COVID-19 Safety Management Plan (COVID Safe Plan)

This **Safety Management Plan (COVIDSafe Plan)** applies to all Victorian government schools, and outlines some key health, safety and wellbeing hazards that schools should plan for. It links to the strategies described in the School Operations Guide and the Health and Safety Advice for on site schooling in the context of coronavirus (COVID-19) issued by the Victorian Chief Health Officer, and the central and regional supports available.

The Safety Management Plan is a prevention approach to COVID19 and in the event of a suspected or confirmed case the COVID19 Management at Schools advice should be followed.

Principals should consult with their local Health and Safety Representative(s) and Health and Safety Committee(s) (if applicable) to implement the recommended controls to the maximum extent reasonably practicable. Contact your Regional OHS Support Officer for assistance with local consultation if required. A draft agenda has been developed for Health and Safety Committee (HSC) meetings to assist in facilitating consultation and identifying and managing risks.

The advice on COVID-19 for schools is evolving over time and therefore the OHS guidances and supports will be continually reviewed and updated as required.

The **OHS Advisory Service** continues to be available to provide support, for instance, if there are local issues in implementing the latest guidance, for suggestions on establishing effective controls, or difficulty accessing support resources. If you require immediate assistance, please call 1300 074 715 or email safety@edumail.vic.gov.au.

Employees are encouraged to use EduSafe to report hazards, incidents and mental and physical injuries to ensure effective and timely resolution of OHS issues, as well as escalation for further supports when required. EduSafe reports are being monitored to ensure that support can be provided.

If you or your family need that little bit of extra support, personalised over-the-phone or video counselling is available 24/7 through the Employee Assistance Program (EAP). This service is available to all all school staff and their immediate families (aged 18 years and over).

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This plan covers four key areas of risk ('hazard types'):

- Infectious Disease (Infection Prevention and Control)
- Working Alone, in Isolation or from Home
- Occupational Violence and Aggression
- Mental Health and Wellbeing

Hazard Type	Hazard Description	Recommended Controls	Implemented Solutions
COVID Safe Plan: **Infectious Disease (Infection Prevention and Control)**	Staff, students and others on site may come into contact with an individual currently unaware that they have COVID-19, and subsequently contract the virus from them. It is not feasible to achieve physical distancing at all times, for example, when caring for unwell students or students with complex needs. Local supplies of personal hygiene products may be limited. Misuse of hand sanitiser including ingestion	Refer to the School Operations Guide for advice on working remotely and physical distancing: classrooms, learning spaces and offices. Refer to the School Operations Guide for information on temperature checking of students and how to administer temperature checking. Provide information, training and instruction health hygiene. Refer to maintaining good health hygiene and guidance for face coverings in schools, as well as DHHS guidance on face coverings and masks. Ensure staff access the Working Safely in Schools during COVID-19 webinar.	Circulate the latest advice to parents (in multiple languages if appropriate), staff and students (where appropriate), including displaying on-site signage. - *School electronic signage* - *Posters on entry and exit doors* - *Posters in on-site teaching areas* - *Posters displayed in staff planning and learning areas* Consult with HSR and/or OHS Committee about the implementation of controls. - *Completed* Discuss implementation issues for on-site service provision, including planning recesses and lunchtimes, use of alternate spaces to increase

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		Contact the OHS Advisory Service for more detailed risk assessments if required in relation to students with complex needs. Refer to School Operations Guide for guidance on use of shared equipment and other school activities (e.g. playgrounds, shared resources and excursions). Refer to ChemWatch to access hand sanitiser safety data sheet. Ensure adequate supervision and safe storage of supplies. Visitors to school grounds should be limited to those delivering or supporting essential school services and operations (e.g. student health and wellbeing services, specialist curriculum programs, maintenance workers) and capital works personnel, in accordance with public health directions. Record the attendance of employees, students and visitors through visitor sign in, student attendance records and staffing records (attendance records for capital works should be managed by the principal contractor). Minimise contact with delivery personnel.	physical distancing and supervision of hygiene products. - *See attached Plans* - *Approved sanitiser only used* Each morning schools shall check the temperature of students attending site. - *Completed by on-site staff in the morning* - *Completed by OSHC staff for students attending both morning and afternoon* Where required use appropriate Personal Protective Equipment (including face coverings) and don and doff appropriately. - *LGPS has all the required PPE for use as required* - *All on-site staff wear masks except when teaching on-sie students but can wear them if they so choose* - *Children are not required to wear masks but can do so if they choose to or it is parent choice* Display posters reminding people to wear masks, distribute information about safe use of face coverings. - *School electronic signage*

