

Psychosocial Identification and Control Framework: Southern Cross University

What

Southern Cross University (SCU) conducted a psychosocial risk management gap analysis to the Model Code of Practice: Managing Psychosocial Hazards at Work (July 2022) and the AS/NZ ISO 45003: 2001 Occupational health and safety management - Psychological health and safety at work - Guidelines for managing psychosocial risks. Informed by this analysis, psychosocial hazards and relevant controls were then identified and developed into a framework specific to the SCU organisational context.

Why

As a PCBU, SCU has duties and obligations it must meet under state and territory Work Health and Safety legislation (eg. Work Health and Safety Act 2011 (NSW & Qld), the Work Health and Safety Regulation 2017 (NSW), the Work Health and Safety Regulation 2011 (Qld)) as well as aligning with relevant psychosocial related Codes of Practice.

Such duties and obligations include implementing control measures to eliminate psychosocial risks so far as is reasonably practicable, and where this is not possible, minimising psychosocial risks that may harm employees psychological or physical health and safety.

The gap analysis and framework development was undertaken to:

- Support SCU's understanding of where it is currently placed in its risk management process regarding eliminating and mitigating psychosocial hazards in the workplace
- Highlight areas for future focus of risk management efforts, strategies and resources
- Provide guidance on available control measures for implementation across SCU

How

Considered through the domains of Design or management of work, Workplace interactions and behaviours, Plant at a workplace and Work environment, together with assessments of hazard exposure duration, frequency and severity, each of the 14 psychosocial hazards were mapped following a review of SCU systems, documentation, reports etc. Reference documents used for the analysis process included:

- Safe Work Australia, SafeWork NSW and Workplace Health and Safety Queensland psychosocial safety materials
- Consultation with employees and work groups
- Staff surveys
- Feedback during staff meetings
- Working with senior management during change management processes
- Regular Health and Safety Representative (HSR) meetings
- Regular consultation meetings with senior leaders and operational managers
- Analysis of RiskWare entries for psychosocial hazards
- Direct complaints to HR Services or Workplace Relations (and discovery through investigations processes)
- Analyse workers compensation data and reports
- Quarterly EAP reports (access reasons)
- Introduced HR dashboard – focus on HR metrics eg. personal leave use/balances, forfeited flex time etc.
- Safety Support Officer (SSO) inspections
- Student Critical Incident risk associated documentation eg. policy, matrix etc.
- Critical Risk Workshops – June 2024

Each step in the psychosocial risk management process, as per the below diagram, has been considered and captured in the analysis process.

Figure 1: The risk management process



How to use

This framework can be used to provide organisational controls for risk assessments eg. for events, change management processes etc.

Determining a risk assessment:

Risk matrix, likelihood and consequence descriptions

Once a hazard is identified, it's important to conduct a risk assessment and determine a risk rating for the hazard. The rating then provides strong guidance on whether it is safe enough to continue with the work/activity being undertaken or whether additional controls must first be adopted. This process usually involves the application of the below typical risk tables that see a hazard be assigned likelihood and consequence ratings with a subsequent risk rating (very low, low, medium, high, very high) calculated.

Risk Table:

	Insignificant -1	Minor-2	Moderate-3	Major-4	Catastrophic-5
Almost Certain	M	H	H	VH	VH
Likely	M	M	H	H	VH
Possible	L	L	M	H	H
Unlikely	VL	VL	L	M	H
Rare	VL	VL	L	M	H

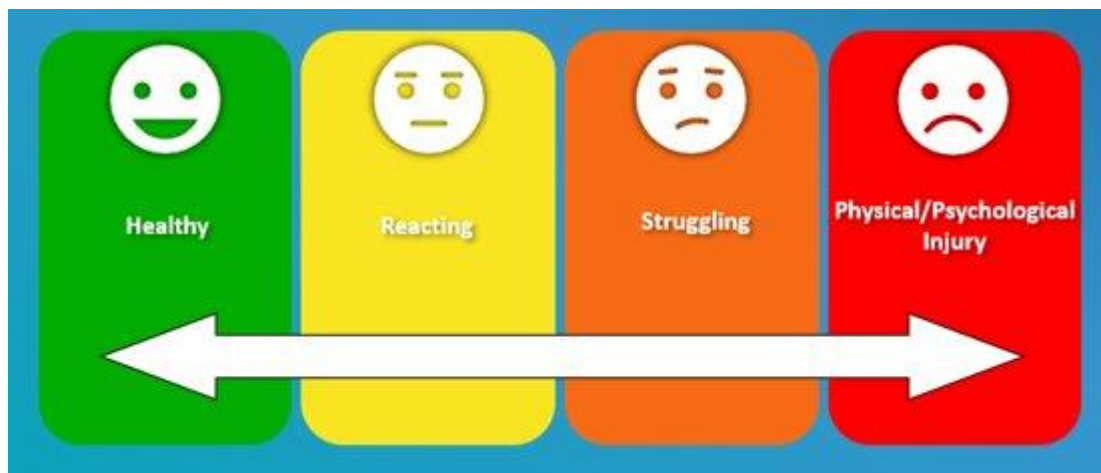
Likelihood Ranking Table				
Score	Rating	Probability of Occurrence	Chances of Risk Happening	Factors examples
5	Almost Certain	>75%	Is expected to occur in most cases	Daily frequency, 8+ duration, high dose and high load
4	Likely	>50% - 75%	Will probably occur in most circumstances	2-3 times week frequency, 8+ hours duration, dose and load
3	Possible	>25% - 50%	Might occur at some time	1 time a week frequency, 8 hour duration, dose and load
2	Unlikely	>5% - 25%	Could occur at some time	1 to 3 times and month frequency, 2-3 hours duration, low dose and low load
1	Rare	>5%	May only occur in exceptional circumstances	1 in 3 months frequency, 1-2 hour duration, low dose and low load pressure

Consequence outcome and description	
Non-work related	An illness or injury and/or event (including physical and or psychological condition) that does not arise out of the course of employment or study.
No treatment	No treatment required. Report only.
First aid injury (FAI)	Immediate treatment or care given to a person suffering from an injury or illness until more advanced care is provided or the person recovers eg. applying bandages, use of ice packs, wound management, imaging for diagnostic purposes, GP appointments, pain relief medication, use of defibrillator, attending an Emergency Department
Medical treatment injury (MTI)	An occupational injury or illness, which has not been classified as a Lost Time Injury, which requires treatment beyond first aid. The treatment is provided by a registered physician or under the direction of same. Eg. injury resulting in loss of consciousness, surgery including stitches, admission to hospital for observation for more than 12 hours, removal of foreign bodies from eye, fractures, use of casts and splints.
Lost time injury (LTI)	An occupational injury or illness that causes an injured person to be unable to work/study for any full shift, subsequent to the shift on which the injury occurred.

