Federation University

Workplace mental health and safety guide

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1. Introduction

The health and wellbeing of our staff is central to the University's vision to enhance communities as a first-choice employer and transform lives by offering a positive career and life impact. Through embedding the living values of inclusion, innovation, excellence, empowerment and collaboration, the University aims to provide a culture where staff can thrive and feel valued.

The University understands its capacity and responsibility as an employer, educator and community model to positively affect the mental health of its people. The statistics relating to poor mental health are confronting, with an estimated one in two Australians experiencing a mental illness in their lifetime. In the workplace, poor mental health could be reflected through unplanned leave, presenteeism, work disruption, staff turnover and WorkCover premium costs. Beyond this, there is a broader impact on individuals, their families, communities and the economy.

2. Purpose

The purpose of this guide is to outline the occupational health and safety requirements for the management of mental health and wellbeing risks in the workplace.

3. Scope

This guide is designed as a resource for institutes and directorates to support a safe and thriving learning and working environment. Under the Occupational Health and Safety Act 2004 (Vic) the University is required to provide and maintain a working environment that is safe and without risks to employees' health, including their psychological health. Workplace managers and leaders also have a duty of care to their employees to identify and control health and safety risks in the workplace which contribute to poor mental health outcomes of workers.

4. Guidelines

4.1. What is mental health?

Mental health is defined as a state of wellbeing in which the individual can cope with the stresses of life, realize their abilities, learn well and work well, and contribute to their community (World Health Organisation, 2022).

Mental health can be explained as being on a continuum with thriving at one end, represented by feeling good and functioning well, through to the opposite end where a person might be experiencing severe symptoms of mental illness. Mental health is not fixed or in a static state, and individuals can move back and forth along this scale at different times during their lives or even during a day.

Psychological stress is experienced when the individual's capacity to cope is exceeded by the demands placed on them. It is recognised that exposure to psychosocial risks may lead to workers experiencing stress. Prolonged stress at work may result in mental health disorders or may exacerbate existing disorders. There is also a recognised link between psychological injury and the development of physical symptoms and injuries.

4.2. What is psychological safety?

Psychological safety is present in a work environment where staff feel safe to bring their whole selves to work, feel they can express themselves, ask for help, offer ideas, make mistakes and ask questions without fear of being punished or embarrassed. Managers play an important role in fostering a psychologically safe workplace by normalizing vulnerability, role modelling inclusive and respectful behaviour, being accountable and encouraging staff to raise issues and share ideas. Civility and support from colleagues is also an important aspect in cultivating psychological safety.

4.3. What defines a mentally healthy and safe workplace?

A mentally healthy and safe workplace is defined as one that promotes employees' mental health and wellbeing, protects mental health by reducing work-related risk factors and actively prevents and addresses mental illness and injury from occurring. Work can play an important role in supporting mental health and wellbeing, as it can provide people with structure, purpose and a sense of identity. Everyone has a role to play in promoting a mentally healthy and safe workplace.

5. Factors that help create a mentally healthy workplace

Workplace factors, if not appropriately managed, can negatively affect a person's mental health and wellbeing and/or physical health, which can have consequences for the organisation. These factors include, but are not limited to, elements of the work environment, management practices and/or organisational dimensions.

The following list contains links to a table of resources and supports that can positively impact employees' mental health, psychological safety and engagement at work. To learn more, please click on the links below:

5.1. Organisational culture

5.2. Management and leadership

5.3. Work relationships

5.4. Workload management

5.5. Psychological competencies and emotional demands

5.6. Role clarity

5.7. Control and influence in managing work and change

5.8. Civility and respect

5.9. Growth and development

5.10. Praise and recognition

5.11. Work-life balance

5.12. Psychological protection

5.13. Physical safety

6. Professional development and other workplace resources

There are a number of professional development resources and programs available and these can be found through People and Culture, Training and Development.

Other helpful resources are:

- People at Work: 'Taking action to eliminate or minimise hazards - example control measures'
- Safe Work Australia: Psychosocial hazards
- WorkSafe Victoria: Preventing and managing work-related stress.

