



Staff Welfare / Health and Wellbeing Policy

Rationale

Jacana School for Autism has a commitment to develop and implement support structures to maximize staff potential in a safe, caring and supportive environment. We acknowledge that the key elements of work health and wellbeing include the culture and physical environment as well as the policies, practices and procedures that guide our work.

Purpose

To recognize and value all staff members for their contributions and achievements within the team environment and the greater school community.

To promote and foster an atmosphere of loyalty, trust, respect and confidentiality.

To foster respect for the uniqueness of each individual and the individual qualities each staff member brings to the school.

To encourage open and honest communication between individual staff members and within teams.

To manage risks to workers physical and mental health

Guidelines

Jacana School for Autism leadership together with the OHS Committee representatives will implement the Staff Welfare / Health and Wellbeing policy. Issues to be addressed can include:

- ≈ Stress Management
- ≈ Conflict resolution
- ≈ Effective Communication Strategies
- ≈ Working in teams effectively.
- ≈ Access to support via the Employee Wellbeing Support Services
- ≈ Implementation of 'de-briefing' sessions as teams and/or whole school
- ≈ Management Strategies in dealing with a critical incident

Implementation

The Jacana School for Autism has developed a Professional Care Framework outlining personal, professional and organisational care. It has developed a Stress Management Plan and Conflict Resolution Procedure in accordance with Section 21 & 22 of the Occupational Health and Safety Act 2004. Leadership and OH&S will provide staff with access to resources and relevant information to ensure Staff Welfare / Health and Wellbeing.

Procedures

- Professional Care Framework-Attachment 1
- Mental First Aid Action Plan- Attachment 2
- Stress Management Plan: Attachment 3
- Conflict resolution / Effective Communication: Attachment 4
- Access to Support: Attachment 5
- Implementation of De-briefing: Attachment 6
- Critical Incident Management: Attachment 7
- Health Safety and Wellbeing Policy-Attachment 8

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This policy will be reviewed every three years or more often if necessary due to changes in regulations or circumstances.

Ratified at School Council	13 th June 2024
Review Date	Term 2 -2027

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Attachment 1

Professional Care Framework

Staff will be affected both positive and negatively by their work with vulnerable young people. Jacana School for Autism is committed to providing a healthy and safe environment and the creation of a culture that values and supports the physical, psychological and emotional wellbeing of all staff.

The empathetic response of staff is at the core of the commitment to working with vulnerable young people. It is the empathy that creates the greatest risk and vulnerability to vicarious trauma. Self-awareness, self-assessment and self-care are critical to preventing an unhealthy build up of the negative and invasive effects of vicarious trauma. No one engaging in this type of work is immune to these effects.

A Be AWARE of your needs, limits, emotions and resources. Practise mindfulness and acceptance.

B Maintain BALANCE amongst activities, especially work, play, rest, relaxation.

C CONNECT with yourself and others. COMMUNICATION decreases isolation.

Personally and professionally, staff have the responsibility to manage their own stress in the workplace, however Jacana School for Autism is committed to providing a framework of formal and informal structures to prioritise the professional care of all staff.

PERSONALLY	PROFESSIONALLY	ORGANISATIONALLY
<ul style="list-style-type: none"> ➤ Look after your body – eat well, do some exercise that you enjoy and sleep well. ➤ Seek medical care ➤ Pursue interests/ hobbies ➤ Spend time with others ➤ Practise mindfulness ➤ Take time out ➤ Self reflection ➤ Manage stress ➤ Meditation ➤ Positivity 	<ul style="list-style-type: none"> ➤ Celebrate success ➤ Have fun ➤ Knowing your limitations ➤ Recognise and manage boundaries ➤ Seek help ➤ Raise issues ➤ Talk to colleagues ➤ Seek professional development ➤ Pin it or Bin it ➤ Clarify your role ➤ Manage time / schedule ➤ Collegiate support ➤ Daily reflective practices ➤ Shared breaks 	<ul style="list-style-type: none"> ➤ Debrief following incidents ➤ Buddy ➤ Team Meetings ➤ Professional Learning ➤ Check in with colleagues ➤ SW-PBS ➤ Staff Wellbeing activities ➤ Performance and development ➤ Behaviour Response Plans ➤ Emergency Response Plans ➤ Employee Wellbeing Support Services

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Attachment 2 –

Mental Health First Aid ACTION PLAN

The Mental Health First Aid program provides an action plan on how to help a person in a mental health crisis or developing mental health concerns.

