



Henley Business School

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## SAFETY MANAGEMENT SYSTEM

### MANUAL

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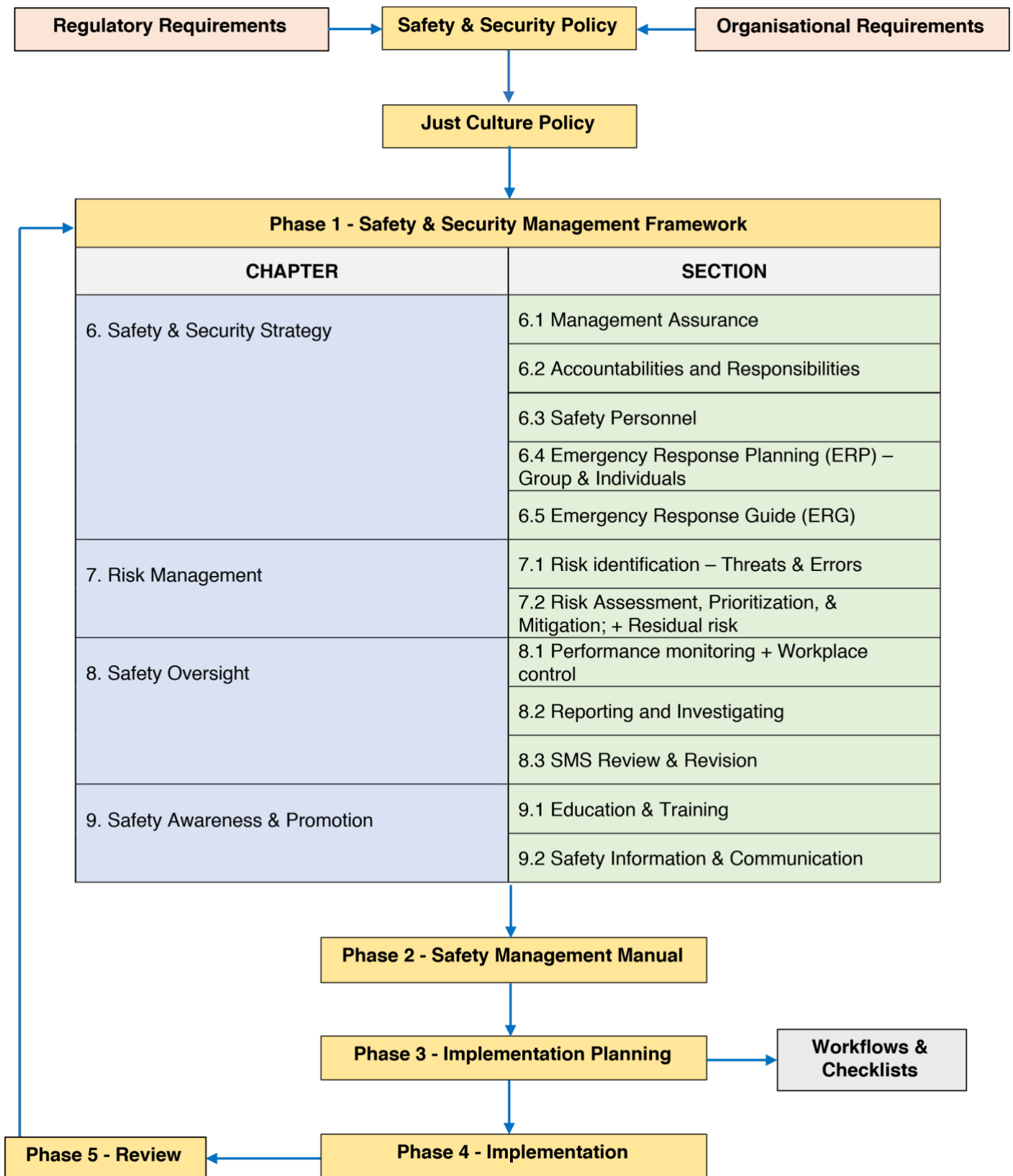
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## SAFETY MANAGEMENT SYSTEM

The HENLEY BUSINESS SCHOOL – AFRICA Safety Management System comprises the following;



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## CHAPTER 1

### SAFETY POLICY

An organisational Safety Management System (SMS) must have at its foundation, a stated Safety Policy. It must contain a statement of the organisation's approach to achieving an acceptable level of safety. It must encompass the management's commitment to implementing and upholding the stated safety standards.

**Henley Business School - Africa** commits to implementing and developing a Safety Management System, (also incorporating all aspects of COVID safety requirements) that upholds the highest level of safety performance, and that aligns with national and international health and safety standards.

The safety policy will be visibly endorsed by senior management and the accountable executive.

"Visible endorsement" refers to making management's active support of the safety policy visible to the rest of the organisation. HBS will do this via any means of communication and through the alignment of activities to the safety policy.

It is the responsibility of management to communicate the safety policy throughout the organisation to ensure all personnel understand and work in accordance with the procedures.

#### **Henley Business School Africa commits to;**

1. Develop and entrench a safety culture that recognises the vitality of effective safety management, and which acknowledges at all times that safety is paramount.
2. Subscribe to a Just Culture that promotes and exhibits a quality learning environment as a responsibility to both employees and students, and which supports the safety culture of the organisation.
3. Clearly defining for all staff and students their accountabilities and responsibilities for implementing the organisational safety strategy and for monitoring its performance.
4. Mitigate and minimise the risks and threats associated with the organisation's operations.
5. Ensuring that externally supplied services that impact the safety of employees and students meet the applicable safety standards.
6. Actively progress, promote, and develop our safety processes in alignment with international best practices.
7. Provide the necessary resources to deliver a safe product or service.
8. Ensuring compliance with national and international occupational health, safety regulations.
9. Regularly assess, review, and improve our safety standards and performance in all areas of the organisation's operation, and to measure our safety performance against our stated goals.
10. Implement an effective Safety Management System (SMS) to achieve the stated standards and the monitoring of performance.

11. Establish a reporting system to encourage the reporting of safety issues and inform personnel in the case of safety events or safety issues reported.
12. Continually encourage all staff and students to submit voluntary safety reports.
13. Allow for the de-identification and aggregation of reports to enable meaningful safety analyses to be conducted without implicating personnel, students, sub-contractors, or other service providers.
14. Conduct regular safety audits.
15. Develop a Safety Management System (SMS), Safety Management Manual (SMM), Emergency Response Plan (ERP), and an Emergency Response Guide (ERG).
16. Develop a training programme for all employees to ensure that the stated standards are upheld; that they are kept informed of the latest safety information and trends; and that they are allocated tasks appropriate to their knowledge and skills.

## **1.1 SAFETY MANAGEMENT SYSTEM**

To ensure the safety of all staff, students, contractors, and visitors, HBS will comply with the prescripts of a Safety Management System (SMS)

The following objectives of SMS shall apply to all levels within HBS:

- To apply hazard identification and risk management principles
- The prevention of safety incidents and accidents, and to provide strict preventative measures emanating from the risks of COVID-19
- To minimise the extent of equipment and property damage and the degree of injuries to persons as a result of incidents or accidents
- The identification of design shortcomings, unsafe practices, and unsafe situations
- To ensure conformance to regulatory requirements
- The incorporation of safety considerations into all HBS activities
- The provision of safety awareness training to all operational personnel and management
- To promote safety at all levels
- To ensure continuous improvement of the SMS
- To reduce the safety risk to an acceptable level
- To monitor trends, identify performance indicators and establish safety targets
- To establish safety structures to support objectives
- To communicate all safety related matters throughout the organisation
- To have an effective Emergency Response Plan

Signed



Jon Foster-Pedley  
Dean and Director  
Henley Business School – Africa

Date 31 Jan 2022

## CHAPTER 2

### REGULATORY REQUIREMENTS

#### 2.1 PURPOSE

Henley Africa (HA) is required to follow procedures from the Ministry of Higher Education and Training, Science and Technology, and has to comply with various statutory legislation.