Important considerations when undertaking any psychosocial analysis, mapping and risk assessment exercise is the highly individualised nature of psychosocial safety including the interplay of cofounding factors. This complexity and 'no one size fits all' approach means that a traditional singular organisational wide risk assessment and rating for psychosocial safety is both unachievable and inadequate. While one individual may interact with one or more psychosocial hazards and feel a low risk rating is a fair assessment, another individual may be exposed to the same hazard set and assess their risk at significantly higher given their individual circumstances at that time.

As such, it is recommended and encouraged that SCU implement The Wellbeing Continuum as an individual risk assessment and rating tool for psychosocial safety across our organisation. This tool supports the highly individualised and dynamic nature of psychosocial safety enabling individuals to move along the continuum at any point in time and not be restricted to a fixed state.

The Wellbeing Continuum

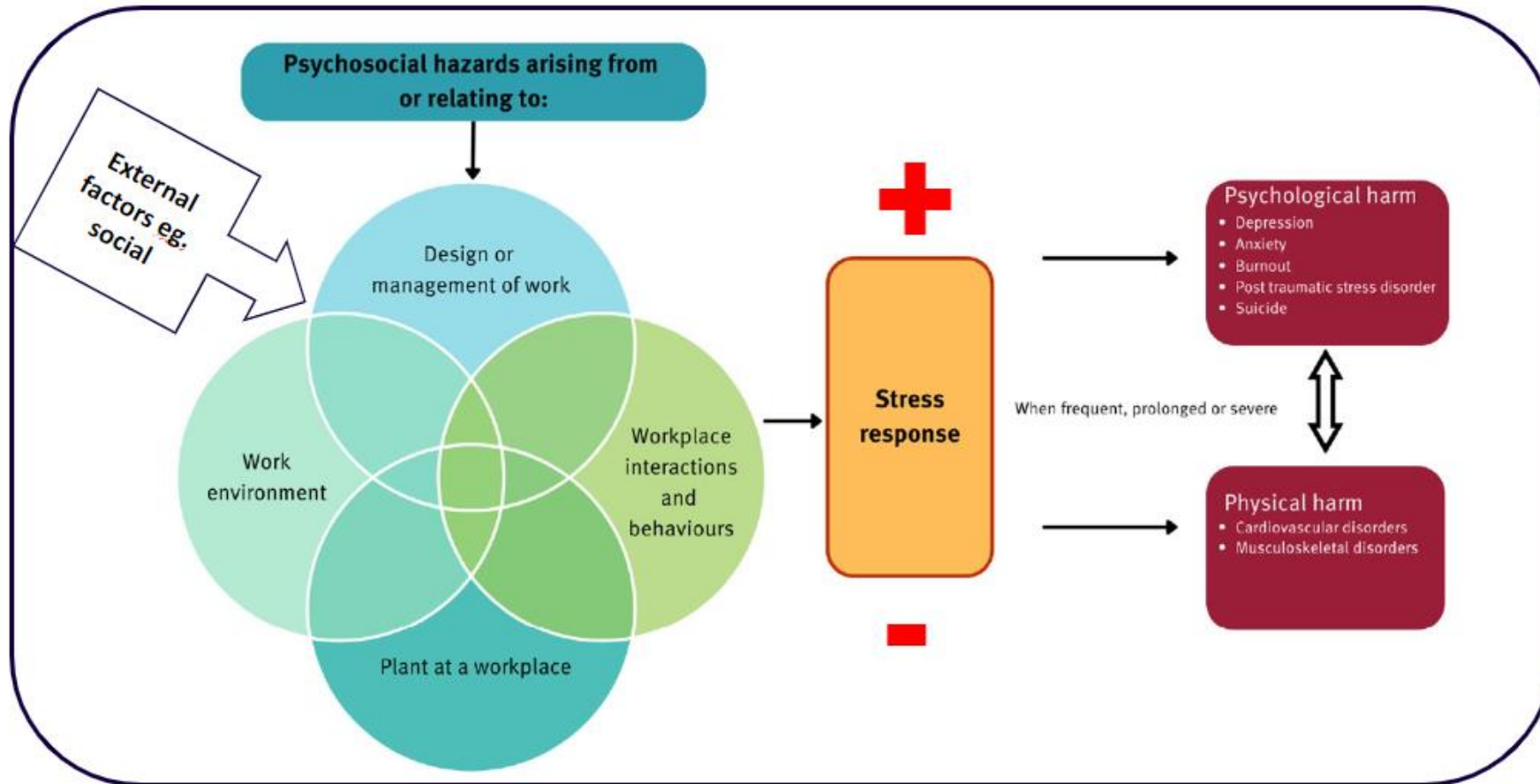


The controls included in this document support overarching organisational psychosocial risk management. As psychosocial safety is highly individualised, it is important that supervisors consult and talk with their people to understand the hazards they are interacting with at any given time and the cofounding factors (external) they may be experiencing to support the effective psychosocial risk management.