1. Organisational culture

Workplace factor	Example controls	Success indicators	Resources and support
Organisational culture is the combination of norms, values, beliefs, meanings and expectations that are shared and applied in guiding behaviour and problem-solving. Culture 'sets the tone' for an organisation and building a positive work culture, including social support, enhances staff wellbeing and psychological safety. Trust is essential for any positive and productive social processes.	• Explain the University's living values during induction. • VCST, Executive Deans, Directors and senior leaders articulate and role model the University's values and aligned behaviours. • Staff receive training so they understand how the living values can be applied to guide their actions. • Promote the University's commitment to supporting staff mental wellbeing through the living values, increasing mental health awareness and proactively managing workplace mental health and safety. • Include interpersonal and emotional intelligence as a criterion for recruitment, selection and promotion. • Acknowledge staff who demonstrate exemplary interpersonal/emotional behaviour throughout the course of their work (e.g. through Viva Insights, living values e-cards, VC awards and leadership opportunities). • Create opportunities for informal discussion between leadership and staff. Executive Deans, Directors and staff should be able to communicate freely on different occasions. • Consult with staff about decisions that influence their daily work. • Actively promote staff and community involvement in University events (e.g. through Fed Engage). • Identify role models or mentors for new staff to strengthen and ensure the continuity of positive organisational culture. • Align Workday Performance goals with the University's values and strategy.	• All people in the workplace are held accountable for their actions. • People at work show sincere respect for other cultures, ideas, values and beliefs. • Difficult situations at work are addressed effectively. • Staff feel that they are part of a community at work. • Staff and management trust one another. • People feel they can speak up, offer ideas, and ask questions without fear of being punished or embarrassed.	• Living Values Charter • Workday learning catalogue (Living Values - Your journey begins here, Prevent Discrimination and Harassment, Managing Unconscious Bias, Workplace bullying and occupational violence) • Staff code of conduct policy • Bullying prevention and management policy and procedure • Diversity and inclusion • Staff grievance procedure • Manager Assist • LinkedIn Learning • Living values e-cards • Viva Insights • VC's awards for excellence

2. Management and leadership

Workplace factor	Example controls	Success indicators	Resources and support
Effective leaders are protective psychosocial factors in the workplace. They role model desired behaviours, show accountability and are seen as important sources of instrumental support (practical help or knowledge) and emotional support (offering care or listening sympathetically to another person). When leaders do not demonstrate the organisation's values or demonstrate little concern for their own physical and mental health, it can set a negative example and undermine the legitimacy of any program, policy and/or service intended to support staff.	• Leaders regularly refer to and role model the University values and behaviours. • Create explicit expectations for leader behaviour (e.g. through accountability agreements.) • Leaders develop and demonstrate leadership skills, effective communication, emotional intelligence and problem-solving skills that can be applied in providing regular and constructive feedback and appropriate recognition to staff. • Leaders understand their duty of care to staff, in the context of OHS laws and other relevant legislation. • Staff receive appropriate workplace induction. • Managers get to know their people through regular team and 1:1 meetings. • Leaders support staff mental health and wellbeing and promote resources such as the health and wellbeing page, Manager Assist and EAP for personal or work issues. • Where possible, leaders accommodate staff who request flexible work arrangements. • Leaders consult with and seek input from staff whenever possible in decisions impacting them. • Leaders understand processes for timely and appropriate management of staff concerns, conflicts or complaints of inappropriate behaviour. • Leaders encourage staff participation in team-building exercises. • Leaders promote and support a team culture where staff assist each other and provide support when required. • Leaders conduct HIRAC with staff when there is significant workplace change. • Leaders are able to recognise early indicators of workplace stress (e.g. absenteeism, decline in performance, unusual irritability). • Leaders encourage and enable staff to attend training or PD to upskill in mental health and wellbeing (e.g. training in the OD calendar).	• Leaders and supervisors are regarded as helpful and supportive. • Staff feel they can approach their supervisor or manager if they are having issues with their work or in the workplace. • Staff are informed about important changes at work in a timely manner. • The Workday goal setting process is well utilised for establishing objectives that align with the University's key strategic goals and measuring against these. • Staff receive regular feedback on jobs well done and any areas of improvement.	• Living Values Charter • Corporate and local induction • Workday Learning Catalogue (Living Values – Your journey begins here, Prevent Discrimination and Harassment, Managing Unconscious Bias, Workplace bullying and occupational violence) • Creating a mentally healthier workplace (manager discussion checklist) • Staff health and wellbeing page • Staff code of conduct policy • Bullying prevention and management policy and procedure • Diversity and inclusion • Leave and work/life balance information • Flexible work arrangements toolkit • Staff grievance procedure • Workday – Own profile - Performance • Health and safety consultation and issue resolution procedure (includes planning workplace change) • Manager Assist • LinkedIn Learning • Living values e-cards • VC's awards for excellence

