**Good Practice Health and Safety Management in Schools**

Workshop Overview: **Good Practice Health and Safety Management in Schools**

**Who is this for?** School Board of Trustee Members, Principles, Deputy Principles, Senior Management and Teaching staff.

**How long does the workshop run for?** Approximately 3 hours

**What learning methods are used?** Group-based discussion, question and answer, case study activities, presentation slides, reference to documents.

**What are the overall learning outcomes?**

Participants will:

1. Confirm understanding of why we need to manage health and safety in schools
2. Understand key duties under the HSW Act as they relate to schools
3. Understand what the core elements of a well-functioning school health and safety management system are;
4. Understand the hazard and risk management process in a school context;
5. Understand the importance of establishing a strong health and safety culture through effective governance, leadership, and engagement
6. Understand key incident causation principles including the concept of multiple contributing factors, and identify what a good investigation looks like
7. Understand the importance of leading performance indicators in driving good practice health and safety within a school

## Lesson Plan: Good Practice Health and Safety Management in Schools

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| Learning objective | Time | Activity | Resources | Teaching Points  |  |
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| IntroductionsPurpose of the workshop | 5 mins | * Intro to the course and participants
 | PPT1-3 | * Introductions – what we are after from the course.
* Cover workshop outcomes. Highlight slide 3 we are not getting tactical today etc
* Key themes/points: H&S should be viewed as something helpful not overwhelming. It is not about bureaucracy and forms for the sake of it. It is about considered focus on the identification and control of critical hazards and risks that may manifest within a school environment or its activities.
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| 1. Introduction – why manage H&S? | 10 mins | * Group discussion
 | PPT4-6 | * Why manage H&S – context of all NZ (we hurt a lot of people). We want to prevent harm to our charges.
* Good H&S practice is good management practice
* Leadership has single greatest influence on H&S
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| 2. HSW Act | 30 mins | * Cover information on slides (facilitate group discussion).
* Then group discussion around bullet point 5 in “Teaching Points”
 | PPT7 - 11 | * Key duty holders
* Concept of the PCBU
* Due diligence – key responsibilities
* Overlapping duties, sphere of influence
* Want them to spot areas of compliance weakness within their sphere of influence and what they might be able to do to solve them
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| 3. Health and safety Management Systems | 15 mins | * Group discussion
* What do you think are the key components of a health and safety management system?
* Then ask questions about how they would make that happen in their organisation?
* Show HSMS model
 | PPT12 - 17 | * H&S must be deployed through existing school management systems. Not in a silo.
* How to integrate HSMS into school processes – i.e. training, planning, maintenance
* Planning (and implementation) is the most critical element
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| 3. H&S Culture | 20 mins | * Talk through Bradley curve – ask where they think they are.
* Define “H&S Culture”
* Why is it important?
 | PPT18 - 21 | * What is culture? Why is it important? (drives H&S outcomes)
* Culture maturity journey - Model
* How behaviour of the school leaders influences culture.
* Where are you now? Where do you want to be? What will it take to get there?
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| Break 10 mins |
| 5. Understand hazard and risk management concepts | 60 mins | * Group discussion
* Bow Tie Activity
* Risk assessment activity – pool fencing (intent is to manage SFAIRP – not get to zero risk)
 | PPT22 - 32 | * Hazard and RM process, and types of hazards
* Bow Tie
* SFARP and decision-making – how to achieve SFARP and how much residual risk to tolerate? How to demonstrate?
* Hierarchy of control, layers of defence. Prevention vs recovery.
* Focus on critical risks. We want them to make sure they are confident they have identified critical hazards/risks within their school; that clear critical hazard/risk control standards are in place implemented throughout their school.
* – Do a Bow Tie in groups for 1 of the critical risks they have identified from discussion around slide 28
* Health risks vs safety risks.
* Review and continual improvement- of critical risks as a focus.
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| 6. Incident Causation | 15 mins | * Group Discussion
* Activity – prior to Swiss Cheese discussion hand out incident report and investigation example – rate it. After Swiss Cheese get them to discuss and rate incident report again.
 | PPT33 - 37 | * Highlight importance of near miss reporting – use “but for grace of god” school example.
* Events are caused by multiple contributing factors.
* Human factors – everyone makes mistakes – we are almost forced to do so in many instances
* They need to look beyond the immediate actions of individuals. They must insist on investigations that get to underlying root causes
* Link Swiss Cheese to Bow Tie threat line
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| 7. Measuring Performance | 10 mins | * Group Discussion
* Identify some examples of what might be able to be used as lead indicators for some of their critical hazards and risks
 | PPT38 - 40 | * Lead vs Lag;
* Delivering assurance – positive action not just absence of negative outcome.
* Introduce measures that focus on confirming the adequacy and presence of critical haz/risk controls
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| 8. Leading H&S in Practice | 15 mins | * Group Discussion

  | PPT41 - 44 | * Reiterate they as leaders are the biggest determinant of H&S performance for their school.
* Mindful leaders
* Getting out of our comfort zone – we want proactive examples. If they could all give 2 or 3 2 minute examples next time would that have made a difference?
* Key Leadership Activities
* Behaviours that make a difference:
* MBWA
* Safety conversations/observations
* Responding to events
* How do you care for your people?
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