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# **Independent Assessment – Occupational Violence Final Report**

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## Executive Summary

This review has identified that there is currently no systematic approach to address the risks of occupational violence in ACT primary, secondary, and specialist schools.

The WHS Act (2011) requires the Education Directorate to demonstrate a Duty of Care towards school staff to eliminate or control risks of occupational violence so far as is reasonably practicable. This review identified a primary focus on providing safe and supportive schools for students. There was anecdotal evidence that many staff feel there is not a similar focus on their safety arising from occupational violence.

The data provided through Riskman would indicate that the number of incidents of occupational violence has not changed significantly over recent years. However, feedback during the project indicated that many staff do not report incidents of this nature using the Riskman system. This was due to the frequency of incidents in primary and specialist schools in particular and the perceived complexity of using Riskman for occupational violence incidents. In particular, staff do not report the cumulative impact of these incidents on their health and wellbeing. An alternative method of reporting these incidents is required to obtain a more representative profile of this risk.

The frequency and severity of physical and psychological injury reported by staff from occupational violence was raised as a serious WHS risk by WorkSafe ACT, the Australian Education Union (AEU) as well as senior managers in the Directorate. All parties should work together to ensure the Officer and PSBU legal obligations in the WHS Act are met.

The systems approach proposed in this review, is based on four primary elements. These are People, Process, Place and Performance.

This review has provided four key recommendations to address the risks in these elements. These include;

- Provide more training and support is required for staff in schools who work with students with complex needs.
- Utilize a WHS compliant risk assessment process and a case work approach for students and families with the most complex needs.
- Review the options for a more suitable centrally controlled incident reporting tool for occupational violence to improve the quality and amount of data captured.
- Develop closer working relationships with Universities to ensure pre educators and early educators are provided placements and support to teach students with complex needs

I would like to thank the ACT Directorate executive members, together with the school Principals, Board members, Business managers, school executives, teachers, and LSAs who participated in this project.

**David C Caple**  
**7<sup>th</sup> April 2017**

## Project Objective

The objective of this project was to conduct an independent assessment of the systems utilised by the ACT Education Directorate to mitigate the risks of occupational violence in schools. This objective focussed on the requirements of a systems approach for the prevention of physical and psychological injury to Principals, teachers and LSAs arising from incidents of occupational violence within ACT schools.

## Stage 1 Methodology

The following methodology was used for the desktop review of data, documentation, and initial consultations.

- 1.1 Data relating to occupational violence incidents that have been reported within the respective sectors of the Department on an annual basis during the last five years. This data included:
  - Pre-schools and Early Childhood schools
  - Primary schools
  - High schools, including colleges
  - Specialist schools and education centres
- 1.2 A profile of the Comcare data relating to injuries from occupational violence was reviewed within each of the school sectors. This data was segmented by the sector for each of the last five years. The profile included the number of injuries and the proportion of those injuries reported each year from occupational violence.
- 1.3 A review was undertaken of the Work Health & Safety (WHS) policies, procedures and practices that have been implemented to protect employees from occupational violence in ACT public schools.
- 1.4 A review of previous projects and research that has been undertaken within the ACT relating to the prevention of occupational violence in schools during the last five years.
- 1.5 Copies of the professional development or training programs were reviewed that have been developed within the ACT public schools with a specific focus on the prevention of occupational violence.
- 1.6 Consultations were arranged to review the support services provided directly, or indirectly by the Education Directorate to support staff who experience occupational violence or associated risks within their workplace.
- 1.7 A review of reports and guidance provided to schools in relation to supporting the educational outcomes of students with diagnosed intellectual disabilities and ASD, as well as emotional trauma where potential occupational violence risks are foreseeable.
- 1.8 Consultation and a review of architectural designs utilised in recent schools to mitigate exposure to occupational violence risks.
- 1.9 Specific consultation with key stakeholders within the executive of the Education Directorate. These include those managers with direct accountability for WHS policy development and executive accountability for key operational areas.
- 1.10 Consultation was arranged with representatives from the Australian Education Union (AEU) who are supporting members exposed to occupational violence in schools.

1.11 Consultation was also arranged with the Commissioner of WorkSafe ACT and the Chief Inspectors involved in the compliance of the Directorate under the WHS Act (2011).

### Key Individuals Consulted

The following table identifies those key senior executives who were consulted in this project.

Name	Title
Natalie Howson	Director-General, ACT Education Directorate
Meredith Whitten	Deputy Director-General, Organisational Integrity and Infrastructure
Leanne Ballard	Senior Advisor, HSW Continuous Improvement
Coralie McAlister	Director, People and Performance
Jacinta Evans	Director, Student Engagement
Kate O'Sullivan	Senior Manager, Workplace Injury Performance
Wayne Prowse	School Network Leader, South Western
Sam Seton	Senior Manager, Network Student Engagement team
Jason Borton	Director, Learning, Teaching and Early Childhood
Jurgen Lebang	Senior Manager, Major Projects
Judith Hamilton	Senior Network Leader, Northern

The following table provides the key stakeholders from WorkSafe ACT.

Name	Title
Greg Jones	WorkSafe Commissioner, Director, construction Environment and Workplace Protection
Mark Kalleske	Deputy Director, Construction, Environment and Workplace Protection
Matt Craig-Barry	Senior Manager, Enforcement
Bradley Cummins	Manager, Major Investigations Team

The representatives of the Australian Education Union (AEU) consulted during the project include:

Name	Title
Jacque Agius	AEU, Industrial Officer
Patrick Judge	AEU, Industrial Officer

At each of the 11 site visits, consultation occurred with the:

- Principal
- Deputy Principals
- School management executive team representatives
- Business managers
- AEU union site president
- Health and Safety Representatives
- Teachers
- LSAs
- Representatives from NSET during school visitations
- Specialist staff including
  - Youth support workers
  - Disability workers
  - Psychologists

In three schools, consultation occurred with the Chairman or representative from the school Board.

## Consultation Outcomes

The main findings from the consultations with key stakeholders included:

1. There is no integrated systems approach towards the prevention of occupational violence across the ACT Education Directorate. There are a range of specific systems that are in place, however, they are not mapped into an integrated systems model. The existing systems include;
  - a. NSET psychologists and School based assessment of students with complex needs before and during school placements. This is now developed on a partnership arrangement between the school and the NSET leader.
  - b. Utilization of specialist staff through NSET including specialist teachers, psychologists, Occupational Therapists, Speech Therapists, Social Workers and Disability Support workers.
  - c. Using a range of Behaviour Support Plans and communication tools for students with complex needs.
  - d. Allocation of school managed funding for additional teachers, LSAs and school allocated resources based on the number of Appraisal points assessed for students with complex needs.
  - e. Restrictions to the number of student and use of specific classrooms with breakout spaces for students with complex needs. Further, there are allocations of additional trained specialist teachers and LSAs to teach those children with the most complex needs.
  - f. Implementation of professional development programs for school staff such as Team Teach; Neuro Education; Wellbeing programs; TRUST, TREK, Classroom Management Intervention program; Educational Essentials, Positive Partnerships, Trauma Training, Managing Challenging Behaviours, Calmer Classrooms, Mindmatters and Kidsmatters.
  - g. School based case assessment and transition management programs for students with complex needs and involvement of their family as they move between schools and classes.
  - h. Provision of specialist buildings and facilities such as sensory rooms, hydrotherapy pools, gyms and trampolines for the physical and cognitive needs of students with complex needs.
  - i. Local school management systems such as the physical design of playgrounds and equipment as well as separation of student groups in the playgrounds to minimize the risks of violence.
  - j. Local data recording systems within the school for monitoring the incidents of bullying, violence and harassment for students. These are also used where appropriate for incidents involving parents.
2. There is a strong commitment to address the risks of occupational violence within schools and the associated impacts on Principals and Executive members, teachers, LSAs and administration staff.