3. Work relationships

Workplace factor	Example controls	Success indicators	Resources and support
Positive work relationships offer a healthy balance of social and emotional integration and trust between people in the workplace. This includes supporting a staff member who might be experiencing health challenges or is returning to work following injury or illness.	• Promote respectful work relationships, aligning behaviours with the University's values. • Include wellbeing as an agenda item for staff or team meetings. • Encourage staff to take regular breaks from work, including lunch breaks and annual leave breaks. • Encourage staff to approach their manager at an early stage if they feel that their workload is excessive. • Lead, promote and support a team culture where staff assist each other and provide support when required. • Encourage staff participation in team-building exercises. • Staff understand the process where difficult workplace situations can be discussed and addressed in a safe, confidential and timely manner. • Increase staff awareness of psychological safety and mental health and wellbeing by encouraging completion of related learning modules, RUOk? Awareness etc. • Include health and wellbeing promotions on staff calendar eg Biggest Morning Tea • Be familiar with and promote the benefits that are available to support staff and manager health and wellbeing (eg health and wellbeing page, work flexibility, Manager Assist and EAP). Encourage people to access the service early for both personal and work-related issues. • Raise awareness of supports and processes to assist staff to remain at or return to work following injury or illness. • Conduct HIRACS for potential events where mental health and wellbeing may be impacted.	• Staff feel part of a community and that the people they are working with are helpful in fulfilling the job requirements. • There are process in place to intervene if someone looks like they are struggling at work. • Staff feel supported by the workplace when they are dealing with personal or family issues. • The workplace supports staff who are returning to work after time off due to a physical or mental health condition. • People in the organisation have a good understanding of the importance of staff mental health.	• University health and wellbeing resources page • Diversity and inclusion • Leave and work/life balance information • Flexible work arrangements toolkit • Converge Health and Wellbeing App • Employee Assistance Program – see Counselling and other support • Manager Assist • OHS training – (Better understanding and preventing stress) • Injury or Illness supports • Mental Health First Aid Training (would be at cost to respective cost centre)

4. Workload management

Workplace factor	Example controls	Success indicators	Resources and support
Workload management is the ability to successfully complete assigned tasks and responsibilities within the timeframe and resources available. There is a unique relationship between job demands, job resources and health outcomes at work. Factors such as work autonomy, having input and the ability to make decisions about the way work is done and having manager/colleague support can buffer against high job demands. While staff may need challenging tasks to maintain their interest and motivation to develop new skills, it is important that demands do not exceed their ability to cope. Demands might include: • time pressure • emotional demands • physical demands • mental demands	• Ensure that the physical and emotional demands of a role are captured in a position description and that applicants are informed at the pre-selection stage (e.g. at interview) of the demands of the role. • Provide training, clear direction, mentoring and ongoing feedback on performance. • Plan appropriate deadlines to achieve better distribution of the workload in a reasonable period of time (i.e. provide staff adequate time to complete their tasks). • Managers have regular team and 1:1 discussions about workload with staff. • Re-prioritise tasks and negotiate timelines where possible. • Change work process to facilitate the completion of work requirements, for example, by reviewing the distribution of tasks or using innovative approaches and technology. • Match skills to tasks and bridge skill gaps. • Plan, review and adjust where necessary present and future workload levels to increase performance and maintain a healthy workforce. • Conduct HIRACs for significant workplace change or other potential events where workload, and mental health and wellbeing may be impacted. • Provide sufficient relief staff to cover for staff who are on leave. • Plan ahead for any overtime hours and notify staff of any unplanned tight deadlines. • Provide sufficient information to enable staff to perform tasks competently, including support and resources for decision-making. • Monitor and manage work hours and schedules. If staff are regularly working additional hours, address the issues, considering both resourcing (e.g., are staff levels appropriate?) and competence (e.g., do staff have the knowledge and skills required to efficiently and competently perform the required tasks) levels.	• The amount of work that staff are expected to do is reasonable for their positions. • Staff have the equipment and resources needed to do their jobs well. • Staff can talk to their supervisors about the amount of work they have to do. • Staff have an appropriate level of control over prioritising tasks and responsibilities when facing multiple demands. • Staff have increased job engagement and motivation. • Staff have more role clarity and autonomy. • Low TOIL and excess leave accrual.	• Health and safety consultation and issue resolution procedure (includes planning workplace change) • Employee Assistance Program – see Counselling and other support • Manager Assist