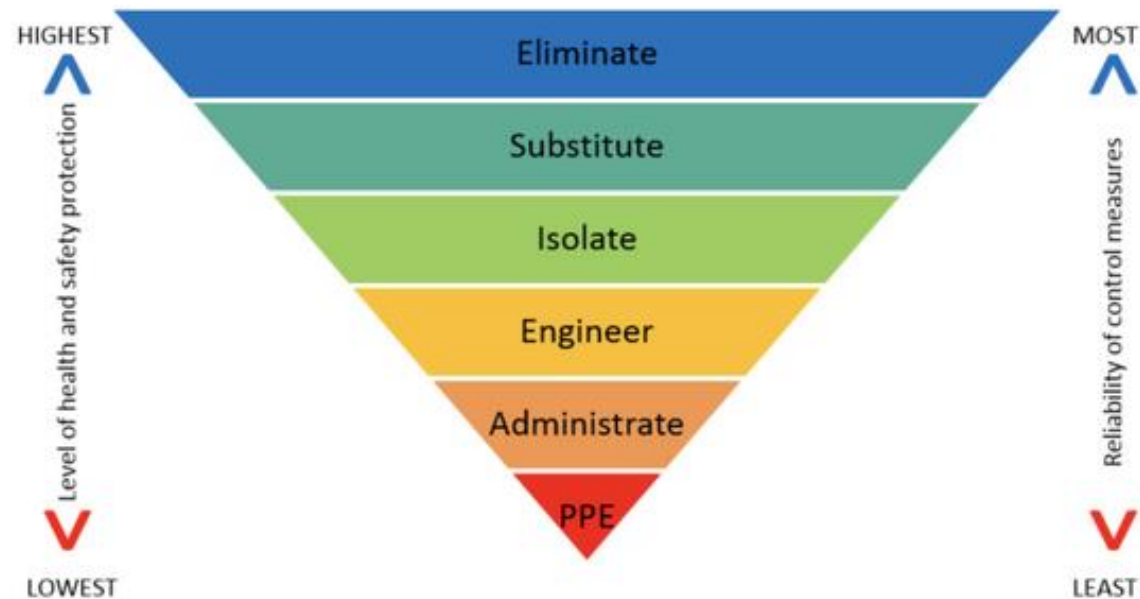
Common psychosocial hazards and domains of work

Common psychosocial hazards	Design or management of work <i>(Organisational – policies, procedures)</i>	Workplace interactions and behaviours <i>(Human side, application)</i>	Plant at a workplace	Work environment <i>(Physical, layout, temp, light, noise)</i>
High and/or low job demands	X		X	
Low job control	X			
Poor support	X	X		
Low role clarity	X	X		
Poor organisational change management	X	X		
Low reward and recognition	X	X		
Poor organisational justice	X	X		
Poor workplace relationships including interpersonal conflict		X		
Remote or isolated work	X		X	X
Poor environmental conditions	X		X	X
Traumatic events		X		X
Violence and aggression		X		X
Bullying		X		
Harassment including sexual harassment		X		

Domains and the relationship between psychosocial hazards and injury outcomes



Hierarchy of Control



As a PCBU SCU must, so far as is reasonably practicable, eliminate or minimise risks associated with our business/undertaking/activity. Risks are to be managed by working through the hierarchy of control measures - always aiming to eliminate risks, as this is the best way to manage risks. Where this is not possible, SCU must minimise risks so far as is reasonably practicable.

The hierarchy of control supports a step-by-step approach where controls are ranked from the highest level of protection and reliability to the lowest.

As noted earlier, the controls listed in this document support overarching organisational psychosocial risk management. It is important that controls considered and implemented at a work unit and team member level reflect the highly individualised nature of psychosocial safety including hazard exposure and interaction.

Source: <https://www.safeworkaustralia.gov.au/safety-topic/managing-health-and-safety/identify-assess-and-control-hazards/managing-risks>

Psychosocial Hazards List	Possible causation SCU (Considering current processes and possible gaps)	Organisational Controls <i>Currently in place or available for implementation</i>
High/low Job demands	<p>6x6 model, low staff number for workload, frequent complex work, overtime required to get work done during peak periods such as during academic marking weeks or to meet time critical deadlines, lack of team/work planning (team or work unit level), insufficient resources (eg. technology, systems), multiple tasks requiring repeated rapid switching between each to complete so difficult to concentrate, customer services roles that require continuous false displays of emotion eg. student services providing customer service, short/ constantly competing/unachievable deadlines, tasks requiring high vigilance/sustained high levels of concentration eg. driving long distances, physically demanding work including hazardous manual tasks, high emotional demands eg. managing other people's emotions such as undertaking disciplinary processes, limited or no psychosocial considerations when purchasing and introducing new equipment/processes eg. large volume of EAL chemicals delivered to mailroom with no comms to Mail room team, HR required to manually input large volume of contracts during Christmas period, Lab techs required to escort contractors when in lab to enable equipment servicing, lack of guidance on what work to prioritise, allocation of tasks that are beyond the level of competence or capacity of the employee.</p>	<p>All Employees</p> <ul style="list-style-type: none"> • All colleagues work in accordance with the University's enterprise agreement which sets out a range of limitations concerning regular working hours, breaks, leave (annual, personal, Long Service Leave, TOIL). • In addition to employment terms, the University accesses a series of report data to assist in providing insights into a variety of workload related issues (EAP reports, RiskWare reports, workers comp data, leave balances, turnover data, HR dashboards - leave records, hours of work). • Employee exit interviews (including psychosocial related questions). • All employees have access to a comprehensive suite of training and development in order to do their role effectively – Organisational Development team and SCOUT system. • WHS reference including psychosocial inclusion around role requirements and responsibilities in job descriptions. • Conversations between supervisors and team members over job demands (high job demands, low job demands). • Regular 1 on 1 meetings to enable feedback eg. regarding workload management. • PRP process enabling workload discussions, planning, future goals. • Driving Safety Policy in place with limits on hours worked (and driving) in one day. • Work Unit psychosocial risk assessment/tool implementation eg. The Wellbeing Continuum • Health and Safety Representatives available for employees to raise psychological hazards • Critical incident debriefs are organised and delivered after the incidence of distressing or traumatic events. • EAP Program available (and promoted) to all employees. Information available on website. • Access to ergonomic self-assessment resources and independent ergonomic assessments. • Recruitment processes eg. psychometric testing, clear position description • Appropriate equipment for work eg. Update to date, reliable and well-maintained equipment to work with. • Well maintained plant and structures • Task specific training – ensuring employees are skilled to complete work eg. Safe Work Procedures, accessible support of supervisor/colleagues • Procurement, contracting and outsourcing - risk assessment completed with psychosocial consideration for major pieces of plant and equipment or infrastructure/process changes and organisational/work unit/individual control strategies determined and implemented. • Website – access to information for appropriate support services eg. MindRazr <p>Professional Employees</p> <ul style="list-style-type: none"> • Fortnightly timesheets provide supervisors with details of hours worked. • Heads of Work Unit approve all Overtime hours claimed. • Excess OT hours claimed are reported to Executive every month. • Flexi-time limits applied. • Hazardous manual tasks are managed by risk assessments and training. • Flexible work arrangements allow hours to be worked over non-standard working hours in peak workload periods. • Plan ahead with leave arrangements to ensure adequate number of adequately skilled staff are available to do work. • Have regular conversations about work expectations, workloads, deadlines and instructions to ensure job demands are understood and can be managed. <p>Academic Employees</p> <ul style="list-style-type: none"> • Academic workloads are largely regulated by terms set out in the EA and the AWF. A number of relevant controls are in place to ensure colleagues are not working unsafe hours of work, including: • Academic annual hours are worked based on 1725 hours per year + 2 weeks of public holidays + 4 weeks of annual leave. • Subject to certain limitations, academic employees have significant autonomy about their daily, weekly and monthly hours of work. • Head of Work Unit to manage allocation of work pursuant to the Academic Workload Framework. • Academic Workload Committee in place to review processes and discuss any issues raised. • Setting academic workload allocations annually through PRP. Reviewed as needed during the year.