3. The terminology used in this review of “occupational violence” was challenged by many stakeholders. Those with a WHS background such as WorkSafe ACT and the AEU consider occupational violence is an appropriate term and consistent with the physical and psychological injuries to workers reported from other industry sectors. Their expectation is that schools should set strict boundaries for behaviours and enforce consequences for those inflicting injuries on others. These expectations are consistent to the “Zero tolerance” to occupational violence as found in other public sector workplaces such as hospitals.

Most school executives and teachers discussed prevention of injuries to staff through an educational focus and consider that many incidents or injury to the staff and other students is not with an “intent” of violence. They focus on the critical importance of communication skills and consistency to the engagement with these students to significantly reduce the incidence of injury. They use case study examples of risk reduction where these educational programs are consistently implemented such as the Positive Behaviour Learning programs.

4. The risks associated with violence from children of all ages who have been subjected to severe emotional trauma were identified as one of the most challenging areas. This risk is increased when the child is unable to form meaningful relationships with one or more adults and adopts a “fight or flight” response to emotional conflict or cognitive impairment.
5. The research reports provided for review were based on occupational violence reports from Riskman data during the last 6 years. The consultations with key stakeholders and school staff indicated that there was a large amount of under reporting of incidents using Riskman. The description of an “iceberg” model was frequently used to describe that the Riskman reports may relate to those incidents above the water line. These were often described as incidents that resulted in actual injury or emotional harm. The consultations indicated that there are significantly many more incidents that actually occur “under the waterline” that are not reported. Some teachers and LSAs referred to a reluctance to report these incidents in Riskman due to a perception from others that they were not managing in their role. They also discussed the cumulative psychological impact of repeated exposure to many incidents that are not reported in Riskman.
6. The integration of new students with complex needs into the early levels of school – from kindergarten to Year 2, provided some of the most challenging behaviours for the teachers to manage. These challenges related to the skills required to engage and communicate with these children and to ensure the safety of the other children in the class. These skills are applied by the teacher and LAS within a context of minimizing risks to their own safety. Case studies were provided where multiple children with complex needs were in the same class resulting in a constant and unsustainable physical, cognitive and emotional workload on the teacher. Many staff described the “cumulative exhaustion” from working with these children on a daily basis.

## Data Analysis Outcomes

The reports that have been provided in relation to occupational violence incidents are based on the analysis of Riskman data from the Australian National University (ANU) population health research (2016), as well as the CMTEDD Safety Support team review on Workplace Health and Safety and Due Diligence overview (December, 2016).

The data provided in the ANU analysis over the last 10 years on reported incidents in schools indicates that there has been between 400 and 600 incidents per year reported in specialist and non-specialist schools in the ACT. The majority of these incidents are reported from pre-school and primary schools. These account for up to 75% of incident reports.

Whilst there is some variation year to year, there is approximately a similar number of incidents reported each year. The number of incidents reported by "specialist teachers" has fallen since 2007. It is noted that an increase of incidents involving executive teachers has occurred since 2014.

Over 90% of these incidents resulted in short term action.

A separate analysis was undertaken with students who were involved in the reports that had "complex" needs. This was defined by the student having a behaviour management plan in place. The analysis indicates that reviewing or modifying the behaviour management plan was the most frequent follow up risk control following a reported incident. The other groups assessed included behaviour management support, suspension and removal of the student from the class. The significant majority of actions listed in Riskman was "preventative action considered unnecessary".

Incident data was also analysed involving parents. These Riskman incidents included the majority of cases where parents were involved in verbal abuse such as harassing a staff member in their office or classroom, over the phone, or by email. The data included a small proportion of cases where parents abuse staff and were aggressive or used threatening behaviour.

In analysing the types of violence, over 90% involve physical violence or a combination of physical and verbal. This was further elaborated in the consultation process where staff described the cumulative impact of constant vigilance to prevent injury to "burn out" and exhaustion when working with students with complex needs. The impact of cumulative psychological and physical effects may not be reflected in the Riskman incident data.

The Comcare data with accepted worker's compensation claims indicate that occupational violence accounts for around 10% of all claims in ACT schools. In specialist schools, occupational violence accounts for 20% of all claims.

## Review of Documentation

A list of the documentation reviewed is provided in Appendix 1 of this report.

This review of the documentation provided evidence that the ACT Directorate and the ACT Public Service have recognized the risks of occupational violence and developed a range of policies and procedures to reduce the risks to staff. Whilst the technical content of the materials is consistent with the approaches taken to prevention in other jurisdictions there was a lack of an overall system that links the documents into an integrated prevention approach.

The framework of the ACT documents include:

1.1 The ACT Public Sector “Managing Occupational Violence Policy (WHS – 09) is currently the basis for the Education Directorate policy position. This defines occupational violence as “any action, incident or behaviour that departs from reasonable conduct in which a person is assaulted, threatened, harmed, injured in the course of, or as a direct result of, his or her work”. Within the context of the students with complex needs it is unclear how “reasonable conduct” would be defined.

The policy requires the Directorate to have a comprehensive Occupational Violence Management Plan (OVMP) to identify the risks of violence and the management strategies to eliminate or mitigate these risks. This requires a risk assessment approach to manage and control risks. It also requires prevention strategies, training, critical incident response, reporting and victim support services.

1.2 The Directorate has the Safe and Supportive Schools policy and procedures as their OVMP. The wording of this policy is based around the student’s wellbeing and to provide a safe and supportive environment to achieve positive education outcomes. There is no mention of the requirements under the WHS Act for the Directorate to eliminate WHS risks to the staff from exposure to occupational violence. Element 2.4 of the Policy has 11 points how prevention and early intervention of behaviour that may impact safety and wellbeing. None of these points focus on the accountability to provide a safe work environment, safe systems of work or information, instruction and training for staff as required under the WHS Act.

1.3 Responsibilities are listed in the policy for;

- a. Directorate
- b. School staff
- c. Principals
- d. School Network Leaders
- e. Students and Parents / Carers
- f. Director Student Engagement

These responsibilities relate to the implementation of the Safe and Supportive Schools Procedure A and B as well as specific programs such as Positive Behaviour Support Plans.

