Kings College

COVID-19 Safety Management Plan (COVIDSafe Plan)

School Details	Details
Name of School	**King's College**
Date COVIDSafe Plan last reviewed	**20 January 2022**
Name of health and safety representative (where relevant)	
Name of principal or delegate	**Allister Rouse**
School Health and Safety Committee details (where relevant)	

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

- Infectious Disease (Infection Prevention and Control)
- Work-Related Violence
- Mental Health and Wellbeing
- Working Alone, in isolation or from Home.

Hazard Type	Hazard Description	Recommended Controls	Examples of practical solutions
Infectious Disease (Infection Prevention and Control)	Staff, students, and others on-site may come into contact with an individual currently unaware that they have coronavirus (COVID-19), and subsequently	*Infection prevention and control* - Refer to the School Operations Guide for advice on supporting COVIDSafe behaviours and activities on school premises. - Provide information, training, and instruction on health hygiene to staff and students. - Ensure students and staff wear face masks in line with the guidance in the the current School Operations Guide.	*Infection prevention and control* - Circulate the latest health advice and requirements to parents (in multiple languages if appropriate), staff and students (where appropriate). - Monitor staff and student face mask compliance and COVIDSafe practices at school. - Use teaching strategies and communications resources to remind staff and students to wear face masks (in accordance with the guidance in the current School Operations Guide) and to practice good hand hygiene. - Check the availability of hygiene products throughout the school and reorder supplies through COS as needed.

Hazard Type	Hazard Description	Recommended Controls	Examples of practical solutions
	contract the virus from them.	• Ensure staff complete the School infection prevention and control during coronavirus (COVID-19) • Refer to the current School Operations Guide for guidance on use of shared equipment and other school activities (e.g. playgrounds and shared resources). • Ensure adequate supervision of students using hand sanitiser, and safe storage of supplies. **PPE for staff** • For information and training relating to the correct use of PPE, school staff should refer to the guidance for staff on the use of PPE in education settings. • Staff are also encouraged to watch the PPE Donning and Doffing education video. **QR codes and record keeping** • The Service Victoria QR Code check in system is mandatory to record all visitors entering buildings on the school site (including contractors, external Department staff, building and maintenance staff and parents who enter school buildings). • QR code check ins are not required to be used by school staff or students, or by parents who are on site for drop off or pick up, but do not enter school buildings. Schools can use existing mechanisms such as student attendance records and staffing rosters to record this information. • If visitors can't use QR codes, another sign-in procedure must be implemented. Visitor sign-in procedures must collect the following information:	• Conduct regular inspections of the school site, using this COVID-19 Safety Management Plan the School Operations Guide and / or the COVIDSafe Assurance checklist (Word), to check that recommended risk controls are implemented and working effectively, including displaying on-site signage. • Encourage students, staff and contractors/visitors to bring their own face mask. Ensure there are enough single-use face masks available for staff, students or visitors who do not have their own or to replace masks that get damaged/soiled. • Consider the necessity of using shared equipment at this time. Such items may include shared computers, class sets of teaching and learning materials, and musical instruments. If used, strict hand hygiene should be followed before and after use. Risk can be further minimised with users wiping down items where appropriate, for example using a disinfectant/detergent wipe or cloth. **PPE for staff** • School staff should refer to the Department guidance for the use of personal protective equipment (PPE) in education to determine when additional PPE is required and for information on the correct and safe use of PPE. • Schools must consistently review their PPE supplies and ensure adequate supplies remain available in the event of a suspected or confirmed case of COVID-19. Schools can buy PPE items through the COS catalogue. **QR codes and record keeping** • Display QR codes prominently around the school site, including at gates, entryways, reception and outside buildings. • QR codes are also required to be displayed on playgrounds available for community use. • Communicate with the school community and any visitors or contractors about QR code check in requirements. • Ensure, so far is as reasonably practicable, that visitors and contractors follow the QR code and visitor sign in requirements.