#### 2.2 STATUTORY OBLIGATIONS

##### **Occupational Health and Safety and Regulations (Act 85 Of 1993)**

[https://www.gov.za/sites/default/files/gcis\\_document/201409/act85of1993.pdf](https://www.gov.za/sites/default/files/gcis_document/201409/act85of1993.pdf)

#### 2.3 ASSOCIATED DOCUMENTS

- Occupational Health and Safety Act 85 of 1993.
- Labour Relations Act 66 of 1995 as amended.
- Hazardous Substances Act 15 of 1973.
- Basic Conditions of Employment Act 75 of 1997 as amended.
- Employment Equity Act 55 of 1998 as amended.
- Compensation for Occupational Injuries and Diseases Act 130 of 1993.
- National Environmental Management Act 107 of 1998.
- National Building and Standards Act 103 of 1977 as amended.
- National Standards Act 8 of 2008.
- National Health Act 61 of 2003.
- Constitution of the Republic of South Africa, 1996 section 24.
- SANS 10400. The National Building Regulations.
- SANS 10142-1: 2017. Edition 2. The Wiring of Premises.
- ISO 14000:2015. Environmental Management System.
- ISO 18001:2007. International Occupational Health and Safety Management Systems.

## CHAPTER 3

### ORGANISATIONAL REQUIREMENTS

#### 3.1 OBJECTIVE

**Henley Business School – Africa (HBS)** must ensure a safe and secure working environment for all employees, sub-contractors, students, and visitors.

Section 8 of the Occupational Health and Safety Act, 1993 "OHSA" requires every employer to provide and maintain, as far as reasonably practicable, a working environment that is safe and without risk to the health of its employees. Similarly, the OHSA also imposes a duty on employees to take reasonable care of their health and safety and their fellow employees.

#### 3.2 SCOPE

These requirements apply to all employees, sub-contractors, students, and visitors.

#### 3.3 RESPONSIBILITIES

##### 3.3.1 HBS Safety Management System (SMS)

The responsibility for meeting the HBS Safety Management System (SMS) requirements are as follows:

- CEO/Dean
- General Manager
- Senior Operations Manager
- Safety Manager
- Response Team (SMS Action Team)

The above must ensure that the SMS is implemented as far as reasonably practicable to ensure all employees, students, and visitors' health and safety.

##### 3.3.2 Managers

- Managers have the responsibility to follow and ensure compliance with all the instructions of the Head of Safety in all aspects of the business school
- Managers have the responsibility to ensure compliance in their areas of management specifically, and to raise breaches of safety with others as they see the violations, and also report breaches and incidents to the Safety Manager.

##### 3.3.3 Teaching and teaching support staff

Teaching staff and teaching support staff are responsible for:

- modelling safe practice at all times
- ensuring that equipment is used effectively
- ensuring all safety procedures policies and checklists are followed effectively
- Using appropriate personal protective clothing and equipment correctly as required
- reporting incidents and unsafe working conditions or equipment as soon as practicable to the safety manager.
- attending all briefings as required



### 3.3.4 Safety Manager

The Safety Manager (HBS) is responsible for the Safety Management System (SMS) and in particular:

- The establishment and maintenance of a reporting system to ensure the timely collection of information related to potential hazards and incidents that may adversely affect safety.
- The identification of latent hazards and risk management analyses of those hazards.
- The investigation, analysis, and identification of the cause of all hazards or the contributing factors of incidents identified under the SMS to ensure that HBS has adequate mitigation measures in place.
- The establishment and maintenance of a safety data system, either by electronic or other means, to monitor and analyse trends in hazards, risks, and incidents
- The maintenance of a continuous monitoring system that evaluates the results of corrective actions concerning hazards, risks, and incidents via the use of a Risk Register.
- The monitoring of the education industry's concerns in respect of safety and their perceived effect on HBS.
- The coordination of the organisation's safety programme and all related safety matters.
- The establishment and coordination of safety education and training, and recurrent training, for all personnel.
- The supervision of ancillary services provided to HBS regarding matters related to safety.
- The investigation of all incidents involving the organisation's staff and students, equipment, and property, including fire and emergency procedures.
- The action and distribution of incident and other occurrence reports, including regular safety bulletins to all staff.
- The continual encouragement of all staff and students to submit voluntary safety reports.
- Safety awareness and promotion within HBS
- Safety performance monitoring and workplace control
- The review and revision of the SMS
- The regular revision of the Safety Management System manual.
- Safety implementation planning and the control of workflow checklists
- The establishment of an Emergency Response Plan (ERP) in the event of a significant incident, including the actions to be followed by relevant personnel.
- The development and continual revision of an Emergency Response Guide (ERG) based upon international best practices and evidence-based occurrences in HBS and other educational institutions.
- Conducting meetings with all relevant personnel regarding safety matters.
- Maintenance of the Safety Register.
- Safety audits.
- Compliance with all national Occupational Health and Safety regulations.
- Compliance with the Henley Business School-Africa Safety Policy
- Ongoing and regular communication from the CEO to employees, students, and subcontractors.
- Oversight of the cleaning of the facilities.
- Producing a monthly report of the state of safety on campus for senior management. This should also be disseminated to all staff as foundational to the culture of safety reporting.

### 3.3.5 Staff, Students, Ancillary Support Staff, and Visitors on Campus

- A defined set of rules concomitant with the Occupational Health and Safety and Regulations (Act 85 Of 1993) must be developed to ensure the safety and compliance of staff, students, ancillary support staff, and visitors on campus.
- These rules will be defined under **Phase 1 – Safety Management Framework**, Safety Strategy, 6.2 – Accountabilities & Responsibilities

### 3.4. ACTIVITIES RELATED TO EPIDEMICS

#### 3.4.1 Students and staff on campus

- Face masks will be compulsory inside all buildings until notified otherwise by the Dean.
- All entry points must be equipped with hand sanitisers (at least 70% alcohol)
- If any physical meetings occur, all delegates must be seated at least one metre apart, in designated areas, or preferably outside.
- The company must inform all participants if any of the participants become ill later.
- No collective catering or shared utensils and objects (to ensure distancing and typical touch reduction)
- Students and staff may bring their own food and order Uber (to be sanitised and collected at the gate)
- Don't go into other individual's offices or syndicate rooms
- Eliminate all joint touch surfaces (doors open except where airspaces are separated)

#### 3.4.2 Syndicate Group Work

Syndicate work is allowed, but groups must please abide by the HBS Golden Rules ([see Page 87](#))

#### 3.4.3 Routine Cleaning Activities

The period that viruses can survive on objects depends on specific criteria that are difficult to predict, given that not all working environments are the same. All work surfaces and equipment should be disinfected before work begins, regularly during the working period and after work ends. All areas such as toilets, common areas, door handles, shared electronic equipment should be periodically cleaned and disinfected. (See Annexure A: Daily cleaning schedule)

Further to this HBS will;

- Provide resources and a work environment that promotes personal hygiene. For example, no-touch refuse bins, hand soap, alcohol-based hand rubs containing at least 70 per cent alcohol, disinfectants, and disposable towels for workers to clean their hands and their work surfaces. Fabric towelling for drying hands is prohibited.
- Promote regular handwashing or the use of alcohol-based hand sanitiser.
- Display handwashing signs in restrooms.
- Every machine/equipment and work area should be equipped with a sanitiser and cleaned before use.
- Increase cleaning schedule to deal with increased frequency of wiping down all surface areas.

#### 3.4.4 How to Clean and Disinfect

##### Hard (Non-porous) Surfaces

- If surfaces are dirty, they should be cleaned using a detergent or soap and water before disinfection.
- For disinfection, most common household disinfectants should be adequate.
- Follow the manufacturer's instructions for all cleaning and disinfection products for concentration, application method, contact time, etc.