Its mnemonic is ALGEE. It stands for:

- ≈ **A**ssess for risk of suicide or harm
- ≈ **L**isten non-judgmentally
- ≈ **G**ive reassurance and information
- ≈ **E**ncourage appropriate professional help
- ≈ **E**ncourage self-help and other support strategies

This framework guides first aiders in providing effective support to someone experiencing a mental health crisis.

Although assisting with a crisis is the highest priority, the other actions in the Mental Health First Aid Action Plan may need to occur first. Therefore, these actions are not necessarily steps to be followed in a fixed order. They are numbered purely to help remember them.

The first aider must use good judgment regarding the order and relevance of these actions and be flexible and responsive to the person they are helping. Listening and communicating non-judgmentally is an action that occurs throughout the provision of first aid (Mental Health First Aid Australia, 2021).

MENTAL HEALTH FIRST AID **ACTION PLAN**



- A**pproach the person, assess and assist with any crisis
- L**isten and communicate non-judgmentally
- G**ive support and information
- E**ncourage the person to get appropriate professional help
- E**ncourage other supports

LEARN MORE AT mhfa.com.au/courses

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Attachment 3-

Stress Management Plan

We all experience stress at one time or another, however, not all stress should be negative. An optimum level of stress can motivate us to face challenges with vigour and enthusiasm.

Dealing with stress is an important component of our health and wellbeing. There are a number of strategies and coping techniques, which may be used to deal with unhealthy stress.

Everybody's stress is different and their means of coping very individual. Each of us must find our own particular coping strategies.

Some common causes of unhealthy stress

- Conflict – poor staff relations
- Fear of failure
- Feelings of inadequacies
- Competition
- Work over load – excessive demands
- Lack of recognition
- No clear goals and objectives
- Change
- Dissatisfaction
- Family responsibilities
- Personal health problems

Some common indicators of unhealthy stress

- Increased smoking, drinking and overeating
- Suppressed appetite
- Agitation
- Tension throughout the body
- Increases heart rate and blood pressure
- Erratic behaviour
- Irrational thoughts
- Poor self-concept
- Changes to work performances
- Over emotional / lack of emotion
- Poor sleep pattern
- Deterioration of health
- Skin irritations
- Loss of confidence

Coping strategies for stress can include physical strategies, psychological strategies, social strategies, time management strategies, lifestyle strategies, and problem-solving strategies.

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Coping strategies for stress can include:

1. Self-Monitor

Recognize your stressors and how you feel. Investigate a coping strategy immediately there is a trigger and stay in control.

2. Share problems

With trusted others. This can be a partner, friend or work colleague.

3. Identify a person who copes successfully with a similar problem and either:

Talk to them or observe how they deal with a situation and accept that there are alternative ways of handling the situation.

4. Set up a peer group

Create a safe place for feedback and support. The purpose of this group may be to:

- Share information
- Let off steam
- Discuss problems
- Celebrate success

5. Set clear, realistic and achievable goals

You must have role clarity. Know what is expected of you, with realistically defined role expectations and job descriptions.

6. Improve your physical health and well-being through

- Deep breathing
- Recreation
- Rest and relaxation
- Meditation
- Yoga
- Exercise

7. Improve your relationships with people

- Talk less, listen more
- Support others.

8. Learn Patience

Walk, don't run, allow yourself time for positive, creative thinking.

9. Make humour and affection part of your daily routine

Smile and laugh more and worry less.

10. Accept

Don't stress over what you cannot change and control what you can

11. Use positive self-talk

Phrases like 'I can' and 'I will' are empowering.

12. Maintain a healthy diet and lifestyle

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Attachment 4-

Conflict Resolution / Effective Communication

Conflict Resolution Procedures

- Assess the situation
- Go to a trusted colleague
- Deal face to face with the person in conflict

Assess the situation

1. Get the facts.
 - Document actions taken by yourself and the person with whom you are in conflict.
 - Isolate the triggers that have contributed to the situation.
 - Document all relevant circumstances.
2. Accept the situation and plan to resolve it. Refer to the resolution procedures and make your decision.
3. Take your time and continually reassess the situation.
 - Always put yourself in the position of the person you are in conflict with.
 - Many issues remain unresolved because the situation is assessed from only one point of view.
 - Be sure not to lay blame – try to be objective.
 - Be aware that if you decide to let the issue go, there is a stress management plan that can be referred to for help and support if you require it.

