. All hostel owners must now be licensed to operate.

- [Hostel Regulations](#)
- [Health conditions in education settings](#)

Note as a board you may be the PCBU for your schools hostel

Interventions: Guide for schools/kura

This page provides information on statutory interventions that may be applied to schools/kura, under part 7A of the Education Act 1989, to address risks to the operation of individual schools/kura or to the welfare or educational performance of their students.

- [Interventions: Guide for schools](#)

Keeping students safe on school buses

Read the behaviour protocols and safety tips listed in our School Bus Safety: Behaviours and Responsibilities fact sheet. This list will help you keep up to date with the safety protocols that everyone should follow to help them travel safely on our school buses. The fact sheet includes information on standing on buses, seat belts, what happens if there is a crash, student behaviour and getting safely on and off the bus.

- [Keeping students safe on school buses](#)

Learning Experiences Outside of the Classroom

The Ministry values the role that LEOTC providers have in offering experiences that complement and enrich classroom learning. To ensure the Ministry and providers continue working together to meet LEOTC goals this area is being re-vamped to strengthen our commitment to providing quality learning experiences for students. Material will be added, both as discussion documents and to keep you well informed of any changes that are being implemented to strengthen LEOTC programmes.

- [Learning Experiences Outside The Classroom Provider Guide (2008)](#)

Leasing or hiring land and buildings to third parties

As a board of trustees, you can agree to any request to lease or hire out any of your school property. There is no automatic right for third parties to occupy your school property. If you agree, then it must be approved by the Ministry. There are different standard agreements that we provide, depending on the situation.

- Third party occupancy policy

Lockdown and Evacuation

A policy on lockdowns and evacuations consists of the processes and procedures for safe evacuation from school buildings during an emergency. This could include earthquakes, fires, floods and electrical storms, the procedures for when a dangerous person is on school grounds and the execution of practice drills.

The Buildings Act (2004) requires that an evacuation plan and procedure be developed for all public buildings. There is no such requirement with regard to the opposite of an evacuation or the lockdown.

Under the Health and Safety at Work (General Risk and Workplace Management) Regulations 2016, Boards as PCBUs have a duty to ensure that an emergency plan is prepared for the workplace and that it is maintained and implemented. The PCBU must maintain the emergency plan for the workplace so that it remains effective and must have regard to all relevant matters including the nature of the work being carried out, the nature of the hazards, the size and location of the workplace, and the number and composition of the workforce.

The development of a lockdown plan and procedure is an effective way in which to manage a number of potential emergency situations and assists the school to comply with its legal obligations, as detailed above.

The following information may be useful in developing a policy on lockdown and evacuation:

- Safe Schools have developed Developing a School Emergency Lockdown Response Plan: Utilising best practice from research. The document is available for download in PDF format from the Safe Schools website.
- The Ministry of Education has developed a framework for a school/early childhood Emergency Management Plan. The document is available from the Ministry of Education website.

Off-Site Practical/Work-Based Components (Students on Work Experience)

Schools/kura need to comply with the Work Experience Notice 2004 which includes a written document outlining the practices to be followed in relation to students on work experience and should comprise of:

- Clear responsibility designated for establishing and approving work placements for students and ensuring that the type of work that is to be undertaken is safe for the student concerned.
- Documented processes for acquiring consent from parents or caregivers if students are under the age of 16.
- The processes for monitoring and recording student attendance while the student is on work experience.
- The processes for the development of a written agreement between the school, the student and the employer (and the parents or caregiver if the student is under the age of 16).

The following information may be useful in developing a policy on off-site practical/work-based components or student work experience:

- The Work Experience Notice 2004 can be accessed on the Gazette website.
- The Ministry of Education has developed supporting material related to the Work Experience Notice 2004 including Students on Work Experience Information and Work Experience Agreement, a template that can be used between the school, the student and the employer. This information is available for download in Microsoft Word format from the Ministry of Education website.
- When students are on work experience, the primary responsibility for health and safety matters rests with the management of the workplace.   WorkSafe provides guidance to employers who have students undertaking work experience in their workplace. The information can be accessed on their website.

Playgrounds on school sites

Designing, building and upgrading playgrounds and providing playground equipment are your responsibilities as a board of trustees. There are some standards you must meet. You must maintain the playground to keep it safe.