- Additionally, diluted household bleach solutions (at least 1000ppm sodium hypochlorite) can be used if appropriate for the surface. Follow manufacturer's instructions for application, ensuring a contact time of at least 1 minute, and allowing proper ventilation during and after application. Check to ensure the product is not past its expiry date. Never mix household bleach with ammonia or any other cleanser. Household bleach will be effective against coronaviruses when correctly diluted.

### **Soft (Porous) Surfaces**

- For soft (porous) surfaces such as carpeted floors, rugs and drapes, remove visible contamination if present and clean with appropriate cleaners indicated for use on these surfaces.

After cleaning:

- If the items can be laundered, launder items following the manufacturer's instructions using the warmest appropriate water setting and then dry items completely.

### **Electronics**

- For electronics such as tablets, touch screens, keyboards, remote controls and vending machines, remove visible contamination if present.
- Follow the manufacturer's instructions for all cleaning and disinfection products.
- Consider the use of wipeable covers for electronics.
- If no manufacturer guidance is available, consider the use of alcohol-based wipes or sprays to disinfect touch screens. Dry surfaces thoroughly to avoid pooling of liquids.

### **Linens, Clothing and Other Items That Go in the Laundry**

- To minimise the possibility of dispersing a virus through the air, do not shake dirty laundry.
- Wash items following the manufacturer's instructions. If possible, launder items using the warmest appropriate water setting and dry items completely. Dirty laundry that has been in contact with an ill person can be washed with other people's articles.
- Clean and disinfect hampers or other carts for transporting laundry according to the guidance above for hard or soft surfaces.

#### **3.4.5 Company start-up should an epidemic lock-down re-occur**

- A detailed risk assessment must be established before any work being conducted.
- The risk assessment must be communicated to all staff.
- All employees to be trained on pandemic protocols.
- Re-induction with all staff must include the epidemic risk assessment, safe operating procedure, procedure to deal with sick employees and required PPE.
- A deep clean must be done on the premises.
- A pre-inspection to be conducted before the operation of any machinery and equipment.
- A comprehensive cleaning schedule must be developed to ensure routine cleaning is conducted. This schedule should be monitored daily.
- Management will issue each staff member with at least two face masks for the employee to wear while at work and while commuting to and from work;
- The number and replaceability of masks that must be provided to an employee or required of other workers will be determined following any sectoral guideline and in the light of the employee or worker's conditions of work, mainly where these may result in the mask becoming wet or soiled.

- Employees will be informed, trained and instructed as to the correct use of masks.
- An employer must make appropriate arrangements for the washing, drying and ironing of cloth masks.
- Bulk storage of sanitiser shall follow the standard procedure as stated below:
  - Containers are closed
  - Good housekeeping maintained
  - Storage area to be well ventilated

The employer must ensure that there is a process to identify and deal with ill employees at work. This may include a daily walkthrough to observe if any employee appears to be sick

### **3.4.6 Daily Activities**

- Meetings to be conducted telephonically or via video conferencing. Face to face meetings, if necessary, must be conducted in the designated meeting areas.
- The physical distancing of at least 1 metre is to be enforced across the organisation/campus.
- Employees must stay at home if not well and call their medical practitioners if displaying any symptoms of the associated epidemic. They must inform their line manager/supervisor if they are displaying symptoms.

### **3.4.7 Signage and posters**

- It is essential that the organisation has visible signs and posters around the workplace to remind employees and visitors about the risks of an epidemic and the necessary measures to limit its spread.

Typical signs and posters may include:

- Wearing of masks before entering any campus building.
- Handwashing techniques
- Physical distancing
- Coughing and sneezing etiquette
- General COVID awareness
- General hygiene principles

### **3.4.8 Employees, students, or visitors diagnosed or suspected to have COVID-19**

#### **Asymptomatic Positive COVID Test**

Anyone with asymptomatic COVID should not attend campus for **5 days** from the date of a positive test.

#### **Mild Symptoms following Positive COVID Test (not requiring hospitalisation)**

Anyone exhibiting mild COVID symptoms that do not require hospitalisation should not attend campus for **7 days** from the date of the positive test.

#### **Severe Symptomatic COVID infection**

Those with symptomatic COVID infection who have severe disease (they have been admitted to hospital for COVID pneumonia) should not attend campus for **7 days** from the date on which they no longer require oxygen therapy.

Should an employee be ill at work with suspected COVID-19, the protocols required are as follows;

- Isolate the sick employee and issue them with an FFP mask.

- Arrange for the worker to be transported in a manner that does not place other workers or members of the public at risk.
- Ensure the staff member is tested for COVID-19.
- Clean the area where the person was working and all places they have been. This may mean evacuating those areas.
- Identify who at the workplace had close contact with the infected person.
- Clean the area where the close contact people were working and all common areas they have been.

### **3.4.9 Compensation for Occupational Injuries and Diseases Act (COIDA) Claims**

The Compensation Commissioner has issued the Notice on Compensation for Occupationally Acquired Novel Corona Virus Disease (COVID-19) to clarify the Compensation Fund's position concerning occupationally acquired COVID-19. The notice applies only to COVID acquired by employees arising out of, and in the course of, the employees' employment through exposure to confirmed cases in the workplace or after an official work trip to a high-risk country or area.

To qualify for benefits from the Compensation Fund, the following criteria must be met:

- The diagnosis must be as a result of occupational exposure to a known source of COVID-19;
- The COVID must be diagnosed as per the World Health Organisation guidelines;
- The COVID diagnosis must be linked to an approved official trip and travel history to high-risk areas or countries on a work assignment or related to a presumed high-risk work environment where transmission of COVID is inherently prevalent; and
- A chronological sequence must exist between the work exposure and the development of COVID symptoms.

The Compensation Fund will compensate qualifying employees who are temporarily disabled from working as a result of COVID for a period of up to 30 days from the date of diagnosis. The Compensation Fund will not pay for cases that have not been diagnosed. Where a registered Medical Practitioner recommends self-quarantine, the employer is liable for the employee's remuneration for the days of absence.

Where an employee has been diagnosed with COVID, such employee will be provided with medical aid for a period of up to 30 days from the date of diagnosis. If an employee dies due to complications from COVID, the Compensation Fund shall pay out reasonable burial expenses and widow and dependent's pensions, where applicable.

In essence, the notice confirms that COVID cases which arise out of, and in the course of, an employee's employment will be regarded as occupational diseases for purposes of COIDA.

## **3.5 RISK ASSESSMENT**

It may not be possible to eliminate the epidemic hazard. Accordingly, the most effective control measures are (listed from most effective to least effective): engineering controls, administrative controls, safe work practices (a type of administrative control), and PPE.

There are advantages and disadvantages to each type of control measure when considering the ease of implementation, effectiveness and cost.

### 3.5.1 Engineering Controls

Engineering controls involve isolating employees from work-related hazards. In workplaces where they are appropriate, these controls reduce exposure to hazards without relying solely on employee behaviour and can be the most cost-effective solution to implement.

Engineering controls for viral epidemics include:

- Installing high-efficiency air filters
- Increasing ventilation rates in the work environment.

### 3.5.2 Administrative Controls

Administrative controls require action by the employee and employer. Typically, administrative rules are changes in work policy or procedures to reduce or minimise exposure to a hazard. Examples of administrative controls for epidemics include:

- Requiring sick employees to stay at home.
- Minimising contact among employees, clients, and customers by replacing face-to-face meetings with virtual communications, e.g., conference calls, Zoom, etc.
- Minimising the number of employees on-site at any given time, e.g., rotation or shift work.
- Discontinuing nonessential local and international travel. Regularly check travel advice from the Department of Health at [www.health.gov.za](http://www.health.gov.za)
- Developing emergency communications plans, including a task team for answering employees' concerns and internet-based communications, if feasible.
- Providing employees with up-to-date education and training on epidemic risk factors and protective behaviours (e.g., cough etiquette and care of PPE).
- Training employees who need to use protective clothing and equipment on how to put it on, use/wear it and take it off correctly in the context of their current and potential duties. Training material should be easy to understand and available in the appropriate language and literacy level for all employees.