Go to a trusted colleague

1. Identify the colleague you feel you can confide in for objective advice.
 - Friend
 - OH&S representative
 - School support staff
2. Plan to talk to the colleague at the appropriate time and place.
3. Confide in colleagues discreetly and confidentially without making the issue public.
4. Listen carefully to any objective comments and/or criticism made by the colleague.
5. Take time to reflect and reassess.
6. Make your choice in the resolution process.

If the decision is made to let the situation go:

- Be sure that the issue has been resolved either with the other person or within you
- Be sure you are prepared to totally finish all issues of conflict
- Use the stress management plan if you need to

During interactions with other people avoid:

- Over generalizing
- Opinionating one's self
- Interrupting and/or becoming defensive
- Moralizing
- Lecturing

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- Ordering or threatening
- Laying blame
- Being judgemental
- Exclude interpreting the other person's behaviour

Be prepared to:

- Take responsibility / be aware that your actions do affect others
- Forgive and empathize (rather than be resentful and angry)
- Take full responsibility for your own happiness

Dealing face –to-face with person in conflict

1. Approach the person, at an appropriate time.
2. Arrange a suitable / mutually agreed place to meet
3. Plan what you are going to say.
4. Go to the meeting prepared to reach some resolution.
 - State your concerns and how they make you feel, promptly, clearly, honestly and non-defensively.
 - State your concerns with 'I' statements – e.g. I feel hurt when.....
This ensures that you are not laying blame and are taking ownership of your own feelings.
 - Give the other person time to respond. Ensure communication is two ways. People should have an equal opportunity to express their concerns. Always acknowledge the other persons response.
 - Discuss resolution options.
 - Agree to a resolution option.
 - Monitor progress and modify resolution strategies accordingly.
5. If difficulty arises during discussions take time out to calm down and rethink. If discussions are not productive cease the process and refer to resolution procedures.

Mediation involving Principal / Leadership

The mediator does not necessarily impose a decision but facilitates dialogue and understanding, aiming to help the parties find a voluntary resolution to their dispute.

1. Set up a meeting time with Principal / chosen mediator.
2. Take all written documentation.
3. Confide in the mediator with total honesty.
4. Listen carefully to any objective advice, comments or constructive criticism.
5. Decide on course of action you want to take.

Options may include:

- Mediator to talk to other party.
- Mediator to bring both parties together for conflict resolution.
- Mediator to advise only person who sought them out.
- Outside help brought in.

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Attachment 5-

Access to Support

Employee Wellbeing Support Services

The DET is committed to supporting the health, safety and wellbeing of all staff in schools and all DET workplaces. Employee Wellbeing Support Services provides free and confidential advice to proactively support Victorian government school staff wellbeing. Converge International is the department's external provider of Employee Wellbeing Support Services.

These services cover a range of areas including personal and work-related issues, managerial support, career development, nutrition and lifestyle, conflict resolution, financial management, legal advice, and family counseling. Employees can access support through various mediums such as phone, video, or in-person consultations.

To access the services and make an appointment, call **1300 291 071** or book online via the [Converge International](#) portal, entering the organisational code **mywellbeing**

Alternatively, contact Converge advising of your preferred date and time, via email:

- email customerservice@convergeintl.com.au

Specialist helplines

There are 6 dedicated specialist helplines for staff who identify or are:

- Aboriginal and Torres Strait Islander: 1300 287 432
- LGBTIQ+: 1300 542 874
- Experiencing domestic and or family violence: 1300 338 465
- Caring for elderly loved ones: 1300 035 337
- Person with disability, or caring for a person with disability: 1300 243 543
- Seeking spiritual and pastoral care: 1300 772 435

For any further information requiring the Employee Wellbeing Support Services, refer to the DET's website:

<https://www2.education.vic.gov.au/pal/occupational-health-safety-wellbeing-management/guidance/employee-wellbeing-support-services>

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Dear Jacana School For Autism Employees,

Subject: Occupational Health, Safety, and Wellbeing Management in Schools

As part of our ongoing commitment to ensuring the health, safety, and wellbeing of all employees at Jacana School For Autism, we are pleased to introduce our Employee Wellbeing Support Services. These services are designed to proactively support your wellbeing and provide assistance when needed.

1. Employee Wellbeing Support Services Overview:

Employee Wellbeing Support Services, facilitated by Converge International, offers free and confidential support and advice to Victorian government school staff.