		<ul style="list-style-type: none"> Plan ahead with leave arrangements to ensure adequate number of adequately skilled staff are available to do work. Have regular conversations about work expectations, workloads, deadlines and instructions to ensure job demands are understood and can be managed.
Low job control	<p>Little or no autonomy to make decisions, external stakeholder determined deadlines, requiring permission before progressing routine tasks, excessive monitoring of work tasks, little or no involvement/input into decisions that affect employees, insecure or precarious work, highly repetitive or monotonous tasks, not having control over physical environment, lack of formal and informal opportunities to learn and develop new skills, no control of the volume of work ie applications, enquiries, tasks etc. being received.</p>	<ul style="list-style-type: none"> Regular consultation to discuss work, changes impacting employees and any additional work. Consultation processes prescribed in EA. Manager/supervisor training emphasises empowerment, autonomy, effective change management and regular communication and consultation in the workplace. Strategic goals in place and discussed at PRP that encourage business and process improvement to reduce unnecessary and low-value administration. Employees are encouraged to notify Property Services of working environment issues through the online Archibus software. Employees are encouraged to notify SCU of physical environment hazards through RiskWare. Work Unit psychosocial risk assessment/tool implementation eg. The Wellbeing Continuum. Access to SCOUT training to enable development
Poor support	<p>Limited resources for work being completed, limited or no team support, supervisor lacks time to support, no or limited team meetings, inadequate co-worker support eg. employees are too busy to help each other, inadequate information, advice or help to complete tasks, poorly maintained or inadequate access to equipment/tools, lack of function or adequate technology systems, poor onboarding processes and inductions, lack of training in technology processes and safe work procedures.</p>	<ul style="list-style-type: none"> Design work so supervisors have manageable workloads and sufficient resources to provide effective supervision. Regular, constructive feedback discussions held between supervisors and employees. PRP policy and procedures guide cadence and content of performance review and planning discussions. Resources provided to employees and managers on effective performance discussions and providing constructive feedback. HR Business Partnering team available to guide managers on providing feedback. Clear management structures and reporting lines. Provision of the right tools, systems, equipment and resources to allow employees to do their job properly. Well maintained plant and structures. Opportunity for staff to attend external training and development programs, as agreed with the supervisor and HoWU. Induction, re-induction and systems training for new and existing roles. Training is task specific to ensure employees are skilled to complete work. Work Unit psychosocial risk assessment/tool implementation eg. The Wellbeing Continuum. Onboarding processes
Low role clarity	<p>Position description doesn't reflect work undertaken, unclear task outline, conflicting priorities within roles eg. needs to provide good customer service but insufficient time allowed to spend with customers, uncertainty around roles, tenure, tasks and standards, lack of forward planning.</p>	<ul style="list-style-type: none"> Clear management structures and reporting lines. Position descriptions outline and define key tasks, responsibilities, reporting relationships and role expectations and are regularly reviewed where role/work expectations are changed. Provision of training, information on role expectations on induction. Task specific training eg. Safe Work Procedures, available supervisor/colleague for assistance. Regular consultation with team/employees to ensure employees understand role, expectations, reporting lines. Forward work planning and communication to team. HR Business Partners available to offer advice, support and solutions for managers and employees in job design, teamwork, workforce structure and workflow. Timely performance feedback systems prescribed in EA. Work Unit psychosocial risk assessment/tool implementation eg. The Wellbeing Continuum.
Poor organisational change management	<p>Procedure not employed, not consulting employees on change that will affect them, poorly planned and communicated, lack of regular updates/communications, no or limited</p>	<ul style="list-style-type: none"> Consultation through the Joint Consultative Forum (JCF). HR Business Partnering team available to guide managers at every step of any change. Union representation and HSRs available for employees.

	support, insufficient consideration of impact of changes on WHS and performance.	<ul style="list-style-type: none"> • Consultation processes and procedures outlined in SCU EA including provision of information, training, instruction and supervision on the new structure/change etc. • Change management risk assessment – completed and communicated to relevant parties. • Resources such as FAQs, meetings to ask questions, regular email communications and town hall presentations on changes to workplace. • Provision of professional development opportunities and Centre for Teaching and Learning available to support. • Changes to duties, tasks, objectives and reporting arrangements are planned to ensure they are reasonable and fair. • Train supervisors on how to support employees through change. e.g. SCOUT bootcamp 'How to lead & respond to change' • Work Unit psychosocial risk assessment/tool implementation eg. The Wellbeing Continuum.
Low reward and recognition	Not providing feedback, no guidance on how to improve, lack of manager/supervisor training, not providing recognition for extra effort or commitment, no reasonable opportunities for career or skills development.	<ul style="list-style-type: none"> • Provision of career development and assistance programs including: Academic Special Studies Program, Study Assistance, Professional Staff Career Development Program. • Reward and recognition programs including: SCU Academic Promotion, Professional Staff Scholarship, VC's Awards, Southern Cross Matters articles. • Position classification process for professional roles, Academic Promotion. • Promotion of job opportunities – within team and via SCU Jobs all staff emails, SCU Jobs website. • All staff 'Research at Southern Cross University' emails highlighting staff achievements. • Achievements and recognition discussed by VC at town halls and within teams during regular team meetings. • Casual conversion process. • Recruitment and Selection Policy with specific requirements to competitively recruit. • Use of fair, transparent and meaningful ways of providing recognition and rewards programs. • Design and use of fair and transparent performance management processes. • Leadership training includes the importance of feedback, praise and recognition. • Work Unit psychosocial risk assessment/tool implementation eg. The Wellbeing Continuum.
Poor organisational justice	Not following confidentiality requirements, absent or inadequate, unfair or inconsistent application of: policies, procedures, processes, allocation of work and resources, managing job performance	<ul style="list-style-type: none"> • Comprehensive and actively maintained SCU policy library. • Policies and procedures on workplace behaviours, interactions and decisions including: SCU Code of Conduct; Academic Promotions; Complaints; Harassment, bullying and discrimination; Managing unsatisfactory performance; and Misconduct and Dispute Resolution. • Protections provided in SCU Enterprise Agreement. • Support and training from HR Business Partnering and Organisational Development teams in implementing policy, procedure and general guidance. • Train supervisors in performance management and difficult conversations e.g. SCOUT training such as 'Giving and Receiving Feedback' and Leadership Bootcamps 'Feedback and Coaching'. • SCU supports accommodation of reasonable needs of employees e.g. accessibility requirements. • Provide systems to protect employees who raise safety concerns from discrimination. • Recruit and promote employees based on merit using transparent selection methods. • Work Unit psychosocial risk assessment/tool implementation eg. The Wellbeing Continuum.
Poor workplace relationships including interpersonal conflict	Lack of manager/supervisor training, interpersonal issues or unresolved between colleagues, students, others, frequent disagreements about how work should be done	<ul style="list-style-type: none"> • Availability of mediation and restorative team processes at request. • SCU Code of Conduct and policies and procedures on appropriate workplace behaviour. • Enterprise Agreement – provisions regarding workplace bullying, work life balance, respect and fair treatment. • Design work so supervisors have manageable workloads and sufficient resources to provide effective supervision. • Regular, constructive feedback discussions held between supervisors and employees. • PRP policy and procedures guide cadence and content of performance review and planning discussions. • Clear management structures and reporting lines. • Provision of the right tools, systems, equipment and resources to allow workers to do their job properly.