1.4 The Safe and Supportive Schools Procedure A provides a prevention approach based on a legal context. It is interesting to note that the WHS Act (2011) is not mentioned as one of the key legislation items amongst a list of 9 separate legal Acts in the ACT. This procedure uses a Primary Prevention approach. This is defined as “activities focussed on populations rather than individuals and can occur in a range of social settings including educational settings. Primary prevention approaches are usually described as universal approaches.” The coverage of this procedure includes bullying, harassment and violence. There is no specific detail provided on how this procedure should be implemented to prevent violence in a school setting. It was identified in this project that the primary prevention in schools are most frequently developed around the needs of individual students as well as generic universal approaches.



- 1.5 The Safe and Supportive Schools Procedure B relates to “Responding to complex and challenging behaviours”. This procedure does refer to the WHS Act (2011) and outlines the systems of work expected as the level of student violence and harm to self or others escalates. The focus of this procedure is on the consequences of the behaviour of the student and there is no mention of a proactive risk assessment to be undertaken as required under the ACT Public Sector policy. There is also no mention of potential coverage of parents who demonstrate complex and challenging behaviours towards staff or other parents at the school.
- 1.6 The Positive Behaviour Support Plan has the qualifier *“We recognize behaviour that challenges us as a symptom of a problem not a problem itself. It tells us to look closer and listen harder, because something is wrong. Behaviour is a message about what is happening in someone’s life”*. It was noted during the consultations that students with complex needs required extensive time and support from teachers and LSAs to determine the most effective communication methods. This may be picture cards, hand signing, simple words, emotional intelligence cards showing green, orange and red moods as well as consistent contact with a small group of staff. External factors such as lack of sleep, medication changes or emotional issues happening at home were described to confound the effectiveness of these controls. The difficulty of students who suffer emotional trauma, sometimes commencing in utero from foetal alcohol or drug effects provide a level of complexity to understanding behaviour. This was observed in both primary schools and high schools where these students are unable to make a connection with an adult or other students to establish the foundation to implement an effective behaviour plan.
- 1.7 The “Managing Behaviour Safely – A Risk Management Approach” is only mentioned in the Procedures within the context of using *“restrictive practices as a planned protective action as an emergency response”*. The risk management approach is based on the risks arising from *“challenging behaviours”*. This does not mention situations such as involuntary movement of limbs with children having physical disabilities, children with complex cognitive needs, children with severe emotional trauma or those with ASD. The approach lists a range of generic risks or challenging behaviours without reference to the specific situations where occupational violence actually occurs in schools.
- 1.8 The ACT Education and Training Directorate Workplace Health and Safety Audit Report (2013) provides the results of audits of 13 schools in the ACT. It is interesting to note that three key risks were identified for follow up including hazardous substances, plant and equipment assessments prior to purchase and the management of sharp instruments. No mention is made of risks arising from occupational violence amongst the 18 WHS risks assessed in this audit report.
- 1.9 The Canberra Public Schools “Compliance Checklist” has Items 21, 22 and 23 relating to “Bullying, harassment and Violence” under the heading of “Student Wellbeing”. There is no mention of the compliance requirements of these within the context of staff wellbeing other than a need to report any incidents to the School Network Leader. No mention is made of local school based reporting or Riskman reporting requirements.
- 1.10 The significant increase in resources allocated to the NSET teams in 2016 now provides a wider range of support service to specialist schools and mainstream schools with student integration programs. This includes the psychologists, specialist educators, occupational therapists, speech therapist, and youth workers. The support provided by these NSET members was greatly appreciated by the schools. The strength of their contribution was identified where they had the time to work with the teacher and LSAs in a coaching and mentoring role rather than just observing work. The provision of services has progressively changed to enable the school to explain what services they actually need rather than supply a generic service model to all schools for students with complex needs. This has developed into a partnership model between NSET and the school which is a positive development.

On the basis of reviewing the documents there is a focus on occupational violence within the context of student behaviour or challenging behaviours. There is virtually no mention of physical or psychological risks to Principals, teachers and LSAs nor the WHS legal requirements to prevent injury to them based on the hierarchy of control as outlined in the WHS Act (2011).

### **Consideration of ACT Legal Acts**

The documents reviewed referenced multiple Acts requiring compliance in the ACT schools. There were three Acts mentioned frequently during the consultation process.

1. Work Health and Safety Act (2011). The key issues here related to:

- A requirement to clarify the duties of the Officers, PCBU and workers within the Education Directorate.
- Lack of clarity amongst the duty holders as to how WHS legal compliance is assessed within the context of the prevention and management of occupational violence risks.

2. Education Act (2004)

A primary consequence of this Act is the duty of the Directorate to provide an educational opportunity for all children within the ACT. The consultation process included questions from staff as to how this was interpreted for students who were suspended and if this is acceptable for primary school students. It also related to discussions about alternative pathways for students unable to attend schools whilst placing teachers and other students at risk of injury.

3. Human Rights Act (2004)

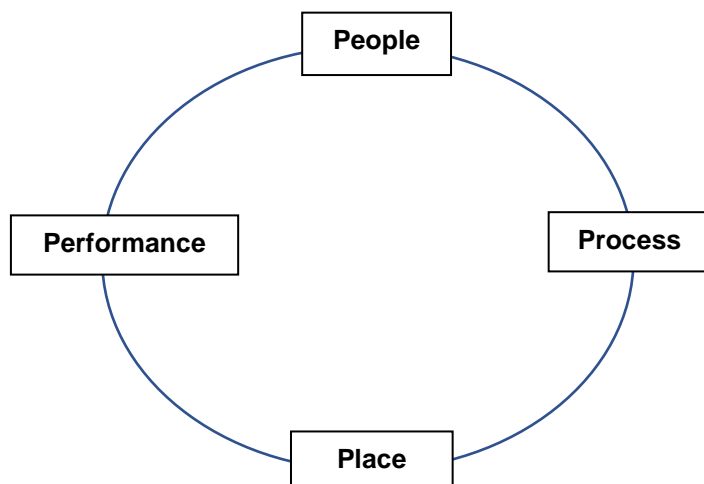
Consultations in this project highlighted potential infringements of human rights, both for teachers and Principals, in the event that their safety is violated as a result of repeated exposure to occupational violence incidents at work. Human Rights was also raised about the entitlements of students with a history of violence towards others to receive equal treatment within the community and education without discrimination or prejudice. This related to the impact of these children on other students in their class or school as well as the physical and psychological impact on their teachers and LSAs. Some staff also raised the expectation from some parents that it was their right to decide if their child with complex needs attended a specialist or integrated school mainstream school. Some clarity over these rights and the consequent rights of others at the school was raised for further consideration.

## Key Project Observations and Findings from consultations during school visits

The school visits indicated that a holistic systematic model is required to manage occupational violence risks in schools. This systems approach includes:

- People
- Process
- Place
- Performance

A simple model illustrating this systematic approach is illustrated below.



In considering the data provided for this review, together with the outcomes of the document review, school visits, and consultation processes, the following table summarises the key findings in relation to occupational violence and a systematic management approach to address these risks in schools.