- Playground Safety
- Playground equipment and surfacing

Poisonous plants

One of your health and safety responsibilities as a board of trustees is to protect people at your school/kura from poisonous plants. You need to check for and dispose of poisonous plants.

- Poisonous plants on school property

Preparing for and dealing with emergencies and traumatic incidents

Your school/kura may face a natural disaster or pandemic. Other traumatic incidents could include criminal acts or student suicide. It's important to be prepared for these events and know how to respond if they happen.

- A Pandemic Planning Kit
- A school/Early Childhood emergency plan
- Managing emergencies and traumatic incidents – The guide
- Planning for emergencies and traumatic incidents

Property maintenance

The Property Occupancy Document requires you to keep your school well maintained. Caretakers can do some of the maintenance and some should be done by qualified tradespeople. Both caretakers and contractors performance need to be regularly assessed.

- Preventative maintenance for school property

Safety in Technology Education: A Guidance Manual for New Zealand Schools

Safety in Technology Education: A Guidance Manual for New Zealand Schools provides teachers, principals, and board of trustees with the guidelines and information necessary to establish and implement sound health and safety policies and procedures for technology teaching and learning.

- Safety and Technology Education: A Guidance Manual for New Zealand Schools

Security design in schools/kura

As a board of trustees, you should consider a range of measures to increase security at your school/kura. These include creating an effective school/kura boundary, and installing appropriate lighting and security cameras. A security consultant can help you choose and operate a security system.

- Security in schools/kura design and guidelines

Septic tanks on school/kura sites

If your school/kura is putting in a septic tank, or upgrading your existing one, you need to think about what size you need and what your local council requires. You may need a resource consent. Septic tanks must be regularly maintained and cleaned.

- Septic tanks on school sites

SESTA – Special Education School Transport Assistance

Safe travel advice and guidance for students who have Special Education School Transport Assistance.

'Safe Travel for Students in Receipt of Special Education School Transport Assistance - A Good Practice Guide' is a document published by the Ministry of Education. It provides advice and guidance for schools/kura, caregivers and other school transport stakeholders on identifying and supporting a student's home to school travel needs.

- Safe travel for students in receipt of Special Education School Transport Assistance (SESTA) - A Good Practice Guide

Sleepovers in schools/kura

Students or non-school/kura groups might want to have a sleepover at your school/kura. As a board of trustees, you need a written agreement with the group having the sleepover, and any area used for sleeping must meet certain fire safety requirements.

- Sleepovers

Students on Work Experience: Information for schools/kura

The update to the Work Experience Notice, which regulates the conditions under which school students may get work experience, is intended to formalise current practice in schools/kura.

- Off-site practical - Work Experience

Suicide: preventing and responding to

The majority of young people in New Zealand enjoy positive wellbeing most of the time. However, some students will experience emotional distress and attempt suicide.

- Preventing and responding to suicide

Surrender and retention of property and searches - guidelines

All schools/kura have to provide a safe physical and emotional environment for students and workers. Schools/kura can search and confiscate student property providing they comply with the legislation and can justify their actions as reasonable and necessary to keep the environment safe.

- Guidelines for the surrender and retention of property and searches

Swimming pools at schools/kura

As a board of trustees, you must make sure everyone using the school/kura pool with your permission remains safe and healthy. You must manage the pool's water quality to the required New Zealand Standard.

- Swimming pools at schools

Traumatic Incidences

The way a traumatic incident is managed is critical to the recovery of students and workers within your school/kura. All schools/kura need to be prepared and know how to manage a traumatic incident before it occurs. The way an incident is managed strongly influences people's recovery. The Ministry of Education offers local workshops that support school planning. These workshops are supported by several resources.

The Ministry of Education teams support schools/kura during events that involve destruction or loss of property, severe injury or loss of life, the whole community and disrupt school functioning, high media interest and/or events shared by many children and their families.