		<ul style="list-style-type: none"> • Opportunity for employees to attend external training and development programs, as agreed with the supervisor and HoWU. • Access to Conflict Resolution training, and direct support in this area from HR Business Partners. • Resources provided to employees and managers on effective performance discussions and providing constructive feedback. • WHS reference including psychosocial inclusion around role requirements and responsibilities in job descriptions. • Work Unit psychosocial risk assessment/tool implementation eg. The Wellbeing Continuum. • Injury management system – return to work program, RTW coordinators, RTW plans, information on website, regular meetings with stakeholders eg. Insurer • Provide opportunities for employees to get to know each other and build positive relationships e.g, team social lunches, group planning events off site etc.
Remote or isolated work	Working from home, working outside of usual business hours when less staff are working, in an office/location on campus that is physically isolated from others eg. in an office away from others with the door closed, grounds work, farm work, field work, attending personal residence for research, not having regular meetings with supervisor/team to catch up, poor mobile phone reception, internet access problems.	<ul style="list-style-type: none"> • Development and implementation of policies and guides including: Remote working arrangements policy, field work policy, Laboratory Safety Manual (work unit specific working alone requirements). • Training provided on remote working via SCOUT. • Support and training from HR Business Partnering and Organisational Development teams in managing teams, team culture and social connection. • Risk assessment completed by work unit for remote/isolated work with control strategies implemented eg. required communication, check in process with Security/supervisor, access to duress alarm, emergency procedures. • Work Unit psychosocial risk assessment/tool implementation eg. The Wellbeing Continuum.
Poor environmental conditions	Working in hot conditions/cold conditions, in dusty environment with poor air quality, high or nuisance noise levels from plant/equipment, poor lighting (too low or too bright) in work area	<ul style="list-style-type: none"> • Well maintained and cleaned amenities – daily cleaning via contracted cleaner. • Appropriate working spaces - appropriate lighting, noise, temperature, ergonomic equipment and furniture, quiet spaces, nearby gardens. • HVAC systems for cooling and heating located throughout SCU buildings. All regularly maintained by PS and contractors. • Ongoing and regular workplace inspections eg. WHS inspections, safety support officer (SSO) inspections, Property Services managed cleaning contractor inspections, daily Security campus walk-through and patrols. • Provision of training including: SSO, first aid, emergency warden, chemical handling and spill containment and training in work systems to manage risk associated with environmental hazards. • Implementation of safe working procedures, risk assessments for hazardous work, SCU PPE policy, Emergency procedures and Emergency management plan. • Provision and use of PPE (where applicable). • Established (Archibus) system to correct any maintenance or facility issues. • Reporting of environmental hazards via RiskWare. • Ability to raise with supervisor during team meetings and 1 on 1. • Hazard testing (via contractor) available eg. air quality testing, noise level testing, lux levels testing. • Health monitoring and audiometric testing provided for employees where required under WHS legislation • Risk assessment completed by work unit for plant/equipment work with control strategies implemented eg. ventilation/extraction systems, PPE requirements, fatigue management • Master planning at Lismore and Gold Coast Campuses 2024/2025. • Work Unit psychosocial risk assessment/tool implementation eg. The Wellbeing Continuum.
Traumatic events	Hearing accounts of traumatic events eg. SCU counsellors providing counselling, FBLA (Law) teaching content, staff experiencing or witnessing car accidents when travelling for work, exposure to natural disasters eg. floods, bushfires etc. and providing site for evacuation centre in Lismore, staff/student death	<ul style="list-style-type: none"> • Critical incident debriefings are held on an as needs basis. • Support and check-ins by manager, HR or Student Support following exposure to traumatic event. • Provision of increased breaks and recovery time after exposure to traumatic event. • Student Support and Success available to guide and advise staff managing student incidents and relevant support pathways. • Established process for reports from students through the Student Critical Incident Policy and via RiskWare. • EAP available and employees encouraged to participate.