Kings College

Hazard Type	Hazard Description	Recommended Controls	Examples of practical solutions
		the person's first name and surname, a contact phone number, the date and time the person attended the school and the areas within the buildings that the person attended (attendance records for capital works should be managed by the principal contractor). Recording the purpose of the visit should continue to be collected for legal and regulatory obligations. ***Ventilation*** • Refer to the advice in the School Operations Guide with respect to natural ventilation, mechanical ventilation, combined use of natural and mechanical ventilation at the same time, use of fans, air purifiers, use of outdoor learning areas or environments and poor outdoor air quality. ***Air Purifiers*** • Please refer to PAL for guidance on where to place air purifiers. *Movement of air purifiers* • Refer to the Risk Assessment and Safe Work Procedure for Movement of Air Purifiers for manual handing guidance when moving air purifiers around the school. *Cleaning and maintenance* • Each school is responsible for cleaning and maintaining their air purifiers. Contract cleaners should not clean the air purifier except where noted below. *Safety and PPE measures*:	***Ventilation*** • Schools are required to increase fresh air flow into indoor spaces (including shared spaces, staff areas and thoroughfares) whenever possible. • Refer to the School Operations Guide to obtain detailed information on Natural Ventilation, Mechanical Ventilation, use of natural and mechanical ventilation at the same time, use of fans and poor outdoor air quality. • Maximise the use of outdoor learning areas or environments. This may mean taking lessons outside, where possible, and keeping windows and doors open as much as possible. • Display the airflow poster around school - Promoting airflow in your school ***Air Purifiers*** • Please refer to PAL for guidance on where to place air purifiers. ***Vital COVIDSafe Steps*** • Rostering access to shared spaces, limiting time in these spaces and promote breaks outdoors.

Hazard Type	Hazard Description	Recommended Controls	Examples of practical solutions
		• It is recommended that cleaning and changing prefilters and HEPA filters is done outdoors, or otherwise in a well-ventilated space. Single-use surgical mask and gloves should be worn, and good hand hygiene performed after cleaning and maintenance. There are three elements of the purifier that require cleaning and/or replacement: • Surface: schools should clean the surface of the air purifier regularly in line with the manufacturer's guidance. Cleaning contractors should treat the air purifiers in a similar way to other electrical items, which normally includes dusting. • Pre-filter: schools should undertake regular cleaning of the pre-filter located inside the air-purifier in front of the HEPA filter, which is recommended every two weeks, in line with the manufacturer's guidance. • HEPA filter: the air purifier will alert when the HEPA filters require replacement, approximately every six months. Schools should undertake the filter change when this occurs. Six replacement HEPA filters will be provided to schools which should last more than two years. Instructions for changing filters is provided to schools with each unit in the user manual. • Should a filter require vacuuming, the vacuum cleaner used must be equipped with a HEPA filter. Further guidance on the use and maintenance of air purifiers is available on PAL. **_Vital COVIDSafe Steps_**	• Signage and rostering so that access to shared physical spaces and food preparation areas can be managed to achieve 1.5 metre physical distancing where possible and to reduce congregation in entry and exit points. • Space out staff workstations as much as possible and limit the number of staff in offices **to** achieve physical distancing of 1.5 metres where possible. This might mean re-locating some staff workstations temporarily to other spaces (such as the library or unused classrooms). • Consider adjusting how staff and students interact within the built environment to reduce contact with certain surfaces. For example, a simple measure such as keeping a door open will reduce the need for multiple people to touch the door handle. **_Use of school facilities by community and sport groups_** If an external party is using school facilities during school hours, mixing between external parties and school staff and students should be minimised (for example, ideally a swim school would have **exclusive use** of a school pool and changeroom). When unsure, providers should be directed to the Victorian government Sector guidance to confirm CovidSafe requirements. **_Vaccination requirements for visitors and volunteers performing work in schools_** Futher information about collection of vaccination information from visitors and volunteers performing work on school sites is available at COVID-19 Vaccinations – Visitors and Volunteers Working on School Sites : Policy | education.vic.gov.au including a template register that schools can use for recording vaccination information during visitor and volunteer sign in.