5. Psychological competencies and emotional demands

Workplace factor	Example controls	Success indicators	Resources and support
The emotional demands of a role and necessary psychological competencies need to be considered in planning recruitment, development and support in some staff roles. This is particularly important for staff who are in roles that involve interactions with students or customers, and may be exposed to emotionally taxing, upsetting, or disturbing situations that are inherent in the job that impact on them personally.	• The concept of interpersonal and emotional intelligence is understood, valued and used as a criterion for recruitment, selection, recognition/reward and promotion. • Psychometric assessment is a tool used in the recruitment and selection of senior and leadership roles and is considered for other roles as necessary. • Leaders develop and demonstrate leadership skills, effective communication, emotional intelligence and problem-solving skills that can be applied in providing regular and constructive feedback and appropriate recognition to staff. • Measure and address the level of job control, physical and psychological job demands, and autonomy of staff. • Conduct HIRACs for significant workplace change or other potential events where mental health and wellbeing may be impacted. • Support staff to attend professional development to train in skills they require to do their job. • Include mental health awareness training opportunities for staff at every level across the University.	• The workplace emphasises recruitment, training, and promotion practices that consider the need for high levels of interpersonal competencies. • There is consideration of existing work systems which allows for work redesign. • The workplace assesses staff demand and job control issues such as physical and psychological job demands. • The workplace assesses the level of job control and autonomy afforded to its staff. • The workplace monitors the management system to address behaviours that impact staff and the workplace. • The workplace values staff input, particularly during periods of change and in planning the execution of work.	• Living Values Charter • Workday Learning catalogue (Living Values – Your journey begins here, Prevent Discrimination and Harassment, Managing Unconscious Bias, Workplace bullying and occupational violence) • Health and Safety Consultation and Issue Resolution Procedure (includes managing workplace change) • Staff code of conduct policy • Bullying prevention and management policy and procedure • Diversity and inclusion • Staff grievance procedure • LinkedIn Learning • Converge Health and Wellbeing App • Employee Assistance Program – see Counselling and other support • Manager Assist • OHS training - Better understanding and preventing stress, Dealing with aggressive/difficult customers, Preventing workplace violence. • Injury or Illness supports • Mental Health First Aid Training (would be at cost to respective cost centre)