		<ul style="list-style-type: none"> • Resilience First Aid training offered regularly to all staff. • First Responder training offered to staff. • Website – access to information for appropriate support services eg. Lifeline, BlackDog • Work Unit psychosocial risk assessment/tool implementation eg. The Wellbeing Continuum • Injury management system – return to work program, RTW coordinators, RTW plans, information on website, regular meetings with stakeholders eg. insurer
Violence and aggression	Unhappy individuals eg. students, colleagues, members of the public, using or threatening to use a weapon or hurt another individual, verbal abuse and threats (both in person and online), aggressive behaviour such as yelling or physical intimidation, domestic violence	<ul style="list-style-type: none"> • Security measures available for individuals with identified concerns eg. HR details restricted from public sites, Security monitoring visitor traffic to site, redirecting emails/phone calls. • Critical incident debriefings are held on an as needs basis. • Domestic and family violence support via Domestic and family violence leave, flexible work arrangements. • Training programs and online resources provided to support all employees and managers working in hybrid working arrangements and remotely and in responding to violent incidents on site. • University has a dedicated Domestic Violence contact person to support employees experiencing DV. • Free and confidential EAP Program available to family members as well as employees. • Personal protective equipment eg. duress alarms, work mobile phones, call points. • Staff rosters eg. customer facing positions rostered • Physical layout of public facing spaces eg. high counters in customer facing areas such as Shared Services, desks facing toward door opening, safe space for employees to retreat to such as an office or area away from public space. • Master planning at Lismore and Gold Coast Campuses 2024/2025. • Work Unit psychosocial risk assessment/tool implementation eg. The Wellbeing Continuum. • Injury management system – return to work program, RTW coordinators, RTW plans, information on website, regular meetings with stakeholders eg. insurer
Bullying	Repeated and unreasonable behaviour directed towards a staff member or group of staff eg. abusive, insulting or offensive language or comments, aggressive and intimidating conduct, belittling or humiliating comments, victimisation	<ul style="list-style-type: none"> • Implementation of procedures and policies including: Harassment, bullying and discrimination policy, Employee Guide – Preventing Workplace Bullying, Manager and Supervisor Guide – Preventing and Responding to Workplace Bullying; Code of Conduct. • Mandatory training program, policy and plans to address gender inequality, lack of diversity and power imbalances at the workplace. • Act in a consistent manner when dealing with reports of harassment and bullying. • Reviewing policies and controls after incidents. • Manager/supervisor training. • Work Unit psychosocial risk assessment/tool implementation eg. The Wellbeing Continuum.
Harassment	Single or repeated incidents of forms of harassment by colleagues, students, others around an individual's race, religion, gender, age, disability etc. Aging workforce at SCU, staff from different cultural backgrounds.	<ul style="list-style-type: none"> • Implementation of procedures and policies including: Harassment, bullying and discrimination policy, Employee Guide – Preventing Workplace Bullying, Manager and Supervisor Guide – Preventing and Responding to Workplace Bullying; Code of Conduct. • Mandatory training program (Sexual Harassment Awareness module on SCOUT), policy and plans to address gender inequality, lack of diversity and power imbalances at the workplace. • Training options via SCOUT eg. Respect @ SCU and Understanding Gender and Sexual Diversity. • Act in a consistent manner when dealing with reports of harassment and bullying. • Reviewing policies and controls after incidents. • Manager/supervisor training. • Availability of reporting mechanisms to raise safety concerns, including RiskWare to manager or WHS, Complaint Policy, HSRs and HR Business Advisors or Business Partners. • Provision of security on campus including 24/7 Security, duress alarms in identified high-risk areas, CCTV surveillance and restricted access via swipe card. • Work Unit psychosocial risk assessment/tool implementation eg. The Wellbeing Continuum.

Sexual misconduct (including sexual harassment and sexual assault)	As defined in the SCU Sexual Misconduct (Prevention and Response) Policy.	<ul style="list-style-type: none"> • Implementation of procedures and policies including Sexual Misconduct (Prevention and Response) Policy. • Mandatory training program (Sexual Harassment Awareness module on SCOUT). • Training options via SCOUT eg. Respect @ SCU and Understanding Gender and Sexual Diversity. • Act in a consistent manner when dealing with reports of sexual misconduct. • Reviewing policies and controls after incidents. • Availability of reporting mechanisms to raise safety concerns, including RiskWare to manager or WHS, Complaint Policy, HSRs and HR Business Advisors or Business Partners. • Provision of security on campus including 24/7 Security, duress alarms in identified high-risk areas, CCTV surveillance and restricted access via swipe card. • Work Unit psychosocial risk assessment/tool implementation eg. The Wellbeing Continuum.
Additional considerations: Vulnerable employees <i>Vulnerable workers - young workers, apprentices or trainees, workers in a minority group because of ethnicity, religion, disability including neurodiversity, gender or sexual preferences, casual workers or new workers, injured workers and workers on return-to work plans, volunteers, work experience students and interns. (Ref – pg. 23 CoP NSW 2022).</i>		<ul style="list-style-type: none"> • Disability policy • Consideration of reasonable adjustment requests • Work Unit psychosocial risk assessment/tool implementation eg. The Wellbeing Continuum. <p>All controls listed in both this and all previous rows have been listed with considerations made for vulnerable workers.</p> <p>Eg. Practical implementation of training and policy – equity and inclusion considerations afforded during development of training course.</p>
Other legislation		SCU recognises the interaction of other legislation in the listed organisational controls eg. Anti-Discrimination, Fair Work Act 2009, Industrial Relations, Human Rights, Workers Compensation, Criminal Code, Information Privacy etc.

Review control measures

- Setting objectives, targets and measuring eg. Injury severity rate and days lost
- Internal audit (ref AS 45003)
- Following a psychosocial related incident (reported via RiskWare)
- Change management psychosocial risk assessments completed
- If a control measure does not adequately control the risk it was implemented to manage
- Before a change at work that is likely to give rise to a new or different risk to health or safety (e.g. a change to the work environment or systems of work)
- Where a new relevant hazard or risk is identified
- Where consultation indicates a review is necessary
- When a HSR requests a review

- Senior managers monitoring and querying data and sights provided through WHS reports that include psychosocial hazards
- Reporting systems eg. RiskWare
- Return to work program
- EAP for all staff and their immediate family
- Supporting events eg. RUOK

Consultation

- Staff surveys
- Feedback during staff meetings
- HR and WHS working with senior management during change management processes
- Regular HSR meetings
- Regular consultation meetings with senior leaders and operational managers