2. Offerings:

Employees can access a range of services including:

- **Employee Assist:** Support and counselling for personal and work-related issues.
- **Manager Assist:** Coaching support for people managers.
- **Career Assist:** Career development advice and vocational counselling.
- **Nutrition & Lifestyle Assist:** Specialist advice on nutrition, mindfulness, and lifestyle changes.
- **Conflict Assist:** Strategies and coaching to manage difficult workplace situations.
- **Money Assist:** Money management coaching for financial wellbeing.
- **Legal Assist:** Confidential legal advice for personal and non-work-related issues.
- **Family Assist:** Counselling for eligible staff and their immediate family members.

Booking an Appointment: To schedule an appointment, call 1300 291 071 or book online using the organizational code "mywellbeing." Some services can be booked through the Converge mobile app.

Crisis Support:

Emergency counseling is available 24/7 by calling 1300 291 071 and selecting option 2.

Practitioner Qualifications:

Services are provided by experienced practitioners with relevant qualifications and professional affiliations.

Data Collection and Privacy:

Converge International maintains confidentiality, and the department does not collect identifying information on service users.

Your wellbeing is important to us, and we encourage you to utilize these services as needed.

Sincerely,

Corinne Pupillo (Principal)

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Attachment 6-

Implementation of De-briefing

Rationale

Jacana School for Autism has a commitment to supporting student and staff wellbeing and safety after a critical incident. This process is an addition as an attachment to the Staff Health and Wellbeing Policy as well as the Student Wellbeing and Engagement Policy.

Purpose

Staff members who are involved or witnessed a critical incident with a student whilst performing their daily duties are required to complete a debrief with a member of the Leadership team. The purpose of a debrief is:

- For all staff are to be given equal opportunity to talk through the incident with another member of leadership followed by a counsellor/psychologist from DET.
- Staff will be encouraged to discuss matters arising from an incident in an open and honest forum, free of any criticism/judgement by other staff.
- For all incidents are to be recorded in accordance with school and DET guidelines (see attached incident reporting sheet). All staff injuries should be logged via the Edusafe website- <https://services.educationapps.vic.gov.au/edusafeplus> using staff Education email passwords
- Staff are to be given access to resources/information that they can use to further address any issues with regard to an incident within the workplace.
- Leadership/OH&S will monitor staff health and wellbeing and will continue to address all psychological stress within the workplace.

Critical Incident Process

STEP 1: Staff Wellbeing:

After a critical incident, staff will participate in a Staff Wellbeing debrief session with a member of leadership. The process will be as follows:

- Leadership staff will refer to the JSA Debrief template.
- Staff will be referred to the Employee Wellbeing Support Services to support them to develop tailored strategies to help enhance wellbeing both in and outside of work. The Employee Wellbeing Support Services delivers both face-to-face and telephone counselling. Converge International is the department's external provider of Employee Wellbeing Support Services.
- Staff involved in a critical incident involving an Incident Report and Information System (IRIS) report, will be referred to a Student Support Services Officer (SSSO) for further counselling service.

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- Staff may arrange additional wellbeing follow-up sessions with Leadership and/or PCT to further explore and receive support on work-related issues- including conflict and interpersonal dynamics.

Manager Assist

Manager Assist is a dedicated coaching support service for people managers.

It provides advice and coaching on a range of issues such as:

- approaching a difficult conversation with employees
- managing challenging team dynamics
- leading through uncertainty and change
- supporting staff at risk and
- managing the impact of mental health issues within the workplace.

People managers can book an appointment by calling **1300 291 071** or book online via the [Converge International](#) portal entering the organisational code **mywellbeing**

STEP 2: Teaching and Learning

All Critical Incidents

- Following a critical incident, Classroom Teachers must complete an incident report on XUNO and other related reports including; edusafe Plus, CASES 21, notifiable Incidents to WorkSafe and DHHS Child Protection.
- Teaching and Learning practices may be reviewed by the classroom team and SSL to support student engagement.
- When a critical incident involves significant disruptions to the classroom program; which may include physical/psychological injury upon staff and/or students, Leadership must complete an IRIS and report to the Incident Support and Operations Centre (ISOC) on 1800 126 126.
- Consult with SSL and PCT to action Circuit Breaker/Suspension procedures

Reoccurring Critical Incidents

Classroom Teachers, SSLs and Welfare Team will conduct a Professionals Meeting to develop and/or review Teaching and Learning practices, Behaviour Plans and existing Welfare supports. This may include:

- Reviewing Teaching and Learning Work Programs and student goals
- Reviewing BRPs, BSPs and Student Re-Engagement Plans
- Identifying a Student Online Case System (SOCS) referral for SSSO support
- Establishing a Care Team meeting with family and all relevant stakeholders, to address identified learning and welfare support needs.