1. People Requiring Proactive Intervention	Observations
1. LSA support.	<p>1.1 The data provided from Riskman relating to occupational violence incidents confirmed that the number of reported incidents for LSAs is approximately double the number reported by teachers.</p> <p>1.2 Some LSAs indicated that they were at the higher risk of physical and psychological injury from those students with uncontrolled and unpredictable violence. One LSA commented that she was “in the firing line” for students who had patterns of behaviour involving biting, kicking, hitting or throwing objects.</p> <p>1.3 The majority of the LSAs indicated that whilst these incidents of violence occur frequently, very few incidents are recorded in Riskman. This is often due to the frequency of the incidents and the difficulty of accessing computers and finding the time to complete the necessary documentation.</p>

They also commented that many of the computers are shared and in an office or room where privacy is not available. They described an “iceberg” model where the majority of incidents are “below the water line” and not reported.

- 1.4 The consultation process at the schools involving LSAs indicated that they are employed utilising funding to the school based on the Appraisal process and the associated number of points for students with complex needs. Some were concerned that the decisions about how that funding was allocated to support students was not transparent.
- 1.5 The working hours of the LSAs are primarily around the school opening hours for students. They tend not to be involved in the staff meetings to discuss students with the teachers and Principal which are often held after 3.30pm. The finishing time at 3.30pm is an attraction for LSAs. Consequently, communication with LSA’s regarding decisions related to students in their care is challenging.
- 1.6 Currently, there is a focus on LSAs obtaining training and qualifications to work in the schools. This includes the recommendation from the *Schools for All* report that “by 2018 all LSAs hold, or are in the process of obtaining at least a Certificate IV in School Age Education and Care or equivalent” and “all LSAs working in a Learning Support Unit or a specialist school hold, or are in the process of obtaining at least a Certificate IV in Education Support or equivalent. Training on working with children with complex needs and how to minimize occupational violence was identified as a requirement for all teachers and LSAs.
- 1.7 The LSAs will be generally allocated on the timetable to work with a student, or students, on a one-to-one basis. Depending on the number of LSAs in the school, and the Appraisal rating for the child, they may assist a teacher in the classroom with multiple children during the school week. There are some LSAs who are 100% allocated to a specific student for the entire time.
- 1.8 Due to the close contact with the students having complex needs, the LSAs develop a good understanding of the communication requirements for these students and develop a close bond. A frequent comment from the LSAs was the privilege in working so closely with the most complex children and seeing their progress over the years.

<p>2. Support for “early educators”.</p>	<p>2.1 A general theme amongst the early educators that were consulted related to their variable experience and confidence in working with a classroom involving one or more students with complex needs.</p> <p>2.2 Amongst the early educators who had experienced prolonged and repetitive exposure to physical and psychological injury in the classroom were teachers who felt unsupported by the mentoring process that was implemented within their school. This included mentors for the early educators who were unavailable during the critical first months due to ill health or allocation to other duties that limited their time and availability with the early educator.</p> <p>2.3 A comment frequently made by the early educators who had been exposed to occupational violence was a lack of knowledge, skills, and tools to use in the classroom when managing students with complex needs.</p>
<p>3. Support for relief/casual teachers, particularly in integrated classes and specialist schools.</p>	<p>3.1 Each school has their own process of identifying suitable relief teachers who can be called on at short notice to replace a staff member who is unavailable due to sickness, leave, or other reasons. Each school endeavours to develop a pool of relief teachers who are inducted and familiar with the school</p> <p>3.2 Feedback from the AEU and the staff consulted, indicated that the lack of support for relief teachers, places them at a higher level of risk for physical and psychological injury working with students with complex needs. These teachers do not have the time to develop communication skills, nor a connection with these students and hence, are at greater risk of exposure to injury.</p> <p>3.3 In some schools, the Principals adopts a process of not placing relief teachers in those classes with students having complex needs, or relocates these students in to another familiar classroom environment during the period that the relief teacher is engaged.</p> <p>3.4 The information provided to the relief teacher about the classroom varies. For example, the Charles Weston School provides a good induction for their relief teachers including:</p> <ul style="list-style-type: none"> <li>• Independent learning plans.</li> <li>• Behaviour support plans.</li> <li>• Learner profiles.</li> </ul>

	<p>They also utilise the hand-held technologies to support their Positive Behaviour Learning programs.</p>
<p>4. Pre-educator’s skills and experience with specialist schools and children with complex needs.</p>	<p>4.1 A common theme through the consultation process related to the lack of practical experience evident from pre-educators, particularly relating to teaching classes involving students with complex needs. This related to students from the University of Canberra, and the Australian Catholic University in Canberra who are educating new teachers. The feedback related to the focus on theoretical pedagogy in classrooms and the integration of students with complex learning needs. However, the practical experience of conducting classroom teaching involving such students was reported as limited.</p> <p>4.2 A particular concern was the limited number of pre-educators seeking placements in the specialist primary and secondary schools. I was informed that these schools would be willing to provide more placements if requested.</p> <p>4.3 The LSAs who described their experience under the Apprenticeship Program, indicated that the time in the schools was the most valuable component of their training. This same learning opportunity for pre educators to develop skills to minimize occupational violence risks should be considered.</p> <p>4.4 Executive level teachers had the perception that the reason early educators leave the teaching profession within the first four years is due to exposure to occupational violence incidents.</p>
<p>5. Assisting pathways for teachers and LSAs seeking to move on from specialist schools. This also applies to NSET specialists seeking to return to mainstream schools.</p>	<p>5.1 The cumulative physical and psychological impact on specialist teachers during their working life was an issue raised during the consultation process. It was a concern that some specialist teachers felt that over time it was difficult to return to a mainstream school setting on merit due to the narrow specialist focus of their role. .</p> <p>5.2 Some staff interviewed felt that support to move out of a specialist setting would avoid potential “burn out” and early retirement.</p> <p>5.3 The alternative to being unable to transfer away from the specialist schools was potential “burn out” and retirement out of education.</p>

6. Partnership between NSET and WHS advisors with the Principals/teachers.

- 6.1 The availability of specialist teachers, WHS Advisors, psychologists, and allied health professionals was described as an appreciated resource for the classroom teachers and LSAs.
- 6.2 Further involvement of the WHS Advisors to assist with risk assessments and compliance with the WHS Act is required. There is an opportunity to integrate their services more closely with the NSET team.
- 6.3 The delivery service from the NSET team has changed over recent times to become more of a partnership arrangement. It was described now as a service based on the needs expressed by the school, rather than a service developed and delivered by the NSET team to the schools.
- 6.4 The general feedback from the classroom teachers, related to the lack of time available from the NSET specialists to spend with the school. There was a general consensus that the school would rather have less people for longer committed periods of time, than have multiple visits for short periods of time only involving observation and feedback. The placement models used in the literacy and numeracy programs were provided as a good example of how the NSET placements should work.
- 6.5 The opportunity to tap into mentors and coaches outside the NSET system was described as a proactive initiative in the ACT. The names that were recorded as experts to address the risks of occupational violence in schools through proactive pedagogy programs included:
- Jane Farrell, Literacy and communications consultant, Adelaide.
  - Associate Professor David Patterson – Master of Teaching in special education at the University of Canberra.
  - Rosemary Butt from the University of Canberra
  - Professor Tony Shaddock, Retired, University of Canberra
  - Chris Shaddock, Master's research relating to complex needs children.
  - Jenny Lindsay, Malkara ex Principal with her picture card resources and benchmarking experience.
  - Peter Cotton, Victoria, an Independent Psychologist who has worked with the NSET members

A central managed program utilising these external special education experts should be developed for supporting the prevention of occupational violence in schools.