Hazard Type	Hazard Description	Recommended Controls	Examples of practical solutions
		• Follow the advice in the School Operations Guide for limiting the mixing of staff. This includes reducing the use of common areas such as staff rooms as much as possible. • Consider the use of large spaces such as halls for extra work spaces. • Limit public access to staff or student learning spaces (and apply density limits to public spaces). **Excursions** Follow the guidance in the School Operations Guide in relation camps and excursions. **Swimming Pools and hydrotherapy** Indoor and outdoor pools can be used across Victoria. Follow the guidance in the School Operations Guide in relation to the vaccination requirements for use of pools by staff and students (including for parent volunteers). For information about the requirements for hydrotherapy, refer to the School Operations Guide. **Vaccination requirements for visitors and volunteers performing work in schools** • Visitors and volunteers performing work on school sites **(both inside and outdoors)** must have received two doses of COVID-19 vaccine by 29 November 2021, or have a medical excemption.	***Vaccination requirements for parents, carers and other adult visitors not performing work*** • For futher information and details of limited excemptions on vaccination requirements for parents, carers and other adult visitors not performing work while attending schools, please refer to the School Operations Guide. ***Required vaccinations for school staff*** • Information about vaccination requirements for teaching service and school council employees (including CRTs) is outlined in COVID-19 Vaccinations – Teaching Service and School Council Employees. • A quick reference guide is available to assist staff to upload vaccination evidence and updating vaccination status on eduPay.

Hazard Type	Hazard Description	Recommended Controls	Examples of practical solutions
		Guidance relating to vaccination requirements for visitors and volunteers performing work in schools can be found in the School Operations Guide and COVID-19 Vaccinations – Visitors and Volunteers Working on School Sites : Policy | education.vic.gov.au. ***Vaccination requirements for parents, carers and other adult visitors not performing work*** • All parents and carers attending schools, including drop and pick up arrangements must adhere to physical distancing, density limits, face mask requirements and practice respiratory etiquette and good hand hygiene. • Parents, carers and other adult visitors not performing work need to show evidence of vaccination (or a medical exemption) when entering a school building. • Parents, carers and other adult visitors attending a gathering at school, such as a fete, school play or graduation ceremony, whether indoors or outdoors, need to show evidence of vaccination (or a medical exemption) on arrival. • When parents and carers do not meet vaccination requirements, the school should hold meetings and other discussions (such as Student Support Group meetings) virtually. • Parents and carers who enter school buildings must check in using the QR Code system. ***Required vaccinations for school staff*** • The Victorian Chief Health Officer determined that COVID-19 vaccination is mandatory for staff who	

Hazard Type	Hazard Description	Recommended Controls	Examples of practical solutions
		work in schools. This includes principals, teachers, administration and education support staff, and visitors and volunteers, including casual relief teachers (CRTs), pre-service teachers, and Out of School Hours Care staff. • Staff must upload evidence of their vaccination status in eduPay. • Information about the vaccination requirements is available COVID-19 Vaccinations – Teaching Service and School Council Employees. • Schools must treat health information, including an individual's vaccination status or diagnosed medical condition (such as COVID-19) in accordance with the Schools' Privacy Policy. COVID diagnoses and vaccination statuses are not to be shared or discussed unless the individual (or their parent/carer) provides consent, or unless schools are legally obliged or authorised to do so (for example, when requested by the Department of Health for contact tracing). Further guidance on the handling of health care information can be found on PAL under Privacy and information sharing – Health care information.	
	Staff and students may contract disease by touching surfaces contaminated with coronavirus (COVID-19), following	Cleaning arrangements will return to business as usual cleaning scope for Term 1, 2022. This involves cleaning a range of items daily and cleaning other items either once-a-week, twice weekly or thrice weekly, with spot cleaning at other times based on school size and specifications. For further information schools can refer to the Cleaning page on PAL.	• Cleaning arrangements should be adjusted to each school's requirements, as outlined on PAL. • Schools should consider the necessity of using shared equipment at this time. Such items may include shared computers, class sets of teaching and learning materials, and musical instruments. If used, strict hand hygiene should be followed before and after use. Risk can be further minimised with users wiping down items where appropriate, for example using a two in one disinfectant/detergent wipe. • Consider adjusting how staff and students interact within the built environment to reduce contact with certain surfaces. For example, a simple measure such