Management commitment

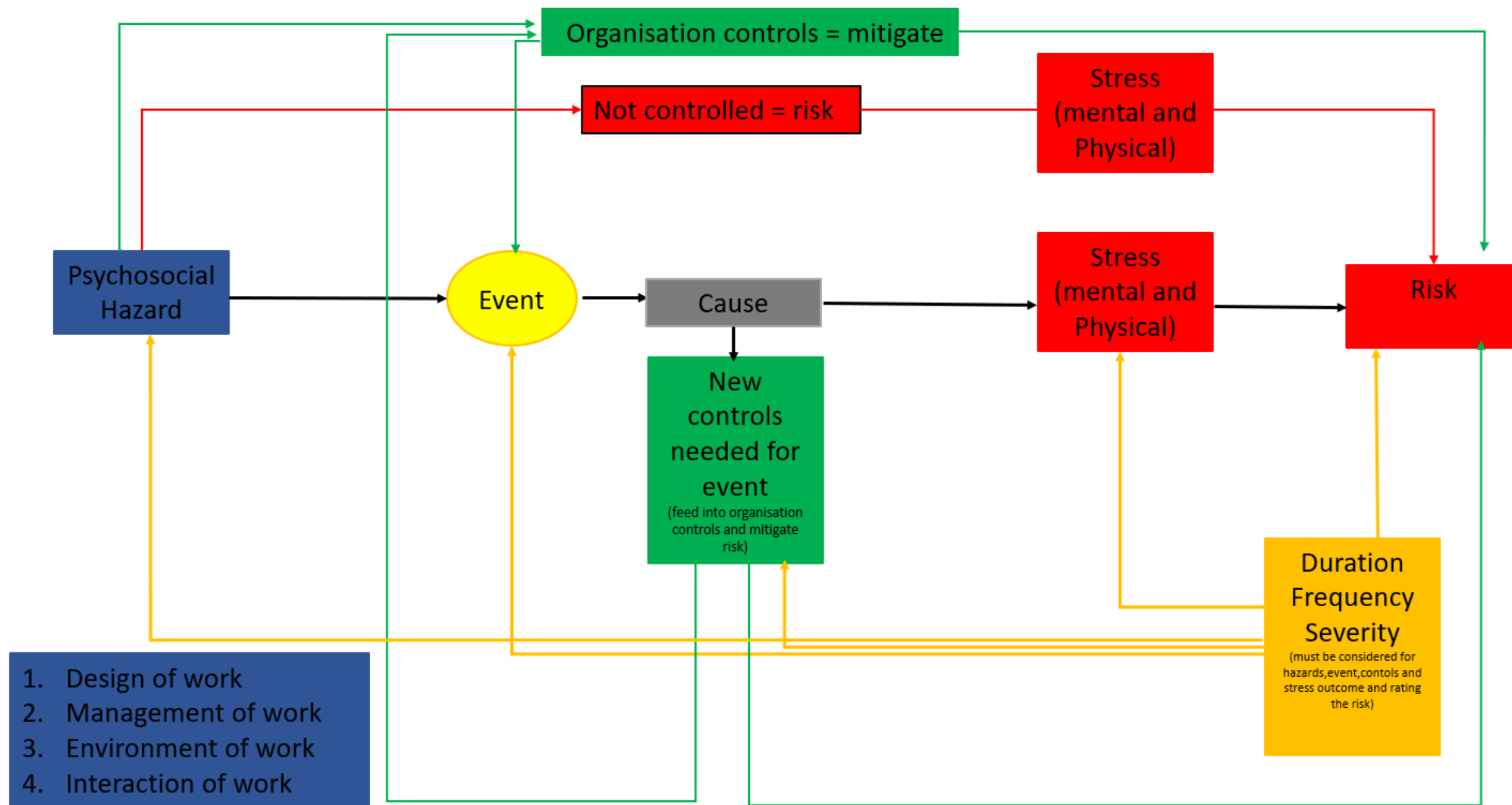
- Articulated in the [WHS policy](#)
- Dedicated [high risk procedure](#)
- Referenced in University's [Critical Risks](#)
- All staff communications
- Resource provisions eg. adequate staff levels, access to appropriate psychosocial training
- Meaningful interactions between senior management (Council, Executive, Senior Managers) and staff
- Code of Conduct – provisions to protect whistle-blowers and punishment
- Supporting staff surveys

Understanding the interactions of events, causes, hazard exposure, controls, risk and further controls

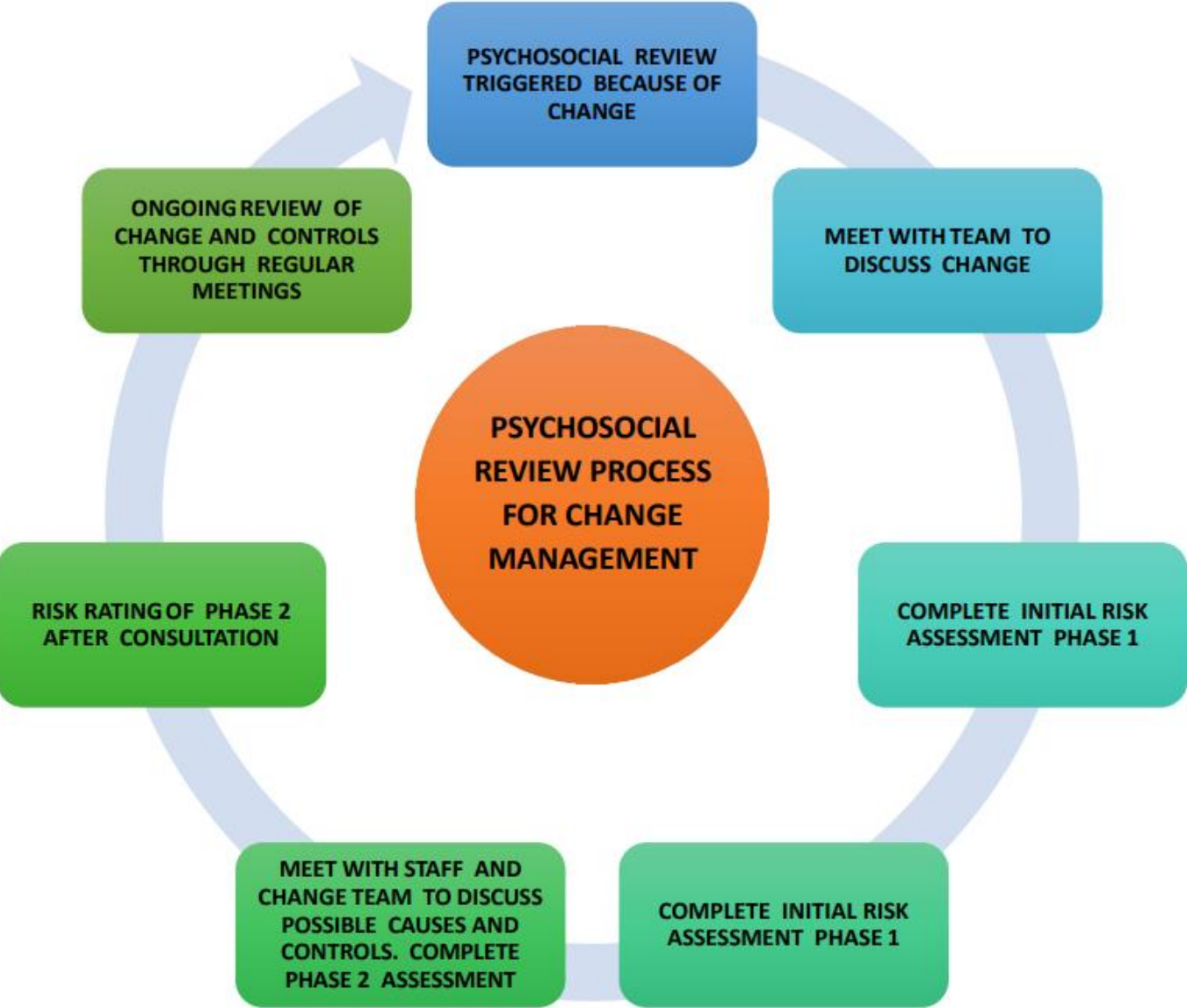
Psychosocial Hazards like many other hazards in the workplace are present and known i.e chemicals and the organisation will have controls in place to mitigate the risk (Figure 2). When an unplanned event or added stress is introduced into the system through other factors including home and individual biopsychosocial, further controls might be needed for that event and/or stress response.