<p>7. Psychological support for teachers impacted by physical and emotional effects from their work.</p>	<p>7.1 The Directorate has an EAP (Employee Assistance Program) to provide confidential psychological support to all staff. Whilst this process has been utilised by many teachers and LSAs, it was evident that a more education focussed psychological support service would be of greater benefit. The teachers indicated that when they call the EAP they will often get different psychologists and have to repeat what are often traumatic stories to provide the context to their call. They would much rather have an ongoing supporting relationship with a nominated psychologist who understands the occupational violence risks together with the physical and psychological injuries within schools.</p> <p>7.2 There is no clear escalation pathway for those teachers who have been impacted by occupational violence but not reported these in multiple Rickman reports. If a trend of Riskman reports from the teacher is picked up by the WHS advisers, the escalation would be directed to the NSET unit for follow up. However if there are no trend in Riskman reports and the knowledge of their concerns are within the school, it would be the Principal who may be aware of their needs. It was evident from the discussions that teachers are turning to the union or to WorkSafe ACT to report their concerns if they are not feeling supported by the school.</p>
<p>8. Balance between the placement of teachers with pedagogy skills and the number of LSAs.</p>	<p>8.1 On the basis of the Appraisal process, the Directorate provides funding for LSA support in the classroom to the teacher. Additional funding is provided directly to the school. The Principal and executive of the school then allocates the funding to either employ more LSAs, or to utilise the money in other ways to the greater benefit of the school.</p> <p>8.2 The feedback from experienced teachers and Principals identified that using this funding for qualified teachers in some instances, produces better educational outcomes and less occupational violence in the classroom than just providing the funding for more LSA support.</p>
<p>9. Occupational violence risks from parents.</p>	<p>9.1 Principals, executive teachers and classroom teachers all mentioned the risks of occupational violence from some parents. They indicated that these incidents more frequently “kept them awake at night” than incidents involving the students. These incidents take the form of abuse and intimidation at the school as well as abusive phone calls and emails. In one school the repeated threats of violence and intimidation from a small number of parents were described as the greatest WHS stressor to the Principal and executive teachers.</p>



	<p>9.2 Principals also have WHS risks arising from parents within the school community who have legal restraining orders or intervention orders against each other whilst their children are attending the class together. The potential of parent to parent violence in the school is an additional WHS risk for Principals to manage.</p>
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2. Process	Observations
<p>1. Utilisation of a risk assessment process to develop plans for children with the most complex needs based on the ISO 13001 Standard.</p>	<p>1.1 Under the WHS Act (2011), the hazard of occupational violence needs to be subjected to a risk assessment to enable legal compliance. The ISO 13001 Standard provides the risk assessment framework for schools to follow. The visits to the schools identified a small number of students who had risk assessments conducted as a consequence of repeated incidents of occupational violence subjected towards other students, and teachers. These risk assessments were resource intensive activities involving the Network leader, NSET representatives, together with the school executive and staff. The output of this risk assessment process was a comprehensive management plan to address the educational needs of the student whilst minimising occupational violence risks to others.</p> <p>1.2 The majority of mainstream schools that have integrated educational programs identified a small cohort of students who require a risk assessment to be conducted due to repeated occupational violence incidents. Each of these students is assessed as part of the Appraisal process to identify funding for additional school based resources. However, the utilisation of a risk assessment model would enable a more holistic management plan including school and community based resources as appropriate.</p> <p>1.3 Both the AEU and WorkSafe ACT have expectations that the Education Directorate would implement this risk assessment methodology to ensure compliance under the WHS Act to eliminate, or mitigate occupational violence risks towards staff in schools.</p>
<p>2. Case work approach for specific students and their families.</p>	<p>2.1 It was evident that there are some students involved in repeated occupational violence incidents who bring a range of personal and family challenges to the school community. There is an opportunity for the Education Directorate to develop a stronger case work approach in collaboration with other government and not-for-profit agencies such as The Smith Family, to develop a long-term plan for this student and their family. This would support families to implement the same risk mitigation strategies at home to those implemented at the school. The lead agency for this case work approach may not be the Education Directorate but they would be an important participant in the process.</p>

<p>3. Pathways for students unable to participate in a school based program.</p>	<p>3.1 Within the secondary school sector, a range of pathways to alternative education programs were described for those students who are unable to participate in a traditional classroom based education program. This includes private programs such as the Galilee program, as well as government based programs such as Concept 10 and Achievement Centres in the ACT. The feedback provided from the schools indicates that there is not a clear understanding of how the transition process from schools into these programs and potentially back into schools should operate. As a general finding, there is need to identify a range of alternative pathways for both senior primary students as well as secondary school students. This is consistent with the Schools for All recommendations which have commenced implementation.</p>
<p>4. Extend the Positive Behaviour Learning model across the ACT system.</p>	<p>4.1 It is understood that there are now over 20 schools in the ACT who are participating in the Positive Behaviour Learning model. This is a proactive model to reward good behaviours using a variety of feedback systems. At the Charles Weston Primary School, this includes using the Google Apps software on the hand held phones and ipads. The teachers who observe positive behaviours inform the student that they would record and acknowledge these behaviours using this technology. The philosophy of the schools is that “every child can be a leader” and the utilisation of this frequent reinforcement of positive behaviours is used to encourage the students to lead others by example.</p> <p>4.2 A simple system was also described in a specialist school. The teacher and LSA were working with a student who had repeated incidents of occupational violence towards others. They recorded simple token based rewards when appropriate behaviours were demonstrated. These were linked to a known positive reward such as time for the student to access their ipad. The use of positive rewards was described as an essential risk mitigation strategy to reduce occupational violence from these students.</p>

5. Prioritising essential professional development programs for early educators, and refresher programs for all teachers and LSAs.

5.1 Positive feedback was provided from school executives and staff in relation to the range of professional development programs that are available for early educators and staff relating to the mitigation of occupational violence risks. The majority of these programs are structured around greater understanding of children with complex needs and the essential elements of communication and support.

5.2 The programs such as Team Teach, were frequently mentioned as good practical strategies to quickly intervene and safely defuse a situation where a child or other teachers may be at risk from an escalating situation in the classroom, or playground.

5.3 The TRUST (Trauma Understanding and Sensitive Teaching). The utilisation of the coaching element in this program was highly valued by the teachers to assist each other in the classroom.