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Updated 7 Aug 2020

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		Refer to School Operations Guide for the use of Personal Protective Equipment in education settings (page 16) which contains a video on donning and doffing PPE. Refer to personal hygiene products, including sourcing and DET Purchasing Guidance of Personal Protective Equipment (PPE).	- *Posters on entry and exit doors* - *Posters in on-site teaching areas* - *Posters displayed in staff planning and learning areas* Conduct regular inspections of the workplace to check that recommended risk controls are implemented and working effectively. - *Daily walk throughs by Principal* - *Cleaning staff santise areas before and after use including playground equipment* Use teaching strategies and communications resources to remind students to wear face coverings and practice good hand hygiene. - *School electronic signage* - *Posters on entry and exit doors* - *Posters in on-site teaching areas* - *Posters displayed in staff planning and learning areas* - *Reminders to on-site students to use hygiene products at each break*

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Updated 7 Aug 2020

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			Remind staff of importance of only attending school when required to for onsite delivery. - *Teacher attendance on only team planning day and to collect required resources* - *ES Integration Aides one day per week to support on-site vulnerable and PSD students on-site* - *ES Admin 6 days over a 2 week period to answer phones, collect mail, accept deliveries, manage student resource collection by parents* Ensure contractor sign in requirements are followed by all visitors attending site. - *Electronic sign in register used for all staff and visitors on-site that detsals name, contact details and time of attendance at school and area of school attended* Escalate issues to the OHS Advisory Service if issues cannot be resolved locally. - *To be utilised as required*

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Updated 7 Aug 2020

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	Staff and students may contract disease by touching surfaces contaminated with COVID-19, following exposure from someone with the virus.	Refer to environmental cleaning services. Also access to cleaning supplies and services. For playgrounds please refer to School Operations Guide	Oversee liaison with local service providers for tailored implementation at specific site/s. - *ENQs by Assistant Principal* - *SSS staff attendance for required meetings for PSD and vulnerable students* - *Video calls utilised where possible* - *Liaison with Cleaning Staff management for the enhanced clearning provided*
	Vulnerable Workforce (higher risk of serious illness).	Refer to School Operations Guide	Ensure consultation with your staff, and incorporate into workforce planning. - *All staff with supporting medical evidence permitted to work remotely 5 days per week* - *Other staff (teams) on-site one day per week for planning and on-site supervision of students – agreed to by all staff*
	A confirmed case (or a close contact of a confirmed case) may occur among staff, students or the school community.	Refer to Emergency Response Plan for Novel Coronavirus (COVID 19). Also advice regarding unwell students and staff.	Circulate expectations to the school community, and communicate the protocols to staff. Refer to Communicate with your school community resources

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Updated 7 Aug 2020

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			- *Regular communication with parents and staff through COMPASS (chronicles, email and messaging) and Microsoft Teams*
			- *Individual communication with families as required*
			
			Stay in contact with affected staff or families remotely.
			
			- *Daily bulletin Absences, Important Information, Gardent of Excellence (SWPBS), Meetings, PL via video link and CAT (celebrations, announcements and thank yous*
			- *Minuted staff meetings with agenda items and discussion points*
			- *All staff make contact with parents daily through*
			   ➤ *Circle Time with students*
			   ➤ *Communications through COMPASS*
			   ➤ *School Social Worker in contact with vulnerable families and students each week*
			   ➤ *Assistant Principal – Student Wellbeing*

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Updated 7 Aug 2020

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			check ins with vulnerable families and students ➢ *School identified vulnerable students permitted to attend on-site and remote learning and support provided* - *School based Wacky Wednesday for both onsite and remote learning students – different focus each week to engender sene of belonging amongst staff, parents/carers and students* - *Weekly awards to students for completion of Mathletics, Reading Eggs activites* - *Weekly points for students displaying SWPBS values and completion of work* - *Leadership team in regular contact with all staff through COMPASS and Teams and through phone calls and video calls* - *Leadership check in with staff who are on-site one day per week* - *Teachers and ES staff affected provided with COVID*