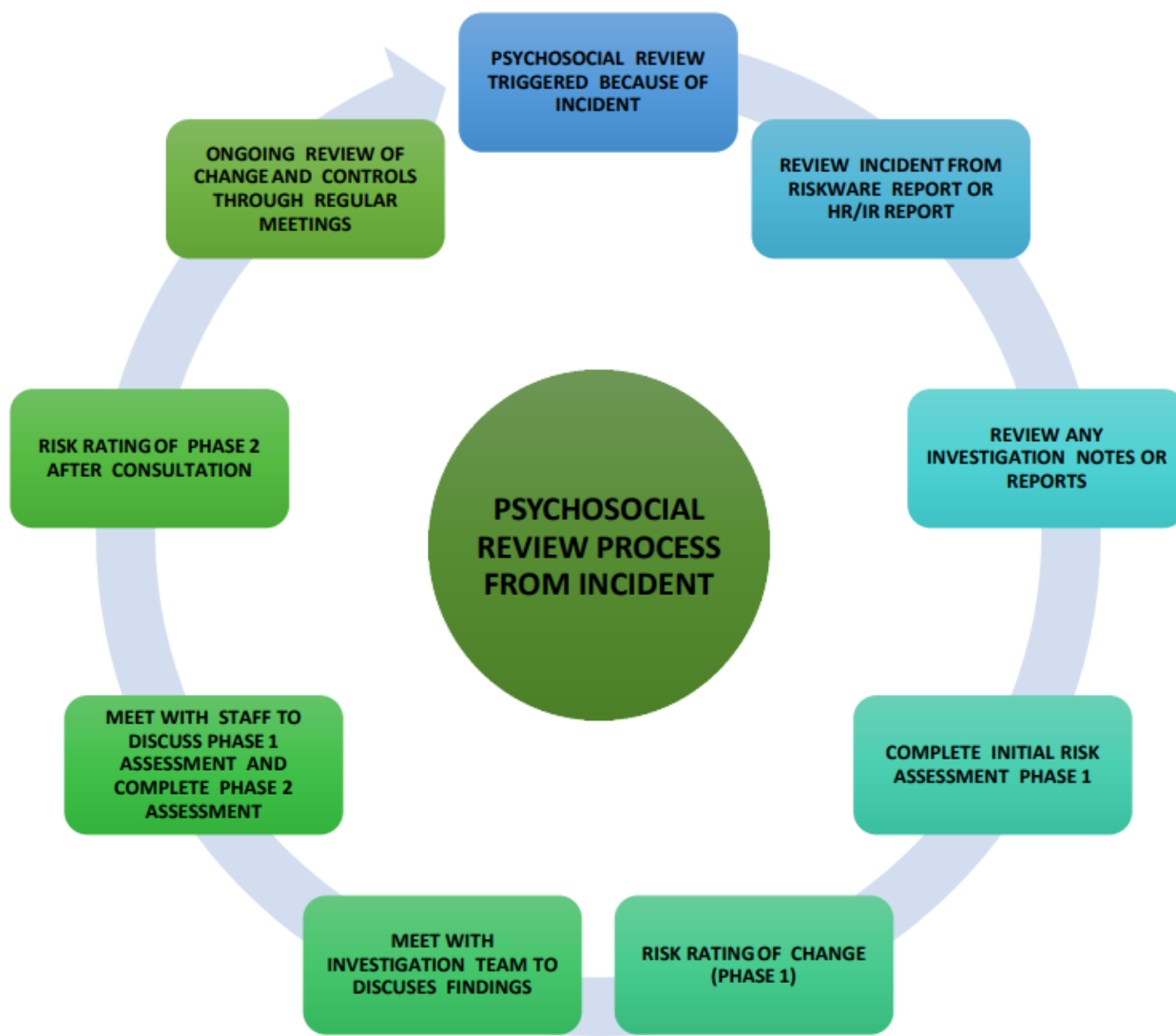
Hazard	Organisational controls	Event specific (individual) controls
Psychosocial hazard - <i>role clarity</i>	Position description	Weekly meetings to discuss work direction
Chemicals – <i>storage and identification</i>	Storage procedures, labelling protocols	New type of PPE

Figure 2



SCU psychosocial review processes





Reference documents

- Code of Practice: Managing Psychosocial Hazards at Work SafeWork NSW May 2021
https://www.safework.nsw.gov.au/_data/assets/pdf_file/0004/983353/Code-of-Practice_Managing-psychosocial-hazards.pdf
- Code of Practice: Managing the risk of psychosocial hazards at work 2022 Qld
https://www.worksafe.qld.gov.au/_data/assets/pdf_file/0025/104857/managing-the-risk-of-psychosocial-hazards-at-work-code-of-practice.pdf
- AS/NZ ISO 45003: 2001 Occupational health and safety management - Psychological health and safety at work - Guidelines for managing psychosocial risks
- Safe Work Australia – *Psychosocial Hazards* <https://www.safeworkaustralia.gov.au/safety-topic/managing-health-and-safety/mental-health/psychosocial-hazards>
- *Back to Basics* presentations, Shaun Brown, 2024
- *Health & Wellbeing White Paper* September 2022, Shaun Brown
- *Psychological health and safety* December 2022 presentation, Flourish DX