Hazard Type	Hazard Description	Recommended Controls	Examples of practical solutions
	exposure from someone with the virus.		• as keeping a door open will reduce the need for multiple people to touch the door handle. • For further advice or support with cleaning requirements, schools should contact the Department at cleaning@education.vic.gov.au.

	Vulnerable workforce or students	• Refer to the advice in the School Operations Guide in relation to the supports available to assist schools to support medically vulnerable staff and students, including:
		  o Those staff members who may be medically vulnerable, or living with or caring for elderly or chronically ill relatives; and
		  o Preparation of an up-to-date Student Health Support Plan and accompanying condition-specific health management plan for any students that may be medically vulnerable.
			• Ensure consultation with your elected health and safety representative and staff and incorporate into workforce planning.
			• Refer to the guidance in the in the School Operations Guide to support medically vulnerable staff and students.

	A suspected case may occur among staff and students	• Refer to the managing suspected cases advice in the School Operations Guide. • Also see the advice in the Operations Guide regarding management of unwell students and staff.	• Communicate messages to the school community and staff which promote the message that the most important action school communities can take to reduce the risk of transmission of COVID-19 is to ensure that any unwell staff, parents / carers and students remain at home and get tested, even with the mildest of symptoms, and that people who are unwell do not attend school sites. • Refer to the communication support pack for resources to communicate with your school community. • Stay in contact with affected staff or families remotely to provide wellbeing support. Guidance and template communications to support schools to communicate and support COVID positive staff are available through your Regional OHS Support Officer. • Guidance and templates to communicate with the school community is available in the communication support pack.

Hazard Type	Hazard Description	Recommended Controls	Examples of practical solutions
	Managing a confirmed case of COVID-19	• Refer to the managing of a confirmed case advice in the School Operations Guide. • Please see the School Operations Guide for further information relating to notifying the DET of a positive Covid-19 case and next steps. • Please see the School Operations Guide for Principal action on identifying and notifying people potentially exposed to COVID-19. • Also see the advice in the Operations Guide regarding management of unwell students and staff. • Contact the Department by calling 1800 126 126 to report an IRIS incident alert if a student, parent, contractor, staff member or other member of the school community tests positive to COVID-19, but only where the case was onsite within 48 hours prior to the onset of symptoms consistent with COVID-19. • Please refer to the Cleaning and Disinfection Guidelines for advice on cleaning and disinfection when a confirmed case of COVID-19 has been identified in a Victorian Government School. The Department will support schools with this process.	• Refer to the communications support pack for resources to communicate with your school community. • Stay in contact with affected staff or families remotely to offer wellbeing support.Guidance and template communications to support schools to communicate and support COVID positive staff are available through your Regional OHS Support Officer. • Guidance and templates to communicate with the school community is available in the communication support pack. • Specific guidance on the Management of Contacts can be found in the School Operations Guide.
	Non-Department contractors and their staff may need to enter school grounds to carry out work.	• Refer to the advice in the School Operations Guide regarding vaccination requirements for visitors (including CRTs) and contractors attending school sites. • QR code check ins are required to be used by all visitors on school site including contractors, external Department staff and building and maintenance staff).	• Visitors to school grounds must comply with vaccination requirements, density limits, face mask requirements, QR code check-ins and practise respiratory etiquette and good hand hygiene. • Schools should ensure contractors (such as Casual Relief Teachers (CRTs) receive appropriate induction, including in relation to the record keeping requirements and QR code requirements on site. • Ensure, so far is as reasonable practicable, that QR Code and sign in requirements are followed by all contractors and visitors attending site