6. Role clarity

Workplace factor	Example controls	Success indicators	Resources and support
Role clarity exists when an employee understands specifically what is expected of them in their job. They know what tasks they're supposed to accomplish, what their specific goals are, how their work supports the University's strategic direction and how their work will be evaluated and measured. Lack of role clarity can reduce staff focus and direction and increase the risk of role conflict when staff feel they have incompatible demands and expectations placed on them by different people or areas.	• Use induction and probation processes to ensure that all staff have clarity in their roles and responsibilities. • Use the probation process to provide staff with regular check ins, support and guidance. • Ensure PDs accurately reflect the staff member's role and responsibilities. • Use Workday Performance to discuss and document a staff member's objectives and achievements. • Ensure leaders get to know their people through regular team and 1:1 meetings. Use these meetings to ensure staff are clear on their roles and expectations and can raise any issues or concerns. • Lead, promote and support a team culture where staff assist each other and provide support when required. • Leaders seek staff input on factors involving the team and demonstrate the ways in which this is considered and implemented where possible. • Where possible, leaders accommodate staff who request flexible work arrangements. • Leaders respond in a timely manner to staff concerns or conflicts. • Leaders are able to recognise early indicators of workplace stress (e.g. absenteeism, decline in performance, unusual irritability). • Conduct HIRACS for significant workplace change or other potential events where mental health and wellbeing may be impacted. • Leaders encourage staff to attend professional development to upskill in mental health and wellbeing (e.g. training in the OD calendar) • Training and development aligns with the University's strategic plan and values so staff can see how their training contributes to their personal wellbeing and University objectives.	• In their jobs, staff know what they are expected to do. • Leadership in the workplace is effective. • Staff are informed about important changes at work in a timely manner. • Supervisors provide helpful feedback to staff on their performance, jobs well done and areas of improvement. • Staff are able to raise concerns about any conflicts they have in their role and responsibilities.	• Corporate and local induction • Probation policy and procedure • Living Values Charter • Workday Learning Catalogue (Living Values – Your journey begins here, Prevent Discrimination and Harassment, Managing Unconscious Bias, Workplace bullying and occupational violence) • Creating a mentally healthier workplace (manager discussion checklist) • Leave and work/life balance information • Flexible work arrangements toolkit • Health and Safety Consultation and Issue Resolution Procedure (includes managing workplace change) • Staff code of conduct policy • Bullying prevention and management policy and procedure • Diversity and inclusion • Staff grievance procedure

7. Control and influence in managing work and change

Workplace factor	Example controls	Success indicators	Resources and support
Work control is a protective psychological factor in the workplace and can assist staff in dealing with work demands and changes in the workplace. Including staff in discussions about how their work is done, consulting with them and actively seeking input when decisions are made, can increase engagement and reduce stress caused by workplace change.	• Normalise change by making this part of daily discussions. Encourage staff to see opportunities for change and be innovative with solutions. • Provide regular opportunities for consulting with and informing staff about the purpose and goal of pending changes in operations and work organisation. • Actively encourage staff participation and involvement during times of change. • Ensure leaders are getting to know their people and meeting with staff regularly to ensure that staff have the necessary role clarity and resources to do their job. • Encourage staff to approach their supervisor at an early stage if they feel that their workload is excessive. • Implement formal and informal mechanisms for soliciting input and feedback on how to make improvements to work (e.g., suggestion boxes, opinion surveys) and provide a timely response. • Share when feedback from staff has been applied to review and correct procedures and adjust new initiatives, if necessary, in the workplace. • Conduct HIRACS for significant workplace change or other potential events where mental health and wellbeing may be impacted.	• Staff are able to talk to their immediate supervisors about their work and how it is done. • Staff have some control over how they organise their work. • Staff opinions and suggestions are considered with respect to work. • Staff are informed of important change that can impact how their work is done. • The workplace encourages input from all staff on important decisions related to their work. • The workplace consults with staff about proposed changes that may affect the health and safety of staff. • The workplace communicates with staff and seeks their participation in the change process. • Developments are communicated in a timely manner to prevent the spread of rumours and enhance staff feelings of clarity.	• Health and Safety Consultation and Issue Resolution Procedure (includes managing workplace change) • Creating a mentally healthier workplace (manager discussion checklist) • LinkedIn Learning (regarding change) • Diversity and inclusion • Employee Assistance Program – see Counselling and other support • Manager Assist • Career assist

8. Civility and respect

Workplace factor	Example controls	Success indicators	Resources and support
Present in a work environment where staff are respectful and considerate in their interactions with one another, as well as with clients and the public. Tolerance of behaviour such as rudeness, sarcasm, mocking, disparaging remarks and the belittling or excluding of others, can increase the risk of workplace harassment and bullying.	• University leaders articulate and model the University's living values. • Through induction and refresher training, staff understand the University's living values, code of conduct and bullying prevention and management policy. • Managers provide timely feedback and comments about workplace experiences and situations that link with or reflect University values and code of conduct. • Provide managers and staff with the knowledge and skills to identify and manage interpersonal conflict or inappropriate behaviour, including the range of interventions depending on nature and severity. • Examine workplace conditions conducive to encouraging civility and respect as part of training or regular meetings. Group discussion about these conditions may be useful at team or staff meetings. • Promote the benefits of an inclusive workplace.	• People treat each other with respect and consideration in the workplace. • The workplace effectively handles conflicts between stakeholders (staff, contractors, public, etc.). • Staff from all backgrounds are treated fairly in the workplace. • The workplace has effective ways of addressing inappropriate behaviour by contractors, clients or public. • People are more engaged and enjoy being at work.	• Living Values Charter • WorkDay Learning Catalogue (Living Values – Your journey begins here, Prevent Discrimination and Harassment, Managing Unconscious Bias, Workplace bullying and occupational violence) • Staff code of conduct policy • Bullying prevention and management policy and procedure • Staff grievance procedure • Manager Assist • Diversity and inclusion