5.4 The TREK (Trust, Respect, Empathy, and Knowledge) has also been introduced in a range of programs since 2014. A number of experienced educators indicated the important focus on empathy. They described that empathy needs to be developed by the teachers working with students with complex needs if sustainable prevention of violence can occur.

5.5 NEURO Education. These programs have focussed on the emotional support and understanding the consequence of trauma on children. This was also commented on as a positive program.

5.6 The Wellbeing program. This covers social support and emotional support of teachers, as well as dealing with practices such as mindfulness.

5.7 Trauma Informed Strategies. These programs have three modules with one involving collaborative problem solving. This is also a good program for teachers.

5.8 CMIS (Classroom Management and Instructional Strategies). This program was developed by Meagan Stewart and has been conducted for early educators since 2007. The program involved training coaches in the schools to enable ongoing presentation of the materials. This was observed at the Lanyon High School at the start of Term 1. The ongoing coaching included in this module is also considered a positive component for professional development.

	<p>5.9 The Essential Skills training has been provided by the Directorate to focus on 12 essential skills. Whilst the technical content had positive feedback, the lack of a coaching module was identified as a limitation to this approach.</p> <p>5.10 Other programs such as Restorative Practices, and “Essential Conversations” were also described as good professional development programs.</p> <p>5.11 The utilisation of representatives from “Men’s Link” received positive feedback from a number of schools where external mentoring from male contacts with students experiencing emotional trauma received positive feedback.</p> <p>5.12 The behaviour support partners through the NSET program were described as having “variable contribution” to empower the teachers with practical strategies to address the complex needs of students. This variability was described as a consequence of the teaching experiences of the behaviour support partners.</p>
<p>6. Clarity of the Appraisal process in identifying children requiring additional support.</p>	<p>6.1 As an overall finding, the current processes of awarding points for additional support using the Appraisal process was described as too variable to represent the actual needs of resourcing for students with complex emotional trauma. The Appraisal process for students with ASD and intellectual disability was described as more consistent with needs.</p> <p>6.2 The flexibility for the Principal and school executive to utilise school funding arising from the Appraisal process was questioned by many classroom teachers. They felt that the funding to the school was based on the points allocated to specific students. However, the utilisation of this funding by the Principal and executive was perceived to be spent in a variety of ways and was not transparent to the teacher or LSA.</p>
<p>7. Closer working relationship between the Directorate WHS team and the NSET unit.</p>	<p>7.1 When considering the management of WHS risks associated with occupational violence, there is currently little connection between the Directorate WHS team and the NSET unit. Consequently, the development of proactive programs, policies, and data analysis available to the WHS unit is operating independently of the NSET professional team. In particular, the skills of the WHS team to assist in risk assessment could be integrated into the NSET programs.</p>

3. Place	Observations
<p>1. School architectural design to reflect research relating to pedagogy programs for children with complex needs.</p>	<p>1.1 The infrastructure within the schools generally reflects the age of the school and the design of classrooms at that time. However, for the specialist schools and those that provide integrated learning programs, there were many examples of renovations and improvements to the school infrastructure. A recent celebration at the Turner Primary School related to the construction of new courtyards outside those classrooms where the need for an alternative activity space had been identified for children with complex needs. This same approach had been evident at the Black Mountain School as well as mainstream schools where integrated programs are taking place.</p> <p>1.2 Renovations that had been undertaken at the Majura Primary School involved smaller classrooms without any second doorway to a breakout area or external secured space. In contrast, the new Charles Weston Primary School has integrated a range of such areas in the architectural design.</p> <p>1.3 The future renovation of existing schools should take into consideration all of the requirements for integration of students with complex needs as part of the design brief to enable future flexibility in school organisational processes. This includes the small breakout areas together with the courtyards and access to sensory spaces as indicated in the recommendations from the Schools for All project</p>

4. Measurement of Performance	Observations
<p>1. Use of Riskman as a measure of incident exposure to occupational violence.</p>	<p>1.1 It was clearly evident throughout the consultation processes at each site visit that Riskman is not utilised by teachers and LSAs to report all of the incidents of occupational violence in the schools. This is due to the complexity and structure of the Riskman software. Riskman was described as an incident reporting process, more appropriate to an industrial setting where incidents involve plant and machinery. The nature of occupational violence in education is not adequately addressed through the Riskman incident reporting tool. Further, the tool itself, is difficult to access, particularly by LSAs who may not have computers in their work area and in some instances, do not have computer skills. The Principals and staff described Riskman as a “black hole” where data is entered but no feedback is provided. The staff in particular who completed the Riskman reports are expecting some support and follow up for their health and wellbeing and not just feedback about the student involved.</p> <p>1.2 Principals indicated that their section of Riskman is difficult to complete. In particular the requirement to specify long term risk controls is difficult where the same student continues to demonstrate occupational violence to others on a frequent basis.</p> <p>1.3 The injury data research reviewed in this project were the Australian National University (ANU) Population Health research (2016), as well as the CMTEDD Safety Support team review on Workplace Health and Safety and Due Diligence overview (December, 2016). These research projects were primarily based on Riskman data during the last six years. On the assumption that Riskman under-represents the actual level of occupational violence incidents in schools, the validity of the findings from this research can be questioned.</p> <p>1.4 Some of the schools with challenging occupational violence incidents, such as the Turner Primary School, have introduced their own local data recording and monitoring processes. This enables the school Principal and executive to closely monitor and manage specific students and support their teachers and LSAs on a day to day basis. This is basically a pen and paper system. This local system was discussed in other schools as the more useful data recording and monitoring process.</p>

	<p>1.5 The Google Apps system used at the Charles Weston School enables live recording, analysis, and reporting, to the school executive in relation to a range of indicators. This has the potential to be expanded to record occupational violence as well as the positive behaviour learning outcomes.</p>
<p>2. The use of proactive measures to mitigate occupational violence in existing school survey data.</p>	<p>2.1 There is a range of surveys conducted across the ACT involving parents, staff, and students. The school satisfaction survey, currently does not address specific questions relating to safety and staff support.</p> <p>2.2 The ACT School Review Audit is based on a range of measurable indicators in the delivery of education as required under the Education Act. There is no specific content in this structure relating to the prevention of occupational violence, or the management and support of staff.</p> <p>2.3 The ACT School Climate Survey also does not include any particular questions relating to the perception of staff feeling safe and supported in their working environment.</p>



## Recommendations

The following four recommendations are provided from this review together with details of actions that could be implemented to address each recommendation.