The following information may be useful in developing a policy on how traumatic incidences can be handled:

- The Ministry of Education has developed Managing Emergencies and Traumatic Incidents: the Guide and Managing Emergencies and Traumatic Incidents: the Resources. These documents help schools/kura plan for and manage traumatic events. The documents are available for download in PDF format from the **Ministry of Education** website.
- The Ministry of Education has also developed Managing Emergencies and Traumatic Incidents: A Nine Step Checklist. This document provides detailed information on the steps involved in managing emergencies and traumatic incidents. This document is available for download in PDF format from the **Ministry of Education** website.
- For general information on Traumatic Events including the support available from the Ministry, call the Traumatic Incidents Team (0800 TI TEAM – 0800 84 83 26).

Tree maintenance at schools/kura

As a board of trustees you must maintain trees so they don't become a hazard to students or to neighbours. Some trees are protected and you should talk to your local council before trimming or removing them.

- Protected trees on school property

Waste management in schools/kura

Separating, reducing, reusing, recycling and composting are good options for managing school waste. As a board of trustees, you have to find ways to get rid of school waste with the least negative effects on the environment. Incinerating and building waste pits on the school grounds can only be done by schools/kura with no other options.

- School incinerators
- Septic tanks on school sites
- Waste management in schools
- Rubbish

Water Safety

Many people enjoy a vast range of aquatic activities that the New Zealand environment offers, whether at home, the beach, a pool or river. We all know that water presents a potential hazard, but we are often unsure of what precautionary measures to take.

The information contained in the link below will help you identify hazards and let you know the safety steps you can take when enjoying yourself in, on and under the water.

- [Water safety resources and safety tips](#)

Waterways on or by schools/kura

As a board of trustees, you need to take special care with waterways on or next to your school. Waterways include areas like rivers, the sea coast, wetlands and marginal strips. You need to ensure the school's activities don't damage the waterways, or overuse resources.

- [Waterways on or by schools](#)

Wireless safety

WiFi signals are too weak to cause harm to users, according to advice from the Ministry of Health and from international research. WiFi uses extremely low power radio signals to provide mobile internet access.

- [Wireless Safety in Schools](#)

Glossary

Control Measures	Ways of eliminating or minimising risks to health and safety.
Due diligence	The care that a reasonable person exercises to avoid harm to other persons or their property
Duty	A moral or legal obligation; a responsibility.
Duty Holder	A duty holder is a person who has a duty under HSWA.
EOTC	Education outside the classroom
Hazard	A situation or thing that has the potential to cause death, injury or illness to a person.
HSC	Health and Safety Committee
HSR	Health and Safety Representative
Officer	A person who holds a very senior leadership position and has the ability to significantly influence the management of a PCBU
Other person	Anyone who is not a worker or an officer of the PCBU eg visitors, volunteers, students, general public and anyone who may be put at risk by the work of the PCBU.
Overlapping duties	This is when more than one PCBU has health and safety duties in relation to the same matter.
PCBU	Person conducting a business or undertaking. The PCBU is usually a legal or corporate entity. In a school setting this is the board of trustees.
Personal Protective Equipment (PPE)	Anything used or worn by a person to minimise risks to their health and safety.
Plant	Includes machinery, vehicles, equipment (including PPE), appliances, containers, implements and tools. Examples include heaters, appliances, swings, computers vehicles.
So far as is reasonably practicable	Duty holders need to consider that which is, or was, at a particular time, reasonably able to be done in relation to ensuring health and safety, taking into account and weighing up all relevant matters
Risk	The likelihood certain consequences (death, injury or illness) might occur when a person is exposed to a hazard
Volunteer worker	People who regularly work for the school on an ongoing basis and are integral to the school's operations. Examples include reading tutors, library helpers, road patrol helpers, school canteen helpers.
Other volunteers	Other volunteers do not carry out work on an ongoing and regular basis for a school and they are not integral to the school's operations.
Volunteer Association	A group of volunteers working together for one or more community purposes, where none of the volunteers employs anyone to carry out work for the volunteer association. Volunteers are not classed as a PCBU.
Worker	An individual who carries out work in any capacity for a PCBU. Such as employees, contractors, subcontractors, volunteer workers, people on work experience and trainees).
Workgroup	A defined group of workers, who are represented by one or more health and safety representatives. The workgroup may be defined by physical location, a business group or group of workers who have common risks.
Workplace	A place where work is being carried out, or is customarily carried out, for a business or undertaking and includes any place where a worker goes or is likely to be at work
Worksafe	The government agency that is New Zealand's work health and safety regulator