## 3.6 PERSONAL PROTECTIVE EQUIPMENT

While engineering and administrative controls are considered more effective in minimising exposure to an epidemic, PPE may also be needed to prevent specific vulnerabilities. While correctly using PPE can help prevent exposure, it should not take the place of other prevention strategies.

Examples of PPE include:

- gloves
- goggles
- face shields
- face masks
- gowns
- aprons
- coats
- overalls
- hair and shoe cover and respiratory protection, when appropriate.

During an outbreak of infectious disease, such as COVID, recommendations for PPE specific to occupations or job tasks may change depending on geographic location; updated risk assessments for employees and information on PPE effectiveness in preventing the spread of COVID-19 or other epidemic viruses.

All types of PPE must be:

- selected based upon the hazard to the employee.
- properly fitted (e.g., respirators).
- consistently and correctly worn when required.
- regularly inspected, maintained and replaced, as necessary.
- adequately removed, cleaned and stored or disposed of, as applicable, to avoid contamination of self, others, or the environment

### 3.7 IMPLEMENTING WORKPLACE CONTROLS

The legislation governing workplaces concerning viral epidemics is the Occupational Health and Safety Act, Act 85 of 1993, as amended, read with the Hazardous Biological Agents Regulations. Section 8 (1) of the Occupational Health and Safety (OHS) Act, Act 85 of 1993, as amended, requires the employer to provide and maintain as far as is reasonably practicable a working environment that is safe and without risks to the health of employees.

Specifically, Section 8(2)(b) requires steps that are reasonably practicable to eliminate or mitigate any hazard or potential hazard before resorting to PPE. However, in the case of COVID-19 however, a combination of controls is required, although the main principle is to follow the hierarchy of controls. However, before implementing control measures, current risk assessments need to be reviewed and updated, taking into account the new hazards posed by exposure to COVID in the workplace. This is per Section 8 (2) (d) of the OHS Act.

### 3.8 EMERGENCY RESPONSE PREPAREDNESS

HBS has developed an **Emergency Response Plan (ERP)**, and this is detailed in the **Emergency Response Guide (ERG) – See HBS Safety Management System Chapter 6 – Sections 6.4 and 6.5, Safety Management Framework)**

In a situation requiring emergency response, the Safety Manager and all affected personnel will utilise the ERG to ensure that its provisions are accomplished as soon as reasonably practicable.

The objective is to provide an orderly and efficient emergency response plan to ensure a transition from normal to emergency operations and the return to normal operations.

Scheduled annual exercises for all designated safety personnel will ensure that they are prepared for such events and be familiar with the HBS ERP and ERG

The responsibilities of Emergency Response Preparedness are as follows:

- The Safety Manager shall maintain an updated ERG as a separate document
- The ERG shall stipulate the procedures and all the actions to be followed in the event of an incident.

- The Safety Manager, or the nominated designate, shall coordinate the Emergency Response Plan that provides an orderly and efficient transition from normal to emergency operations, and thence back to normal.
- The ERG shall contain a **Contact and Alarm Notification document**, which shall be regularly updated with regards to all the names and telephone numbers of persons that are to be informed or contacted in the case of emergencies
- The ERG acts as a guide only – the emergency will dictate the response and the outcome. Situational awareness is crucial to a successful outcome, as is prioritising the hazards and risks that may be encountered.
- When the ERP has been completed, it is the Safety Manager's responsibility to conduct an investigation into the incident and provide HBS management with a detailed report. If the situation dictates, this report must be forwarded to the relevant authorities.
- As appropriate, details of the incident and the ERP outcome shall be communicated and disseminated to all personnel.

### **3.9 SAFETY COMMUNICATION AND TRAINING**

SMS communication, training, and awareness forms part of the Safety Manager's responsibilities and is intended to contribute to a positive safety culture among all personnel.

The SMS information programme consists of information on safety issues, safety-critical information, hazards identified, corrective and preventative measures and emergency response preparedness and awareness.

Safety promotion encourages a positive safety culture and creates an environment conducive to achieving HBS safety objectives.

Management provides the leadership to promote the safety culture throughout the organisation.

The Safety Manager should also ensure that lessons learned from investigations are considered when reviewing the SMS.

Safety communication will aim to:

- Ensure that personnel are fully aware of the SMS
- Raise awareness of safety information
- Provide information regarding new or amended safety procedures, ensures safety promotion
- The Safety Manager will ensure that relevant safety information is communicated to staff involved in safety activities and operational safety activities.
- The Safety Manager shall issue a Safety Bulletin to all operational staff when required or when a situation or event dictates the need for a safety briefing.

The Safety Bulletin should include, but not be limited to, the following:

- to convey safety-critical information
- to explain any particular safety action taken
- to explain why safety procedures are changed or introduced
- to ensure personnel are aware of the SMS to a degree commensurate with their positions
- to ensure safety promotion

Campaigns and workshops shall form part of safety information sharing through hosting a promotional activity on safety as and when required.



## CHAPTER 4

### JUST CULTURE POLICY

#### 4.1 INTRODUCTION

In establishing a functional safety system, HBS commits to adopting a 'just culture' within the organisation.

A 'Just Culture' policy is a non-punitive policy that encourages the reporting of errors, incidents, accidents, reportable events, and possible hazards by all staff members so that actions and processes may be established to prevent their reoccurrence.

Such a policy is foundational in having a reporting system in which errors, actions, omissions, or decisions are identified and reported without fear of consequence. Reporting helps organisational learning, and this learning helps safety – thus, a 'just culture' is the basis of a sound Safety Management System and a robust safety culture.

However, it must be noted and clarified that a just culture policy will not be applied to matters involving gross negligence, wilful misconduct, criminal activity, or reckless behaviour.

#### 4.2 WHAT SHOULD BE REPORTED

Incidents that can impact the safety of the institution, or the safety of anyone connected with it, should be reported to the Safety Manager. This can be done in confidence and without fear of consequence. The report should be made in writing for recordkeeping purposes to ensure that a similar incident does not reoccur.

All reports will be de-identified and kept entirely confidential unless otherwise permitted by the individual/s involved. Anonymous reporting will be discouraged in that should follow-up information be required, the person submitting the report may be contacted.

#### 4.3 COMMITMENT

HBS commits to the following;

1. All staff will be educated and appraised of the Just Culture policy and will be required to indicate in writing their understanding thereof.
2. We will ensure the freedom to report any error, action, omission, or decision without fear of punitive action or negative consequence insofar as the event falls within the principles of the Just Culture policy. All reports will be received in the strictest confidence, and no blame will be apportioned to the individual/s concerned, again, insofar as the event falls within the principles of the Just Culture policy. All HBS personnel are free to report harmful situations, conditions, events, or incidents without fear of unfair, unjust, or unreasonable blame or punishment.
3. It must be noted that HBS encourages voluntary reporting. However, it is compulsory to report any known event or hazard that may impact the safety of anyone on campus. This process is for the collective and collaborative good of the organisation. We rely upon the professionalism of personnel to play their part in promoting the highest possible levels of safety within our workplace.
4. HBS encourages all personnel to contribute to an environment where people can work and provide essential safety-related information to improve the organisation's functioning. While

we aim for free and open reporting, people who report must be confident that their identity, or any person implicated, will not be disclosed without their permission.

5. The institution will establish a confidential Safety Reporting System (SRS) that may only be accessed by the appointed gatekeeper (Safety Manager) unless permission is otherwise granted on a case-by-case basis by the individual/s involved.
6. However, we will not tolerate unacceptable behaviour, including gross negligence, recklessness, or willful misconduct. HBS promotes professional conduct at all times, and all personnel are responsible for upholding and espousing the institution's ethical and professional standards.
7. Safety will be considered in the context of the overall system, not isolated individuals, parts, events or outcomes. The organisational method comprises many components, and any safety-related investigation will concentrate on improving the system. This may necessitate training or retraining of personnel involved, but it will be done positively and will not be detrimental to any individual. Any such training or retraining will only be given once the outcome of the associated investigation is known and not on speculation or prejudgement.
8. HBS will endeavour to design safety systems that are as practical and simple as possible so that all personnel may have confidence in their safety whilst on campus. Safety is the responsibility of every individual, and we must continuously observe and innovate methods and processes that contribute to as safe an environment as possible.