Kings College

Hazard Type	Hazard Description	Recommended Controls	Examples of practical solutions
			(including parents entering a school building), by displaying QR codes prominently and communicating with contractors about the requirements.
	Exemption for essential workers to return to work following a close / household contact	• Refer to the advice in the School Operations Guide regarding essential workers eligible for a reduction to close / household contact isolation periods • Only applies to fully vaccinated employees	These arrangements can only be implemented if the school and staff member both consent, and the following conditions are met: • the staff member must undertake a daily Rapid Antigen Test (RAT) for five days and return a negative result prior to attending work each day • the staff member must wear a face mask at all times, with exceptions in the case of eating and drinking, or safety reasons, and a P2/N95 mask is preferred • the staff member cannot enter shared break areas and the school must try and facilitate solo break time • The school must take reasonable steps to deploy the staff member in areas of the school where transmission risk is lower • If at any time a staff member develops symptoms or tests positive on a RAT, the exemption no longer applies – they are a positive case and must isolate for 7 days

Hazard Type	Hazard Description	Recommended Controls	Examples of practical solutions
Working Alone, in Isolation or from Home*	The home work environment may cause injury (noise, lighting, thermal comfort, and slips, trips and falls).	• Refer to working alone, in isolation or from home policy and procedure. • Refer to OHS guidance for working from home. • Refer to ergonomic advice. • Refer to tips for working from home safely and productively.	• Enable reasonable access to available school equipment. • Proactively plan with staff who have a known pre-existing injury. • Establish protocols for regular check-ins with staff. • Encourage staff to access the Working from Home Guide.
	Staff may suffer musculoskeletal disorders by	• Encourage staff to regularly stretch and move during the day.	• 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.

Kings College

Hazard Type	Hazard Description	Recommended Controls	Examples of practical solutions
	adopting static postures while using laptops, portable devices or personal computers.	• Consult with staff to identify possible adjustments to work/tasks/timetable to reduce static postures and prolonged desk / screen time.	• This many include ending meetings five minutes early to stretch and move, starting meetings or lessons with a stretch session, timetabling movement breaks and (where possible) having phone calls instead of virtual meetings to reduce screen time and eye strain. • Proactively plan with staff who have a known pre-existing injury.
	Increased isolation (on-site and/or at home) may increase risk of injury.	• Advice and support (including ergonomic advice via videoconference) is available to all staff via the OHS Advisory Service.	• Promote the OHS advice and support (including EAP and wellbeing webinars) to staff. Other mental health supports are available at OHS guidance and supports. • Establish protocols for regular check-ins with staff.
	Exposure to family or gendered violence.	• Assist staff in following the advice and support for employees exposed to family violence.	• Establish protocols for regular check-ins with staff.
	*To be applied in conjunction with Mental Health and Wellbeing and Work-Related Violence hazard sections below.		

Hazard Type	Hazard Description	Recommended Controls	Examples of practical solutions
Work-Related Violence	Online, over the phone or other remote threatening or aggressive behaviour by students, parents/carers,	• Refer to the Work-Related Violence in Schools Policy, which covers online and on-site behaviour, and the new advice page outlining strategies and resources to help schools prevent and manage unacceptable behaviours from parents and carers.	• Ensure on-site staff are ready to manage the students that will be attending and that student supports, including reviewing and ensuring Behaviour Support Plans are up to date if required. • Liaise with Student Support Services for Behaviour Support Plan assistance where required.