Key recommendation	Details of the recommendations
<p>1. Provide better targeted training and support for staff in schools who work with students with complex needs.</p>	<p>1.1 A structured professional development pathway for LSAs should be developed with a primary focus on skills and knowledge to work with children with complex needs. This pathway should include programs using reputable ACT and national leaders that is based on research findings.</p> <p>1.2 LSAs working with students having significant complex needs should be provided rotation duties within a school to reduce the cumulative impact. The psychological and emotional health impacts of cumulated exposure to repeated incidents of physical injury should be controlled as a health and safety risk.</p> <p>1.3 The Directorate should review staffing models supporting children with a history of violence to mitigate the risks to teachers and others.</p> <p>1.4 Additional strategies should be identified to support staff when a suspended student returns to school.</p> <p>1.5 Consultation is required with Principals and senior educators to consider policy directions in the ratio of trained teachers to LSAs with a focus on improving education outcomes and reducing physical and emotional risks in the classroom.</p> <p>1.6 The Directorate should review the policy direction in Specialist schools and integrated programs where occupational violence has been reported where early educators and new LSAs are potentially working together.</p> <p>1.7 Whilst the EAP remains a support for those teachers who utilise this service, it was identified that a further level of psychological support is required by some teachers, LSAs, and Principals. This includes those who are suffering from mental illness and require ongoing strategies and support.. Training and support from psychologists should be available for these teachers.</p> <p>1.8 A clear escalation pathway is required for staff to understand how reports of occupational violence are to be followed up so they feel supported and their WHS needs are met.</p> <p>1.9 The current program of allocating a mentor to each early educator teacher should be more systematically managed. The Principal, together with the Network Leader should provide evidence of consultation with each early educator in their school(s) to ensure that the mentor program is meeting their needs. This is critical in the first days and weeks of a new term when the early educator commences in the school.</p>

- 1.10 A similar style program is recommended for new Principals to ensure they are mentored by their Network Leader or another Principal who can assist with strategies for dealing with children and families involved in physical or emotional incidents in their school.
- 1.11 Principals should be provided further guidance on how to document long term risk controls following repeated incidents involving the same students.
- 1.12 Consider establishing a panel of relief teachers in the ACT who have been provided an induction relevant to the schools where they may be placed. The measure for this program is to ensure that all relief teachers are allocated to classes where their knowledge and experience is commensurate to the needs of the students and their respective educational programs.
- 1.13 A standard set of resources should be made available for relief teacher as part of their school induction such as:
- Independent learning plans
  - Behaviour support plans
  - Learner profiles
- 1.14 Further investigation is required to understand how experienced specialist teachers and LSAs can be provided opportunities to move back to mainstream schools including schools with integration programs. The same support should be provided to experienced NSET advisors wishing to return to teaching jobs in schools.
- 1.15 Consider ways to support those teachers who wish to move on from a career in classroom teaching, particularly following physical or emotional health impacts arising from occupational violence injuries. These career pathways may be to other roles within the Education Directorate or outside school based education.
- 1.16 The school funding models should ensure that all teachers and LSAs have appropriate skills and access to programs such as:
- Team Teach
  - TRUST
  - TREK
  - Neuro Ed
  - Wellbeing
  - Classroom Management and Instructional Strategy (CMIS)
- 1.17 Extend the number of schools involved in the Positive Behaviour Learning model and develop metrics to assess the reduction of occupational violence incidents within these schools. The use of the Google Apps as implemented at the Charles Weston Primary School could be a suitable model to extend to measuring the range of metrics to include incidents of violence against teachers and others.
- 1.18 A Directorate communications plan is required in relation to the support provided to teachers and LSAs and the

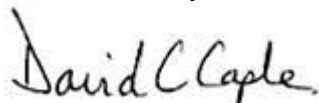
<p>2. Utilize a WHS compliant risk assessment process and a case work approach for students and families with the most complex needs.</p>	<p>commitment to the prevention of occupational violence in schools.</p> <p>2.1 The Network Leaders should identify those children and families within the Network who require a risk assessment to be undertaken as a result of reported incidents of violence towards teachers and LSAs within the school. These risk assessments should be conducted compliant with the processes outlined in the WHS Act (2011).</p> <p>2.2 Schools should work with the Network Leader, NSET, WHS Advisors and external agencies e.g. Smith Family, to identify a more formal case work approach for those students and their families with complex needs that have resulted in ongoing incidents of emotional and physical violence within the school setting. The leadership of this case work model may be from other government departments or agencies, depending on the outcomes of the risk assessments, and the existing connections and pathways within the community for the family. This process should be consistent with the recommendations from the Schools for All report.</p> <p>2.3 Systems and processes need to be implemented to provide closer working relationships and integration where possible of the WHS unit with the NSET members to ensure that the risk assessment process and the proactive WHS programs are aligned to the prevention of physical and emotional harm to teachers, LSAs, and Principals in schools in accordance with the WHS Act (2011).</p> <p>2.4 The nature of the partnership arrangements between a school and NSET should be based on the development of sustainable strategies and processes. This may require allocating one or two NSET staff within a classroom or school until the teachers and LSAs have the adequate skills and systems to operate safely without the support.</p> <p>2.5 Alternative models need to be developed to provide pathways for those students who are unable to learn or participate in a school based program due to their complex needs and ongoing incidents of violence. Current examples such as Concept 10, or Achievement centres, require reassessment to ensure that pathways are available for both primary school, as well as high school age students. The alternative pathways for the senior levels of primary school should be one of the priority outcomes of this approach. These alternative models were recommended in the Schools for All report and are now understood to be underway.</p> <p>2.6 External resources including researchers and educationalists should be considered to train and support the NSET advisors and schools on skills relating to the prevention of occupational violence.</p> <p>2.7 The method of identifying the additional funding needs to support the effective mitigation of occupational violence risks.</p>
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	<p>2.8 Within the school specification, provision needs to be included to ensure that classrooms, particularly in the primary schools and specialist schools, are based on the principles of safe spaces. This requires classrooms utilised by students with complex needs having some key designs including:</p> <ul style="list-style-type: none"> <li>• Having a minimum of two access doors to address barricading risks.</li> <li>• Direct access to a courtyard or external area for quick retreat for a child or others removing themselves from a child with unresolved issues.</li> <li>• Access to a small space such as a quiet room.</li> </ul> <p>Greater utilisation of sensory rooms and equipment for those children who need the physical and cognitive change from a classroom.</p>
<p>3. Review the options for a more suitable centrally controlled incident reporting tool for occupational violence to improve the quality and amount of data captured as well as to improve the useability and access to the data..</p>	<p>3.1 A centralized data collection set is required for schools to record incidents relating to physical and emotional consequences of occupational violence. This incident recording process should be simple and targeted to the relevant risk factors to this hazard. One option is to use the Google Apps incident reporting module such as that used at Charles Weston Primary School for recording the positive behaviour learning data. The ability for teachers and LSAs to record this information electronically using phones, ipads, or computers, would then enable school based data feeding into a centralised dataset to be captured.</p> <p>3.2 Consider assessing the perception of safety in schools through the survey instruments currently utilized by the Directorate.</p>
<p>4. Develop closer working relationships with Universities to ensure pre educators and early educators are provided placements and support to teach students with complex needs.</p>	<p>4.1 Consultation should be developed between the University of Canberra, and the Catholic University in the ACT to extend the opportunities for placement of pre-educators in schools involving students with complex needs. An outcome of this placement program should provide pre-educators longer and more diverse experiences from their placements. Specialist schools offered to take more placements of pre-educators. This should be explored further with a goal of ensuring that all pre-educators have practical experience working with children with complex needs prior to completing their university qualification</p>

Table 1: Summary of recommendations

I thank you for the opportunity to undertake this project for the Directorate of Education and thank all the school Principals, Board members, Business Managers, teachers and LSAs for their support.