9. Growth and development

Workplace factor	Example controls	Success indicators	Resources and support
Present in a work environment where staff receive encouragement and support in the development of their interpersonal, emotional, and job skills.	• Use induction and probation processes to ensure that all staff have clarity in their roles and responsibilities. • Use the probation process to provide staff with regular check ins, support and guidance. • Position descriptions are reviewed and adjusted as required • Identify role models or mentors for new staff to strengthen and ensure the continuity of organisational culture. • Emphasize the importance of “people skills” for all staff, and particularly for those in leadership roles. • Provide regular performance feedback (formal and informal). Recognise when a task is done well and give constructive feedback on areas for improvement. • Leaders and supervisors listen carefully to staff’ suggestions regarding career development, training and personal goals and how they can be included in the Workday Performance process. • Include in development plans, goals for interpersonal/emotional skill development, and review these in performance evaluations. • Align training and development with the University’s strategic plan and values so staff can see how their training contributes to their personal wellbeing and University objectives. • Departments establish a budget to focus on external staff training and development relevant to their discipline. • Encourage secondment applications to offer development opportunities in other areas of the University. • Use higher duties allowances and acting arrangements to strengthen career progression prospects. • Explore Outside Support Program for research development/collaboration.	• Staff receive feedback at work that helps them grow and develop. • Supervisors are open to staff ideas for taking on new opportunities and challenges. • Staff have opportunities to advance within their organisation. • The organisation values staff’ ongoing growth and development. • Staff have the opportunity to develop their “people skills” at work.	• Performance review and development program policy and procedure • Your growth matters • LinkedIn Learning • WATTLE leadership program • Outside studies program policy/procedure • Manager assist • Career assist

10. Praise and recognition

Workplace factor	Example controls	Success indicators	Resources and support
Present in a work environment where there is appropriate acknowledgement and appreciation of staff efforts in a fair and timely manner.	• Make it known to staff that the University is committed to promoting good practice. • Seek opportunities to openly praise good work across the team in meetings or communications. • Celebrate achievements by your team, Institute/Directorate (e.g. have a standing agenda item for this in your team or staff meetings). • Systematically inform workers of the positive outcomes/consequences of their work. • Develop systems to consider staff nominations for VC awards or accelerated increments. • Consider staff for leadership opportunities/acting Higher Duties Allowances. • Provide regular recognition events (e.g., team meetings, morning teas) where individual and team successes can be openly acknowledged. • Recognise and celebrate personal and professional milestones achieved by staff.	• Immediate supervisor demonstrates appreciation of staff' contributions. • The workplace appreciates efforts made by staff. • The workplace celebrates shared accomplishments. • The workplace values staff' commitment and passion for their work.	• Performance review and development program policy and procedure • Your growth matters • Living values e-card • WATTLE leadership program • Outside studies program policy/procedure • Manager assist • Career assist