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Updated 7 Aug 2020

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			leave to support their mental and emotional wellbeing

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Working Alone, in Isolation or from Home	The home work environment may cause injury (noise, lighting, thermal comfort, and slips, trips and falls). Staff may suffer musculoskeletal disorders by adopting static postures while using laptops, portable devices or personal computers. Increased isolation (on-site and/or at home) may increase risk of injury.	Refer to working alone, in isolation or from home policy and procedure. This includes: • OHS guidance for working from home • ergonomic advice • tips for working from home safely and productively. Encourage staff to access the DET Virtual Gym and structure timetables (where possible) that allow staff to regularly stretch and move during the day. Advice and support (including ergonomic advice via videoconference) is available to all staff via the OHS Advisory Service. Assist staff in following the advice and support for employees exposed to family violence.	Promote the OHS advice and support to staff. Where possible, encourage and allow time for keeping active while working from home – i.e. times when staff are encouraged to stand up and stretch, or take a short break from their workstations. - *Whole school timetable established for teaching sessions with specific break times for staff and students (see attachment* - *Daily check in by Leadership to support break times* - *OH&S advice shared with staff through COMPASS* Enable reasonable access to available school equipment. - *Staff ability to collect resources and equipment on*

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Updated 7 Aug 2020

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	Exposure to family or gendered violence.		*their on-site planning day and as required* Proactively plan with staff who have a known pre-existing injury. - *OH&S officer/Principal contact staff as required* Establish protocols for regular check-ins with staff. - *Daily check in by Leadership Team with team members, ES staff and specialist teachers* - *Daily check in by all teams (teaching, ES and specialists) with each other* - *Leadership team to be notified by staff where applicable* - *Leadership team to provide advice and support through DET resources available*

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Updated 7 Aug 2020

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Occupational Violence and Aggression	Online, over the phone or other remote threatening or aggressive behaviour by students, parents/carers, school staff or other members of school community.	Refer to the Occupational Violence and Aggression Policy, which covers online and on-site behaviour. If using a mask at risk of being pulled, ensure it will release easily. Also, refer to Creating Respectful School Communities (including template Statement of Values), the Respect for School Staff local policy template, and resources available through Respectful Relationships and Schoolwide Positive Behaviour Support. Proactive and open communications with parents and carers is important to prevent an escalation in behaviours. Refer to Coronavirus (COVID-19) advice for parents, carers and guardians, and to the communications support pack. Escalated referrals will be managed by the Employee Wellbeing Response Team, and Complex Matter Support Team. Refer to the mental health and wellbeing advice on the OHSMS Covid page, and the relevant policy and procedure.	Ensure onsite staff are ready to manage the students that will be attending. - *Staff training through online staff meetings* - *Advice and support available from Principal on a daily basis* If using a mask when working with students at risk of pulling it, use ones that will release easily, e.g. with hooks over the ears rather than a scarf, bandanna or mask that ties round the back of the head. Regularly and explicitly teach students not to touch or attempt to remove others' masks. - *Staff reminders to students as applicable* - *Communication with families via phone calls, video calls, email and messages systems through COMPASS* - *Completion of Chronicle enties in COMPASS for any issues* - *Leadership review of completed Chronicles*
	On-site violence, bullying or harassment by students, parents/carers, school staff or other members of school community.		
	Staff experiencing stress or anxiety stemming from exposure to increasing onsite or online occupational violence and aggression from parents. Many parents/carers are likely to be anxious during this time.		