Hazard Type	Hazard Description	Recommended Controls	Examples of practical solutions
	school staff or other members of school community. 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 work-related violence and aggression from parents. Many parents/carers are likely to be	• Refer to the new Respectful Behaviours within the School Community Policy, which promotes the importance of respectful and collaborative relationships between parents, carers and school staff. The new policy and resources will enable schools to communicate clearly articulated expectations for parent and carer behaviour towards school staff. • Consider whether any student supports, including Behaviour Support Plans, require revision in consultation with Student Support Services. • Also refer to Creating Respectful and Safe 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-19 Employee supports page, and the relevant policy and procedure.	• If wearing a mask when working with students at risk of grabbing or pulling it, use a mask that will release easily, e.g. with hooks over the ears rather than ties around the back of the head. Regularly and explicitly teach students not to touch or attempt to remove others' masks. • Set expectations for behaviour with the school community and promote appropriate ways for parents to raise their concerns. • Display the posters for school staff and for parents/carers to help schools communicate the Respectful Behaviours within the School Community Policy and appropriate behavioural standards with their school community. • Discuss extra supports or strategies for staff who engage with anyone known to present a risk. • Encourage staff to report incidents in eduSafe Plus and IRIS as appropriate, de-brief, and seek escalated support (e.g. through EAP) if required.

Kings College

Hazard Type	Hazard Description	Recommended Controls	Examples of practical solutions
	anxious during this time.		

Hazard Type	Hazard Description	Recommended Controls	Examples of practical solutions
Mental Health/ Psychosocial Hazards	Leaders managing the anxiety and mental health of others – including students, staff, and members of the school community. Staff experiencing changes to workload (increase/decrease) from modifications in tasks and priorities. Balancing non-work-related demands (e.g. caring responsibilities) while delivering	• Refer to the mental health and wellbeing advice on the OHSMS COVID-19 Employee supports page, and the relevant policy and procedure. • Encourage staff to access MyWellbeing Program by contacting *employee.wellbeing.response.team@education.vic.gov.au* • Consult with staff to identify causes/sources of workload challenges and to identify possible adjustments. • Refer to the Return to Work Coordinator Portal. • Refer to the Principal Health and Wellbeing services on the OHSMS COVID-19 Employee support page. • Refer to the Department's Flexible Work Policy. • Refer to School Operations Guide • Video-counselling is available via the Employee Assistance Program (EAP) for all staff and their immediate family (aged 18 years and over).	• Consult, communicate and check-in regularly with staff on how they are feeling with the current situation and what supports might help. Encourage team leaders to be flexible and supportive about work requirements. • Have regular conversations to provide as much clarity and flexibility as possible about tasks, priorities and the way work can be delivered. • When a transition occurs either to or from remote learning, consider how best to enable staff to respond to the transition and adjust their planning to suit. • Talk with staff about how they can limit screen time and consult with staff about strategies for managing emails. • Encourage staff to take scheduled screen breaks. • Encourage staff to take wellbeing time. • Consider pausing the introduction of any new initiatives or additional professional development activities. • Limit meeting duration and record meetings to enable flexibility in attending. • Allow time for staff to access the relevant information, instruction and training. • Encourage staff to use EAP, for themselves and their immediate family, as well as the other supports and resources available, and, promote the ability to access individualised supports through a referral to MyWellbeing, by contacting *employee.wellbeing.response.team@education.vic.gov.au* • Ensure there are adjusted return to work strategies for people on sick leave or Workers' Compensation leave.

Hazard Type	Hazard Description	Recommended Controls	Examples of practical solutions
	a remote learning program.		
	Extended hours and screen-time exposure, due to planning and delivery of remote learning programs.		
	Staff experiencing disengagement and low morale regarding clarity of tasks, team roles and evolving priorities.		
	Staff experiencing uncertainty, stress, anxiety from the transition to an		

14

Kings College

Hazard Type	Hazard Description	Recommended Controls	Examples of practical solutions
	altered working environment.		
	Staff experiencing uncertainty and anxiety about the COVID-19 risks to their personal health (especially if working onsite).		
	Staff experiencing isolation and changes in levels of support from leaders and colleagues as a result of the changed arrangements.		
	Aggravation of stress caused by pre-existing conditions (e.g. existing mental health conditions, disabilities, vulnerable cohorts, and staff on leave, including		

Hazard Type	Hazard Description	Recommended Controls	Examples of practical solutions
	Workers' Compensation or sick leave, etc.).		