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Attachment 7:

Critical Incident Management

Workplace health – coping with a critical incident

Work-related stress is an everyday occurrence and is usually managed by each person. However, a critical incident is an abnormally stressful event that may be psychologically traumatic, such as assault, threats, severe injury, death, fire or a bomb threat. These situations may provoke severe stress reactions in workers.

Some workers may be susceptible to developing posttraumatic stress disorder, with symptoms including intense flashbacks, high anxiety and panic. Without support and debriefing, the affected people can suffer terribly. This may also affect the organisation, as workers try to cope using potentially unhelpful or destructive techniques (such as taking days off or resigning).

Critical Incident Stress Management is a comprehensive series of strategies designed to help traumatised workers cope with their ordeal. Courses are available.

Symptoms of critical incident stress

The symptoms of critical incident stress are different for each person, but may include:

- Preoccupation with the event
- Anxiety
- Inability to feel happiness or enjoyment
- Changes in social contacts
- Attention, memory and concentration problems
- Erratic behaviour and emotional swings
- Eating difficulties
- Headache and bodily tension
- Rapid pulse and high blood pressure
- Poor sleep
- Physical and emotional exhaustion.

Symptoms of posttraumatic stress disorder

It is normal to feel grief, anxiety, fear or stress after experiencing a frightening event. In some people, an additional psychological reaction – called posttraumatic stress disorder (PTSD) – can develop.

Symptoms may include:

- Intense memories, flashbacks, dreams and nightmares of the incident
- Sleeping difficulties
- Withdrawal from people and situations
- Deadening of normal feelings
- Hyper-vigilance or jumpiness
- Concentration problems
- Increased use of alcohol and other substances.

Critical Incident Stress Management

Critical Incident Stress Management is a multi-faceted approach to crisis intervention, designed to offer emotional first aid after a critical incident. Use of such strategies may help prevent the development of posttraumatic stress disorder. Critical Incident Stress Management is delivered in modules, which include:

- Pre-crisis preparation
- Demobilisation
- Defusing
- Debriefing
- Personal support.

Pre-crisis preparation

The idea is to lay the groundwork so that workers are informed and prepared, if and when a critical incident takes place. Strategies include:

- Ensure good morale and job satisfaction in the workplace.
- Train at least one senior staff member in Critical Incident Stress Management.
- Locate and make contact with suitably trained debriefers outside the organisation, if necessary.
- Inform the staff about crisis incidents and the common types of psychological reactions, including posttraumatic stress disorder.
- Outline the procedure of Crisis Incident Stress Management.

Demobilisation

Critical incidents trigger a wide range of physical and psychological symptoms, including increased heart rate, high blood pressure and anxiety. Demobilisation is a way to ease the workers from this highly aroused state into a more normal one. A supervisor or manager who was not involved in the incident, or affected by it, should carry out demobilisation. Demobilisation should take place before the end of shift or before those involved disperse.

Strategies include:

- Convene a meeting for those involved as soon as possible
- Summarise the incident and clarify uncertainties
- Invite questions and discuss issues of concern
- Show care and support
- Draw up a plan of action, taking into account the needs of the workers
- Make short term arrangements for work responsibilities
- Offer information on defusing and debriefing.

Defusing

Defusing is conducted by a debriefing team member, and is designed to bring the incident to psychological closure. This step should take place within 12 hours of the incident. Strategies include:

- Reviewing the event
- Clarifying staff questions and concerns
- Encouraging employees to talk about what happened
- Identifying current needs
- Offering employees advice, information and handouts on referrals and support agencies
- Arranging debriefing and follow up sessions to provide additional information about the event.

Debriefing

Debriefing is usually carried out within three to seven days of the critical incident, when employees have had enough time to assimilate the experience. Trained debriefers help the workers to explore and understand a range of issues, including:

- The sequence of events
- The causes and consequences
- Each person's experience
- Any memories triggered by the incident
- Normal psychological reactions to critical stress
- Methods to manage critical stress.

Follow-up debriefing sessions may be necessary.

Further help

Critical Incident Stress Management is a first aid measure, designed to help affected workers to cope in the short term. It does not replace professional counselling. Management should be sensitive to their employees while they recover emotionally, and make sure that everyone is aware of appropriate support services that may be available.