## CHAPTER 5

### SAFETY MANAGER – JOB SPECIFICATION

The Safety Manager (HBS) is responsible for the Safety Management System (SMS) and in particular:

1. The establishment and maintenance of a reporting system to ensure the timely collection of information related to potential hazards, and incidents that may adversely affect safety.
2. The identification of all hazards and risk management analyses of those hazards.
3. The investigation, analysis and identification of the cause of all hazards or the contributing factors of incidents identified under the SMS to ensure that HBS has adequate mitigation measures in place.
4. The establishment and maintenance of a safety data system, either by electronic or other means, to monitor and analyse trends in hazards, risks, and incidents.
5. The establishment of a Risk Register in which all events and reports will be logged. The Register will be signed by the Dean.
6. The maintenance of a continuous monitoring system that evaluates the results of corrective actions concerning hazards, risks, and incidents.
7. The monitoring of the education industry's concerns in respect of safety and their perceived effect on HBS.
8. The coordination of the organisation's safety programme and all related safety matters.
9. The establishment and coordination of safety education and training, and recurrent training, for all personnel.
10. The supervision of ancillary services provided to HBS regarding matters related to safety.
11. The investigation of all incidents involving the organisation's staff and students, equipment and property, including fire and emergency procedures.
12. The action and distribution of incident and other occurrence reports including regular safety bulletins to all staff.
13. The continual encouragement of all staff and students to submit voluntary safety reports.
14. Safety awareness and promotion within HBS
15. Safety performance monitoring
16. The review and revision of the SMS
17. The regular revision of the Safety Management Policy and Manual.
18. Safety implementation planning and the control of workflow checklists
19. The establishment of an emergency response plan in the event of a significant incident, including the actions to be followed by relevant personnel.

20. The development and continual revision of an Emergency Response Guide (ERG) based upon international best practice and evidence-based occurrences in HBS and other educational institutions.
21. Conducting annual safety-related exercises to test the efficacy of the SMS.
22. Conducting meetings with all relevant personnel regarding safety matters.
23. Monitoring and oversight of safety equipment.
24. Safety audits.
25. Compliance with all national Occupational Health and Safety regulations.
26. Compliance with the Henley Business School Africa Safety Policy

## CHAPTER 6

### SAFETY MANAGEMENT FRAMEWORK

The Safety Management Framework consists of the following Chapters and Sections;

Phase 1 - Safety Management Framework	
CHAPTER	SECTION
6. Safety Strategy	6.1 Management Assurance
	6.2 Accountabilities and Responsibilities
	6.3 Safety Personnel
	6.4 Emergency Response Planning (ERP) – Group & Individuals
	6.5 Emergency Response Guide (ERG)
7. Risk Management	7.1 Risk identification – Threats & Errors
	7.2 Risk Assessment, Prioritization, & Mitigation; + Residual risk
8. Safety Oversight	8.1 Performance monitoring + Workplace control
	8.2 Reporting and Investigating
	8.3 SMS Review & Revision
9. Safety Training, Awareness & Promotion	9.1 Education & Training
	9.2 Safety Information & Communication

## 6.1 MANAGEMENT ASSURANCE

### 6.1.1 COMMITMENT TO SAFETY

HBS management's commitment to safety will reflect a positive attitude towards safety and its importance in keeping staff, students, and visitors in a secure environment on campus. Employees will be motivated to maintain the highest level of protection. They will be given the means to do so – via the necessary resources and via the relevant training and awareness.

1. Management personnel will motivate all employees to care for safety, not only by talking but by acting as role models.
2. HBS management will ensure that there is continuous oversight of the SMS and that governance is established.

3. Management and personnel shall be dedicated to the on-going development of the safety culture by acknowledging safety as a priority and demonstrating a visible commitment to its continual improvement.
4. Management shall ensure that the appropriate human, material (facilities and equipment) and financial resources are provided to plan, develop, maintain, and monitor the business school's safety.
5. Accountabilities and responsibilities for safety shall be established, defined and documented in all relevant job descriptions.
6. Management shall adequately motivate staff to support the safety initiatives and participate in the on-going development of the safety culture and the just culture.
7. Management shall enlist all personnel's support in developing solutions to eliminate hazardous conditions and unsafe practices.
8. Management and staff will remain vigilant in conducting their duties, adhering to standard operating procedures and regulatory requirements.
9. Management shall regularly develop departmental safety objectives.

### **6.1.2 ADAPTABILITY**

Adaptability reflects the extent to which management and employees are willing to learn from past experiences and can take action necessary to enhance safety within the HBS organisation.

1. Management will actively encourage employee input when addressing safety issues
2. All incidents and audit findings will be investigated by the Safety Manager and acted upon
3. Those responsible for safety management will constantly critique the SMS's efficacy and make any necessary changes timeously
4. HBS will continuously demonstrate a proactive rather than reactive approach to safety

### **6.1.3 AWARENESS**

Awareness reflects the extent to which management and employees are aware of safety risks and those arising from any activities that may be performed on the HBS campus.

1. A practical method of hazard identification will be established
2. The causal factors of any incident will be investigated and determined
3. HBS will stay apprised of any safety improvements and methods and adapt itself accordingly as necessary
4. HBS will systematically evaluate if safety improvements are implemented and functioning as intended

### **6.1.4 SAFETY BEHAVIOUR**

Behaviour concerning safety will reflect the extent to which every level of the HBS organisation behaves, such as maintaining and improving the level of safety.

1. Employees will be encouraged to motivate themselves to act appropriately regarding keeping the HBS environment secure and serving as role models.
2. Safety behaviour will be actively monitored
3. Intentional unsafe behaviour will not be tolerated, and all management and employees are to familiarise themselves with the SMS.
4. The HBS environment will support a continual safety notion, and no intentional deviations from the SMS policy will be accepted.

### **6.1.5 COMMUNICATION AND INFORMATION**

HBS will inform and communicate any safety information to all staff. Employees will be enabled and encouraged to report safety concerns and receive feedback on their reports. Work information related to safety must be communicated meaningfully to the right people to avoid miscommunication, leading to hazardous situations and consequences.

1. A Just Culture environment will exist and will be there to encourage all staff to actively report any concerns without fear of reprisal.
2. Employees will be provided with safety-relevant information timeously to facilitate safe operations or decisions to be made
3. The Safety Manager will regularly check whether the information is understood and acted upon
4. Knowledge transfer and training – where appropriate – will be actively practised.

### **6.1.6 TRUST**

Employee contribution to safety thrives in a reporting environment that fosters trust - trust that their actions or omissions, commensurate with their training and experience, will not be punished. Such an environment is fundamental to effective and efficient safety reporting. The Just Culture must be seen as the cornerstone of the SMS.

1. Employees must be made aware of the distinction between acceptable and unacceptable behaviour concerning safety.
2. Good safety performance will be recognised regularly.
3. A willingness amongst employees to report events in which they have been involved will be actively encouraged

## **6.2 ACCOUNTABILITIES AND RESPONSIBILITIES**

The accountable persons concerning the safety (including COVID-19 OHS) at HBS are as follows;

- The Dean and Director
- The General Manager
- The Safety Manager (SM)

The responsible persons for the design and development of the Safety Management System are:

- The Dean and Director
- The General Manager
- The SMS Designer (External Consultant)
- The Medical Advisory Consultant

### **6.2.1 MANAGERS**

Managers have the responsibility to follow and ensure compliance with all the instructions of the SMS team in all aspects of the business school

Managers have the responsibility to ensure compliance in their management areas, raise breaches of safety with others as they see the violations, and report violations and incidents to the SM.