Yours sincerely,



**David C Caple**

**Director**

**David Caple & Associates Pty Ltd**

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**Appendix: Documents reviewed**

Enc. Brief CV – David C Caple

## Appendix:

The main findings from the literature review and consultations during the first stage of this project include:

- There is no integrated systems approach towards the prevention of occupational violence across the ACT Education Directorate. There are a range of specific systems that are in place, however, they are not mapped into an integrated systems model. These elements include:
  - An ACT public service policy on “Managing Occupational Violence” (WHS-09-2012).
  - ACT Education Safe and Supportive Schools policy (SSS2016 11).
  - ACT Education Safe and Supportive Schools policy – Procedure A (Preventing and addressing bullying, harassment and violence in Canberra public schools, 2016).
  - ACT Education Safe and Supportive Schools policy – Procedure B (Safely responding to complex and challenging behaviour in Canberra public schools, 2016).
  - ACT Education Safe and Supportive Schools policy – Positive Behaviour Support Plans (PBSP and Protective Action Plans).
  - ACT Public Sector “responding to workplace accidents/incidents policy and procedure (May2014)”.
  - ACT Education and Training “Managing behaviours safely – a risk management approach (July, 2011)”.
  - ACT Education and Training Policy “Critical/Non-Critical Incident Management and Reporting (2015)”.
  - ACT Education and Training Procedure “Critical/Non-Critical Incident Management and Reporting (2015)”.
  - ACT Chief Minister and Treasury “Work Health and Safety Act 2011 – responsibilities (policy number WHS – 03 – 2013)”.
  - Presentation materials used by the Director General in relation to Principal responsibilities arising from the WHS Act (18<sup>th</sup> January 2017).

- Previous consulting projects in relation to occupational violence, including:
  1. Audit report conducted by Pricewaterhouse Coopers (2012) relating to general WHS compliance with the WHS Act (2011).
  2. Draft report of findings from an occupational violence spot audit conducted in December 2016 of 11 schools relating primarily to meeting due diligence obligations.
 

These reports are progressively being released. The report for Black Mountain School was received during the course of the project.
  3. Analysis of Riskman data relating to occupational violence. This analysis was conducted in December 2016 by the Chief Ministers and Territory and Economic Development Directorate.
  4. The Australian University Population Health Research Consultancy provided a detailed picture on occupational violence reports for the EDU using 10 years of Riskman data. This was completed in November 2016.
- Canberra Public Schools compliance checklist with all legislation, regulations, and policies relevant to running schools.
- WHS refresher training on due diligence for Principals (2016).
- Director General led communications on occupational violence during teleconference with Principals in November and December 2016.
- Work health and safety online training module content overview.
- Student engagement branch professional learning activities including:
  - 2017 NSET induction handbook
  - Copy of “Team Teach”
  - “Team Teach Training spreadsheet detailing 25 schools that have been trained
  - Sample of generic “Team Teach” core slides from a power point presentation
  - “Team Teach” example
  - “Trauma Training” in schools
  - “Wellbeing Training”
  - “Manual Handling Training”
- Essential Skills for classroom management – core learning components (Queensland Government Education, 2007).
- Employee Assistance Program (EAP)
- ACT Education and Training “Injury Management Toolkit (2016)”.
- NSET priority matrix and referral process.
- ACT Education “Student Centred Appraisal of Need – booklet for parents, carers, and staff (2017)”.

- Individual learning plan and behaviour response plan.
- Queensland government “Transition Booklet” for children with autism.
- ACT government master planning and architect specification (new school) 2016, example from North Gungahlin P-6 school together with functional brief.



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## CONSULTANT PROFILE

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### Summary

David has been an independent OHS consultant with 33 years in private consulting plus 10 years in corporate and research employment.

His technical experience includes OHS and ergonomics / Human Factors research projects in Sweden, Hong Kong, USA, Singapore, Papua New Guinea, New Zealand and the UK, as well as OHS management projects in Australia funded by the Australian and state governments as well as the private sector. Activities primarily involve industry-level research and consulting as well as training, strategy development and legal briefings for a range of large and small companies. These projects involve collaborations with government, employers and trade unions.

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### Technical qualifications

BSc (Hons), DipEd, MSc (Erg) UK  
Past President, International Ergonomics Association (IEA)  
Fellow, IEA  
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Fellow and Chartered Member, Institute of Ergonomics and Human Factors  
Fellow, Ergonomics Society Sweden  
Member, Human Factors Society USA  
Certified Ergonomist, Australia  
Certified Professional Ergonomist, USA  
Senior OHS Auditor, Australia  
Adjunct Professor, La Trobe University, Melbourne, Australia since 2004  
Past Senior Research Fellow, Federation University, Ballarat, Australia

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### Experience

- Past President, International Ergonomics Association (IEA) 2006–2009; executive member 2006–2012
  - Conducted industry-based OHS consulting in petrochemical, meat, automotive, retail, mining, health, banking, aged care, manufacturing, hospitality, communications, prisons, airlines and public sector industries
  - Researched Australian OHS issues for Safe Work Australia and state governments
  - Evaluated OHS legislation, including cost benefit studies for state governments
  - Trained OHS managers, supervisors, OHS representatives and employees in several industry sectors
  - Provided expert witness advice in court cases and with Fair Work Australia
  - Developed OHS strategy plans for major employers and government departments
  - Provided technical OHS advice to European Union and US Congress hearings
  - Liaison Officer on ergonomics development with the International Labour Organization, International Organisation for Standards and World Health Organization
  - Independent member of Victorian Government WorkSafe OHS Advisory committee from 2004 to 2015 and judge of OHS Awards
  - Author and reviewer of peer-reviewed journals
  - Presenter at more than 30 international conferences
  - Facilitator of public consultation for the Australian Work Health and Safety Strategy – 2012 to 2022
  - Host of the online TV series for Safe Work Australia in 2014 and 2015 on emerging WHS issues in Australia
  - Independent investigator on OHS Leadership for Singapore Government with top 20 CEOs
  - Project leader for the Australian Government on OHS impacts of introduction and subsequent removal of the equivalent carbon price for SGGs and also on the OHS implications from the recycling of e-waste
  - Conducted industry-based OHS risk assessments on emerging issues including bullying, family violence, manual handling, workload management, stress, working at heights, occupational violence, plant design, supply chains and development of OHS management systems.
  - Conducted review for the Singapore Government on OHS leadership and management development.
  - Independent ergonomics advisor for Activity Based Work projects for Government and private companies across Australia and developer of ergonomics standards for flexible work.
  - Independent review of occupational violence in school education for the ACT government.
-