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Updated 7 Aug 2020

Hazard Type	Hazard Description	Recommended Controls	Implemented Solutions
			- *Referrals to DHHS/Family First and other agencies as reauired*
			Set expectations for behaviour with the school community, and promote appropriate ways for parents to raise their concerns.
			- *Regular communications with school community through COMPASS* - *Individual contact with parents/carers through phone calls, email and messaging systems* - *Staff discussions with parents re low level concerns* - *Staff referral to Leadership team to contact parents re any concerns/issues that cannot be dealt with at class level*
			Discuss extra supports or strategies for staff who engage with anyone known to present a risk.
			- *Check ins by Leadership team* - *Check in by team members*

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Updated 7 Aug 2020

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			- *Referral to EAP for specific support* Encourage staff to report incidents in eduSafe and IRIS as appropriate, de-brief, and seek escalated support (e.g. through EAP) if required. - *Staff training in reporting of incidences on EduSafe as required*

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Updated 7 Aug 2020

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Covid19	Leaders managing the anxiety and mental health of others – including students, staff and members of the school community	Refer to the mental health and wellbeing advice on the OHSMS COVID-19 page, and the relevant policy and procedure.	Consult (check-in) with your staff on how they are feeling with the current situation, encourage managers to be flexible. Where working from home is required, establish communication processes.
	Staff experiencing changes to workload (increase/decrease) from modifications in tasks and priorities.	Encourage staff to access the wellbeing webinars currently available.	- *Daily check ins with all staff through Teams by Leadership Team*
	Balancing non-work related demands (e.g. caring responsibilities).	Refer to the Return to Work Coordinator Portal.	- *Daily check ins by team members with each other*
	Staff experiencing disengagement and low morale regarding clarity of tasks, team roles and evolving priorities.	Refer to the Principal Health and Wellbeing services on the OHSMS COVID-19 support page.	- *Involvement of all staff in the development of the current structure of teaching and learning both remotely and for on-site for planning*
	Staff experiencing uncertainty, stress, anxiety from the transition to an altered working environment e.g. working from home.	Refer to DET Flexible Work Policy. Refer to School Operations Guide	- *Involvement of all staff in the development and implementation of teaching requirements, assessment and reporting*
	Staff experiencing uncertainty and anxiety about the COVID-19 risks to their personal health (especially if working onsite).	Video-counselling is available via the Employee Assistance Program (EAP) for all staff and their adult family members.	- *Altered daily teaching time requirements and involvement in PL before and after school to minimise stress and*
	Staff experiencing isolation and changes in levels of support from leaders and colleagues as a result of the changed arrangements.		

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Updated 7 Aug 2020

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	Aggravation of stress caused by pre-existing conditions (e.g. existing mental health conditions, disabilities, vulnerable cohorts and staff on leave, including Workers' Compensation or sick leave, etc.).		*accommodate family caring responsibilities* - *Staff agreement sought for working on-site for planning purposes and yard duty supervision only to forestall mental health and wellbeing issues related to working remotely with no or little ability for face to face contact* - *Employment of CRTs to oversee the remote learning of on-site students* Have regular conversations to provide as much clarity and flexibility as possible about tasks, priorities and the way work can be delivered (e.g. pre-recorded lessons). - *Team planning streamlined for this second round of remote and flexible learning* - *Team plans developed on a weekly basis by all team members in conjuction with PLC leaders to reflect needs of school, students and teachers themselves*

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Updated 7 Aug 2020

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			- *Recording of all circle time sessions to ensble students to view if not on line at allocated time* - Daily check in with students in all classes re what zone they are in Green Blue Orange Red (follow ups as required) Allow time for staff to access the relevant information, instruction and training, such as the wellbeing webinars. - *Three wellbeing activities provided for all staff each week (Fitness, Kahoot Trivia, Dance Fitness) during part of teacher's lunch break* - *Whole school PL conducted by Berry Street on maintainging staff mental health and wellbeing* - *Introduction of weekly Celebrations, Annoucements and Thankyous – input by all staff for all staff* -

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			Encourage staff to use EAP and other supports and resources available. - *Indvidual contact by leadership team, team members and other staff to ascertain any issues or concerns and apparent stress levels* - *Use of CRTs to cover remote and flexible learning of teachers suffering from mental health and wellbeing issues associated with COVID19* Ensure there are adjusted return to work strategies for people on sick leave or Workers' Compensation leave. - *All processes and strategies related to the management of sick leave and workers compensation established, communicated and implemented as required*

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Updated 7 Aug 2020

Appendix:

The appendix contains examples of the communictions, strategies and programs developed and implemented for remote and flexible learning at Lalor Gardens PS

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Updated 7 Aug 2020