### **6.2.2 TEACHING AND TEACHING SUPPORT STAFF**

Teaching staff and teaching support staff are responsible for:

- Modelling safe practice at all times

- Ensuring that safety equipment is used effectively
- Ensuring all safety procedures policies and checklist are followed effectively
- Using appropriate personal protective clothing and equipment (PPE) correctly as required
- Reporting incidents and unsafe working conditions or equipment as soon as practicable to the SM
- Attending all briefings as required

### 6.2.3 SAFETY MANAGER (SM)

The SM is responsible for:

- Ensuring that policies, procedures, and checklists are established for safe working practices
- Ensuring that all the policies, procedures and checklists are followed appropriately
- Maintaining manuals and the amendments to the manuals
- Ensuring all recording and reporting procedures are in place and followed
- Reporting any incidents and unsafe working conditions or equipment to HBS management
- The compliance with all national OHS (including COVID) protocols and regulations • The oversight of maintenance of all safety equipment

## 6.3 SAFETY PERSONNEL

### 6.3.1 SAFETY MANAGER (SM)

A competent person or persons' appointment to fulfil a safety manager's role is essential to an effectively implemented and functioning SMS.

The person carrying out the safety manager function is responsible to the Dean (Accountable Executive HBS) for the SMS performance and delivering safety services to all departments in the organisation.

The safety manager advises the accountable executive and managers on safety management matters and is responsible for coordinating and communicating safety issues.

The **Safety Manager (SM)** is responsible for the **Safety Management System (SMS)** as specified in Chapter 5.

### 6.3.2 POSITION OF THE SM ON HBS ORGANISATIONAL CHART

The nominal reporting line for a Safety Manager would be directly to the Accountable Executive (in this instance, The Dean & Director) However, that will be established in due course and in consultation with the HBS Safety Review Board.

### 6.3.3 SAFETY REVIEW BOARD (SRB)

1. The Safety Review Board (SRB) is a high-level management committee. The SRB performs a strategic function and takes sound business decisions concerning safety.
2. The aim of the SRB is to conduct a formal review of the HBS SMS as it pertains to the conduct of the organisation's functionality. The SRB will be chaired by the Accountable Executive.
3. The composition of the SRB shall be as follows:
  - Dean & Director HBS (Director of Emergency Response)
  - General Manager (GM)



- Safety Manager (SM)
- Medical Advisor (MA)

4. The function of the Safety Review Board is to afford management the opportunity to analyse significant safety concerns that may affect HBS.

The SRB monitors:

- Safety performance against the safety policy, and reviews the safety policy
- Reviewing all safety-related incidents and investigation reports where required
- Reviewing all safety audits on a regular basis for compliance with legislative requirements
- Reviewing the timeous implementation of corrective and/or preventative measures on a continual basis
- The effectiveness of the safety supervision of sub-contracted activities
- The identification of the causes of any substandard performance
- The identification of the implications of the substandard performance during normal HBS activities
- The elimination or mitigation of such cause(s) of substandard performance
- The SRB ensures that necessary resources are allocated to achieve the recognised safety performance standards and targets

#### **6.3.4 SAFETY REVIEW BOARD MEETINGS**

The Safety Review Board (SRB) **must convene at TWICE annually**, or more often as circumstances dictate, to conduct oversight and review the current levels of safety on campus and make any necessary changes.

The SRB should further review any external information that may be pertinent to campus safety (i.e. new data from the U.S. CDC relating to COVID-19) and decided upon the appropriate mitigation strategies.

It is the responsibility of the SM to facilitate the implementation of these mitigations and changes as soon as possible.

All managers of the various college departments must submit a safety update to the SRB prior to these meetings taking place. It is the responsibility of the SM to motivate and collate these reports.

#### **6.3.4 MANAGEMENT REVIEWS**

Management shall review the SMS within a planned interval of a financial year at the Safety Review Board to ensure its continuing suitability, adequacy and effectiveness. This review shall include assessing opportunities for improvement and the need for changes to the SMS, including policy and objectives.

The input to the management reviews may include, but not be limited to, information on:

- Safety audits and inspections
- Safety Investigations
- Non-conformances
- Hazards / incidents/ occurrences
- Changes affecting the SMS
- Regulatory changes
- Sub-contractor and third-party performance
- Performance against the safety policy and its objectives
- Effectiveness of the SMS implementation plan
- Safety performance indicators and targets (SPI & SPT)

### **6.3.5 EMERGENCY RESPONSE TEAM (ERT)**

The ERT must consist of at least the following personnel:

#### **ERT Executive Members**

- Dean & Director HBS (Director of Emergency Response)
- General Manager (GM)
- Safety Manager (SM)
- Medical Advisor (MA)

#### **ERT Departmental Members**

- Legal & Risk Management
- Human Resources
- Finance

## **6.4 EMERGENCY RESPONSE PLANNING (ERP)**

### **6.4.1 INTRODUCTION**

The Emergency Response Plan (ERP) is essentially a template that should be actioned should any emergency arise (safety-related) that would affect the nominal functioning of HBS.

The ERP has two objectives;

- To identify in broad terms how to prepare for a safety emergency.
- To provide checklists of actions that should be built into the emergency plan.

### **6.4.2 EMERGENCY RESPONSE CENTRE (ERC)**

HBS shall designate a particular office space to serve as the ERC, equipped with the necessary communication and computer equipment, UPS, and copies of the HBS Emergency Response Guide (ERG).

Should the emergency occur whilst the campus is not occupied, the SM will be responsible for establishing an immediate conference call with the executive members of the ERT and actioning the ERP.

Depending upon the origin and nature of the information received, the level of response will vary appropriately. All checklists in the Emergency Response Guide (ERG) must be actioned and completed as per the HBS Checklist Philosophy (see under Phase 3 - Implementation Planning)

### **6.4.3 ACTIVATION OF THE EMERGENCY RESPONSE TEAM AND CENTRE**

The person or department receiving the information that could necessitate an emergency response must immediately contact the SM (or any other ERT Executive Member). The person thus contacted will alert the entire ERT executive team.

If necessary, the ERC should be opened and activated, or an immediate conference call established, whichever is appropriate.

#### **6.4.4 DIRECTOR OF EMERGENCY RESPONSE**

- The Director of Emergency Response assumes overall responsibility for emergency response and directs all associated activities of the ERT.
- Advise the ERT on the impact of the emergency on the school's operations and makes relevant recommendations
- Actions the [Director of Emergency Response Checklist](#) (see ERG)

#### **6.4.5 MEDICAL REPRESENTATIVE**

- Initiates and maintains contact with the ERET and all appropriate health authorities
- Makes appropriate recommendations applicable to specific departments of HBS based upon medical standard practice and information received from the relevant health authorities.
- Actions the [Medical Representative Checklist](#) ( see ERG)

#### **6.4.6 SAFETY MANAGER (SM)**

- Acts as the established point of contact for all relevant external authorities as well as any safety agencies that may be involved
- Manages all communications; both external and internal
- Keeps the Director of Emergency Response informed of all developments and communications
- Establishes a line of communication as may be necessary for all interested parties – i.e. staff, students, visitors, etc.
- Communicates all the necessary information to the employees and students, as appropriate.
- For a specific medical emergency, contact those involved or affected and obtain the necessary assistance.
- Continue with regular activities as appropriate and adapt any special procedures that the MA recommends.
- Ensure that all personnel are appropriately protected and briefed
- Implement the directives provided by the ERC
- Provide input on any legal aspects of the emergency with interested parties and regulatory agencies.
- Provide general support to all HBS departments as required.
- Actions the [SM Communications Checklist](#) (see ERG)

#### **6.4.7 LEGAL & RISK MANAGEMENT**

- Analyse how staff, students, visitors, and contractors might be affected by the emergency and advise accordingly.
- Liaise with insurance representatives and ensure that insurance coverage is available
- Ensure that senior management is made aware of any potential liabilities
- Action the [Legal and Risk Management Checklist](#) (see ERG)

#### **6.4.8 HUMAN RESOURCES**

- Provide support to all HBS departments as appropriate, ensuring that all HR policies are implemented and that personnel (and their families, if applicable) are supported.