Where to get help

- Your doctor
- Occupational health and safety officer and/or HSR
- A detailed resource guide is available on the Department of Families, Fairness and Housing <https://services.dffh.vic.gov.au/>
- Crisis Intervention and Management Australasia (03) 9663 7999 or email cima_office@cima.org.au
- Department of Health <https://www.health.vic.gov.au/>
- Better Health Channel <https://www.betterhealth.vic.gov.au/>

Things to remember

- A critical incident is an abnormally stressful work-related event that is psychologically traumatic, such as assault, threats, severe injury, death, fire or a bomb threat.
- Critical Incident Stress Management is a multi-faceted strategy that offers first aid to workers involved in traumatic events.
- At least one staff member should be trained in trauma and stress intervention/response.

Attachment 8:






Health Safety and Wellbeing Policy



Department
of Education

Health, Safety and Wellbeing Policy

Scope: This Policy applies to all employees, visitors, volunteers and contractors in Department of Education (Department) workplaces and activities, and instances when performing work offsite. The Department commits, so far as reasonably practicable, to:

<p>Management Commitment</p> 	<p>Support and value its people and recognise a legal and moral commitment to building a positive workplace culture, ensuring healthy and safe working and learning environments by:</p> <ul style="list-style-type: none"> - providing and integrating a robust and credible, Occupational Health and Safety (OHS) Management System that aligns with legislative requirements and the Department's strategic direction and operations - providing and maintaining inclusive workplaces that mitigate risks to physical and psychological health and safety - outlining expectations and accountabilities, and empowering leaders and employees to play an active role in maintaining healthy and safe workplaces - embedding and promoting a culture of shared responsiveness, willingness, and ownership, relating to reporting, and addressing health, safety and wellbeing risks - providing and applying a robust injury management framework to foster and build a strong culture of early intervention, rehabilitation and return to work.
<p>Consultation Commitment</p> 	<p>Consult, collaborate, and communicate with employees including health and safety representatives on:</p> <ul style="list-style-type: none"> - identifying hazards, assessing risks, and making decisions about the measures to control risks to health and safety and proposed changes to the workplace that may affect the health, safety, and wellbeing of persons - health, safety, and wellbeing issue resolution - provision of health, safety and wellbeing information, training, instruction, and supervision - the importance of giving employees a reasonable timeframe to express their views and concerns and that these are taken into account when making decisions that may affect their health, safety and wellbeing - flexible work arrangements and family friendly work practices to support and maintain an inclusive, diverse, respectful adaptive, workforce.
<p>Drive Continuous HSW Improvement Commitment</p> 	<p>Support continual health, safety and wellbeing improvement by:</p> <ul style="list-style-type: none"> - improving the suitability and effectiveness of the OHS Management System through regular monitoring and review of policies and procedures - establishing and monitoring progress towards measurable objectives and targets aimed at reducing work-related injury and ill health and improving safety performance - using data to provide an evidence-based approach for setting the Department's strategic direction and identifying measurable objectives and targets - allocating adequate resources to efficiently integrate and maintain the OHS Management System to comply with relevant legal and compliance obligations.
<p>Building Capability Commitment</p> 	<p>Support building capability by:</p> <ul style="list-style-type: none"> - embedding individual health, safety, and wellbeing accountabilities for all employees across the Department - embedding legislative and Department health and safety requirements in all policies and procedures - increasing awareness and improving utilisation of the safety supports and resources available - providing access to transparent and robust health, safety and wellbeing information, training, instruction, and documentation - strengthening leadership capability by improving understanding of applying and implementing health, safety and wellbeing supports and resources available.
<p>Risk Management Commitment</p> 	<p>Support the prevention of workplace injuries and ill health by:</p> <ul style="list-style-type: none"> - strengthening systems of work for identifying, assessing, controlling, monitoring, and reviewing hazards and associated risks arising from task / workplace activities - proactively aiming to identify hazards and eliminate (if not possible, minimize) risks, in the workplace by implementing controls in a timely manner - promoting and improving the reporting of incidents, near misses, injuries and hazards and investigating where appropriate, to prevent recurrence - providing an OHS Management System that is flexible and adaptable to the risk profile of Department workplaces - implementing risk controls to achieve improved mental health and wellbeing outcomes and reduce psychosocial hazards in the workplace.

The Department employees, visitors, volunteers and contractors are required to take reasonable care for their own health, safety and wellbeing and others that may be affected by their actions or omissions. These parties will cooperate with the Department in adhering to health and safety requirements including following the Department's policies, procedures and/or instructions and participating in consultation and training.

The Department's OHS Management System sets out how this policy is to be implemented.



Jenny Atta
Secretary
19/01/2022

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