11. Work-life balance

Workplace factor	Example controls	Success indicators	Resources and support
Present in a work environment where there is acceptance of the need for a sense of harmony between the demands of personal life, family, and work.	• Use team and 1:1 meetings to discuss the importance of and suggestions for creating and sustaining a balanced approach to the demands of work and personal life (e.g., enhanced resilience, coping and problem-solving skills) • Encourage staff to book their annual leave so they take necessary breaks from work. Plan with staff to utilise any excess annual leave and consider transfer or management of workload over that period. • Consider family/carer responsibilities of individual workers when organising meetings and other events. • Make staff aware of the flexible work arrangements available. • Management leads by example, taking their entitled work breaks and limiting correspondence to staff outside of work hours etc. • Where there is communication outside of work hours, correspondence should clearly state that unless otherwise arranged, the staff member is not required to respond outside of their work hours. • Where possible, take into account if staff are required to extensively travel as part of their role and how this may affect their wellbeing.	• Staff are able to reasonably meet the demands of personal life and work. • The organisation promotes life-work harmony. • Staff can talk to their supervisors when they are having trouble maintaining harmony between their life and work. • Staff have energy left at the end of most workdays for their personal life. • Low TOIL or excess annual leave accrual.	• Leave and work/life balance information • Flexible work arrangements toolkit • University health and wellbeing resources page • Diversity and inclusion • Employee Assistance Program – see Counselling and other support • Manager Assist

12. Psychological protection

Workplace factor	Example controls	Success indicators	Resources and support

Describes a work environment where management takes appropriate action to protect staff psychological safety.
 	
A positive safety culture supports psychological safety at work where staff can raise workplace concerns, identify and control workplace hazards, attend training, respond to incidents and have meaningful input into the workplace policies and practices.
	• Conduct regular HIRAC/OHS inspections if psychosocial hazards including traumatic events or materials are present in the workplace.
	• Respond to OHS reports in a timely manner.
	• Ensure there is appropriate and timely post critical incident support such as referrals to EAP for affected staff.
	• Ensure there are appropriate policies and procedures in place to deal effectively with situations that can threaten or harm staff (e.g. harassment, bullying, discrimination, violence, aggression, stigma, domestic violence etc.), and staff are aware of where and how to access these.
		• The workplace is committed to minimising unnecessary stress at work.
		• Leaders demonstrate care about staff emotional wellbeing.
		• Leaders encourage staff to express their views and opinions.
		• The workplace makes an effort to prevent harm to staff from harassment, bullying, discrimination, violence and stigma.
		• Staff would describe the workplace as being psychologically healthy.
		• The workplace deals effectively with situations that can threaten or harm staff (e.g. harassment, bullying, discrimination, violence, aggression, stigma, domestic violence etc.).
			• OHS induction
			• OHS training:
			  - Hazard Identification, Risk Assessment and Control (HIRAC)
			  - Incident Reporting and Investigating
			  - Manual Handling
			  - Hazardous Substances and Dangerous Goods
			  - Dealing with aggressive/difficult customers
			  - Preventing workplace violence
			• Health and safety management procedure
			• Hazards management
			• HIRAC for Prevention of Workplace Bullying (pdf 39kb)
			• HIRAC for Psychosocial Hazards (pdf 97kb)
			• Incident and emergency management procedure
			• Diversity and inclusion
			• Employee Assistance Program – see Counselling and other support

13. Physical safety

Workplace factor	Example controls	Success indicators	Resources and support

Present when a staff member's physical safety is protected from hazards and risks related to the staff's physical environment.	• Conduct regular HIRAC/OHS inspections of your workplace.
	• Respond to OHS reports in a timely manner.
	• Encourage the reporting of all occupational violence incidents through the University's Injury and Incident report process.
		• The workplace cares about how the physical work environment impacts mental health.
		• All health and safety concerns are taken seriously.
		• Staff asked to do work that they believe is unsafe have no hesitation in refusing to do it.
		• The workplace assesses the physical and psychological demands of the jobs and the job environment to determine if it presents a hazard to staff's health and safety.
		• The physical environment is as comfortable as possible and designed specifically for the tasks being undertaken (e.g. make changes to the workstation, tools or equipment, or the way a job is done where needed).
			• OHS induction
			• OHS training:
			  - Hazard Identification, Risk Assessment and Control (HIRAC)
			  - Incident Reporting and Investigating
			  - Manual Handling
			  - Hazardous Substances and Dangerous Goods
			  - Dealing with aggressive/difficult customers
			  - Preventing workplace violence
			• HIRAC for manual handling tasks
			• Health and safety management procedure
			• Hazards management
			• Incident and emergency management procedure

			• Health and Safety Consultation and Issue Resolution Procedure (includes managing workplace change) • Injury or Illness supports