- Determine the presence and location of all employees in the event of an emergency. A system must be developed by HR to enable such a process to be actioned immediately – i.e., create a list and contact details of all employees and determine their presence on campus at the time of the emergency.
- Action the [Human Resources Checklist](#) (see ERG)

#### **6.4.9 FINANCE**

- Make special provisions for purchase, budget and accounting purposes as appropriate in the event of an emergency.
- Ensure the rapid procurement of all necessary equipment (especially PPE) as required by the various or affected HBS departments.
- Make provision for cleaning and containment services as appropriate
- Ensure that communication facilities and the ERC are adequately funded and that they may be activated immediately.
- Action the [Finance Checklist](#) (see ERG)

Consult the [Emergency Response Guide \(ERG\)](#) for all checklists that will be applicable on activation of the ERC

## COVID-19 SPECIFIC PROCEDURES

### 6.4.10 PROTOCOLS ON MANAGING CLUSTERS OF OUTBREAKS OF COVID-19 ON HBS CAMPUSES

#### COVID-19.1 INTRODUCTION

This protocol contains specific and revised COVID-19 scenarios, which Henley Business School Africa will need to follow to respond to COVID-19 cases and contact COVID-19 cases. The scenarios range from those which occur at an individual level and pose a relatively low risk to the institution to those where there is a cluster of students and staff becoming positive at the same time to COVID-19, which poses a very high risk to the health and welfare of the campus community. However, given the infectiousness of SARS-CoV-2, all scenarios should be viewed with the same degree of urgency and importance.

This protocol provides detailed checklists to follow in managing:

- A student or staff member exposed to a person with suspected or confirmed COVID-19 or has COVID-19 symptoms.
- A cluster outbreak of confirmed positive COVID-19 cases occurring at the same specified time on campus.

**COVID-19.2 GLOSSARY OF TERMS**

<b>Suspected COVID-19</b>	When a staff member or student appears ill or displays symptoms compatible with COVID-19 based on symptom screening according to the NICD case definition but is either not tested or awaiting SARS- CoV-2 test result
<b>Confirmed COVID-19</b>	A staff member or student with laboratory confirmation of SARS-CoV2 infection (using an RT-PCR assay), irrespective of clinical signs and symptoms.
<b>NICD Case Definition</b>	<p>The National Institute of Communicable Diseases (NICD) Case Definition for COVID-19 is:</p> <p>Any person presenting with an acute (<math>\leq 10</math> days) respiratory tract infection or other clinical illness compatible with COVID-19, or an asymptomatic person who is a close contact with a confirmed case.</p> <p>Symptoms include ANY of the following respiratory symptoms: cough, sore throat, shortness of breath, anosmia (loss of sense of smell) or dysgeusia (alteration of the sense of taste), with or without other symptoms (which may include fever, weakness, myalgia, or diarrhoea) [note that referral to individuals with COVID-19 as a 'case' can be stigmatising, and if possible, these terms should be avoided but are included here for clarity according to conventional terminology]</p>
<b>Cluster</b>	<p>In general, a cluster is an aggregation of cases grouped in place and time that are suspected to be greater than the number expected, even though the expected number may not be known.</p> <p>For COVID-19, a cluster occurs on campus when <math>&gt; 2</math> individuals with confirmed or suspected COVID-19 are identified within seven days in the same class or lecture hall, student group, or between individuals working in the same area on a campus</p> <p>[note that the terms 'cluster' and 'outbreak' are not used as defined and are used interchangeably in practice and management is the same]</p>
<b>Emergency Response Team (ERT)</b>	Comprises the campus ERT.
<b>Outbreak</b>	In general, an outbreak is when a cluster has a common source. For COVID-19, an outbreak occurs when all the individuals in a cluster on campus are likely to have been infected by the same individual who was positive for COVID-19 [note that the terms 'cluster' and 'outbreak' are not used as defined and are used interchangeably in practice and management is the same]
<b>Close contact</b>	A staff member or student who has been in contact, irrespective of the duration, with an individual with confirmed COVID-19 within 2-metres without a mask. This includes working together in closed, poorly ventilated spaces

<b>Casual contact</b>	A staff member or student who has been in contact, irrespective of the duration, with an individual with confirmed COVID-19 and maintained physical distancing (>2m) with a confirmed case/s or who was wearing a mask.
<b>Period of Infectivity</b>	<p>Time the individual with confirmed COVID-19 was present on campus while in the infectious period as determined by:</p> <p>In an individual with confirmed COVID-19 who has symptoms, the infectious period begins 48 hours before symptom onset and can last until ten days after symptom onset.</p> <p>In an individual with confirmed COVID-19 with no symptoms:</p> <p>Where the source of infection is unknown, the infectious period may be regarded as commencing 48 hours before the date of the sample up to 10 days after the sample was taken.</p> <p>Where the source of infection is known, the infectious period can be estimated based on a minimum incubation period of 48 hours following exposure</p>
<b>Quarantine or self-isolate</b>	A period during which someone who has been exposed to someone who is confirmed to have COVID-19 is separated from healthy people and observed for the development of symptoms of COVID19. This is usually for five days in the case of COVID-19. Quarantine or self-isolate can be involuntary if demanded by the Institution and Local Authorities.
<b>Isolation</b>	A period during which someone who is suspected or confirmed to have COVID-19 is separated from healthy people. The period is for a minimum of 5 days. Isolation can be involuntary if demanded by the Institution and Local Authorities.
<b>Self-isolation</b>	A term used widely in the context of COVID-19 to imply that an individual who either has COVID-19 or has been exposed to someone with COVID19 voluntarily selects to separate themselves from other healthy people. During this period, the individual should not go out, wear a mask in the home, and have separate living and ablution facilities where possible.
<b>De-isolation</b>	An individual with confirmed COVID-19 can stop isolation precautions and return to campus after 5 days from the day symptoms start (if mild symptoms) or the date when the test was done (if no symptoms). If hospital admission is needed for treatment of COVID-19, at least seven days from discharge and when well enough to return to campus. Repeat testing for SARS-CoV-2 is NOT required before return to work or study on campus.
<b>Environmental decontamination</b>	All equipment and rooms where individuals who have confirmed COVID19 have been within the last 5 days should be identified for appropriate cleaning. Following a thorough cleaning, surfaces are wiped, not sprayed with disinfectants such as 1000 ppm chlorine (hypochlorite) or 70% alcohol, as recommended.
<b>COVID-19 preventative strategies</b>	Measures implemented to control the spread of COVID-19 including physical distancing, hand hygiene, cough etiquette, non-medical (cloth) face masks, regular environmental cleaning and daily symptom screening to prevent the spread of the SARS-CoV-2 from a COVID-19 case to other students or staff on campus.

## COVID-19.3 SCENARIOS

### SCENARIO 1:

**A single student or staff member has been exposed to a person outside the institution who is being tested for COVID-19**

A student or staff member exposed to someone suspected of having COVID-19 must quarantine or self-isolate until the test results are available for the individual with the suspected infection. If the test is negative, the student or staff member can return to campus.

As soon as it is known that the student or staff member has been exposed to an individual who has laboratory-confirmed COVID-19, that person should remain in quarantine or self-isolation and should not attend the institution for five days. If COVID-19 symptoms should develop within the first three days of the quarantine or self-isolation period, the individual should seek a laboratory test for COVID-19

### SCENARIO 2:

**A single student or staff member has been exposed to an individual from outside of the institution who has a laboratory-confirmed positive test for COVID-19**

To contain the spread of the virus, all staff or students who have had close contact with an individual with a laboratory-confirmed positive test for COVID-19 should quarantine or self-isolate at home for five days while they monitor themselves for symptoms. They may not attend the institution at any time. Students and staff who are not direct contacts of an individual who has tested positive for COVID-19 may continue to attend campus.

For example, friends of students whose family members have been diagnosed with COVID-19 have a low risk of contracting COVID-19. Family and friends who have not had close contact with the individual who has tested positive do not need to take any precautions. They do not need to make any changes to their activities unless they become unwell.

Students or staff who have interacted with a healthy contact of an individual who has tested positive for COVID-19 should not be removed from the institution.

[COVID-19 Checklist \(C\)](#) is to ensure all measures are in place to manage the above scenario.

[COVID-19 Checklist \(B\)](#) is to be followed as soon as the above occurs.

### SCENARIO 3:

**COVID-19 is diagnosed in a single student or staff member at an institution**

Persons who have been in close contact with the individual positive for the COVID-19 case will be requested to quarantine or self-isolate at home or another appropriate place for **five days** after exposure.

In the case of a student, close contacts might include close friends, people living in the same room within a residence, those travelling to campus together in the same vehicle, members of study groups or members of teams who have had close contact with the case, as per the definition of confirmed and contact of COVID-19. A contact will depend on 48 hours before the date when the person showed the first symptoms.



#### SCENARIO 4:

##### **CLUSTER OUTBREAK MANAGEMENT – when COVID-19 is diagnosed in two or more students or staff members who have been in close contact within five days**

Persons who have been in close contact with the individuals who have tested positive for the COVID19 case will be requested to quarantine or self-isolate at home or another appropriate place for five days after exposure.

In the case of students in the same group, close contacts would include other students in the group and possible staff members who have been in close contact with the student, depending on the date when the student became ill with symptoms and the campus activities that have taken place.

In the case of a staff member, close contacts may include some students who have had close contact with the staff member and certain colleagues in a classroom or lecture hall situation.

A Cluster Outbreak requires the SM to notify the institutional management.

[COVID-19 Checklist \(A\)](#) is to be actioned to manage a COVID-19 Cluster Outbreak on campus.

#### SCENARIO 5:

##### **MULTIPLE CLUSTER OUTBREAK MANAGEMENT: COVID-19 is diagnosed in multiple students and/or staff members in the institution**

In such a circumstance, it is critical to maintain the confidentiality of the person(s) involved.

Wherever possible, institutions should remain open while balancing the protection of the health and safety of their community. Any closure decisions must be made in discussion with institution management and the safety team. More radical physical distancing steps may be considered if institutional closure is not regarded as necessary by the safety team.

These may include:

- Cancellation or postponement of group activities and larger events such as graduation ceremonies, guest lectures, club meetings, performances, social events, athletic team practices, field trips and sporting events were reinstated.
- Implementation of registries for attendance at gatherings and for students attending classes to facilitate contact tracing. This will be more feasible to implement
- Students attend classes in cohorts, and administrators will need to consider recording class attendance when students attend classes across campus in mixed cohorts.
- Temporary closure of affected parts of the institutions for in-person teaching may be considered. Temporarily suspending classes is a strategy to stop or slow the further spread of COVID-19 in communities.

When classes are suspended, institutions should stay open for staff (unless ill) while students temporarily stop attending in-person classes, wherever possible.

Keeping the facilities open a) allows staff to develop and deliver lessons and materials electronically (where feasible), thus maintaining continuity of teaching and learning – this may

be required when staff do not have good interconnectivity at home, and b) allows other staff members to continue to provide services and help with additional response efforts.

**Administrators should collaborate and coordinate with management, including the COVID-19 Cluster Investigation Team, to make decisions on closing parts of the institution or cancelling face-to-face classes.**

- Class suspension and event and activity cancellation may be recommended for at least 14 days or possibly longer. The nature of these actions (e.g., geographic scope, duration) may change as the local cluster situation evolves.

## **CLEANING AND WASTE DISPOSAL**

### **Cleaning and waste disposal and cleaning of educational establishments after a student or staff member or others have been diagnosed with COVID-19**

COVID-19 is mainly transmitted through both droplets and aerosols. Droplets contain infective virus particles and can be transmitted through direct contact of virus particles on hands, followed by 'self-inoculation by touching eyes, nose, or mouth. The coronavirus particles may persist on surfaces for some time. Therefore, cleaning the environment is an integral part of preventing the transmission of coronavirus infection. The coronavirus is easily destroyed by usual household cleaning agents such as soap and water, dilute bleach, 70% alcohol, and ammonium compounds.

All surfaces that people frequently touch should be cleaned using disposable cloths and household detergents. These include:

- surfaces and objects which come into contact with body fluids such as toilets, residence and sports complex showers
- high-contact areas such as toilet handles, door handles, telephones, desk surfaces
- common tools, equipment used by multiple students and staff
- high contact areas such as campus gymnasiums

Public areas where an individual with symptoms has passed through and spent minimal time (such as corridors) but are not visibly contaminated with body fluids do not need to be specially cleaned and disinfected.

If a person becomes ill in a shared space, these should be cleaned as detailed above.

All waste that has been in contact with an individual who tests positive, including used tissues, and masks if used, should be put in a plastic refuse bag and tied when full. It can then be placed in regular waste.

## 6.5 EMERGENCY RESPONSE GUIDE

### 6.5.1 EMERGENCY RESPONSE TEAM (ERT)

The ERT must consist of at least the following personnel:

#### ERT Executive Members

- Dean & Director HBS (Director of Emergency Response)
- General Manager (GM)
- Safety Manager (SM)
- Medical Advisor (MA)

#### ERT Departmental Members

- Legal & Risk Management
- Human Resources
- Finance

### 6.5.2 EMERGENCY RESPONSE CENTRE (ERC)

HBS shall designate a particular office space to serve as the ERC, equipped with the necessary communication and computer equipment, UPS, and copies of the HBS Emergency Response Guide (ERG).

Should the emergency occur whilst the campus is not occupied, the SM will be responsible for establishing an immediate conference call with the executive members of the ERT and actioning the ERP.

Depending upon the origin and nature of the information received, the level of response will vary appropriately. All checklists in the Emergency Response Guide (ERG) must be actioned and completed as per the HBS Checklist Philosophy (see under Phase 3 - Implementation Planning)

### 6.5.3 ACTIVATION OF THE EMERGENCY RESPONSE TEAM AND CENTRE

The person or department receiving the information that could necessitate an emergency response must immediately contact the SM (or any other ERT Executive Member). The person thus contacted will alert the entire ERT executive team.

If necessary, the ERC should be opened and activated, or an immediate conference call established, whichever is appropriate.

### 6.5.4 CRISIS COMMUNICATION PLAN

This crisis communications plan defines the responsibilities and procedures for communicating with internal and external stakeholders in case of a significant, unforeseen business disruption or threat to the company's reputation.

At any point, a digital copy of this Crisis Communication Plan is available on Sharepoint. In addition, physical copies of this plan are available from the GM's office, along with an up-to-date org chart, employee directory, emergency evacuation procedures, and more.

### 6.5.4.1 Crisis Levels

A crisis is any significant event that creates uncertainty and could negatively affect HBS's situation or reputation. It may dramatically impact the ability to operate if it is not handled appropriately.

This framework is created to define crises and ensure immediate action and communication.

Level	Description
1	This level is where most 'crises' will fall. They are typically bigger versions of day-to-day issues that may require extra effort to resolve and address. <i>Examples: Negative reviews, negative tweets from a client or student, fire alarms, other minor disruptions to operations, etc.</i>
2	Events that do not yet pose a long-term or immediate risk to the business but require the team to be in accord when responding. This level is well-suited for an emerging crisis or any situation that can potentially be anticipated or addressed early in its development to minimize the impact. <i>Examples: Rumours, corporate restructuring, short service outages, long wait times, personnel issues, issues with company culture, environmental emergencies, etc.</i>
3	There is a significant potential risk or long-term impact on business operations, client or student success, and HBS's reputation. <i>Examples: Critical programme deficiencies, outages, employee/client/student/visitor injury, retrenchments, or any other situations that could seriously impact the public's perception.</i>
4	This is the highest level of crisis escalation and involves an all-hands-on-deck approach. The situation is immediate and could potentially result in some sort of calamity or significant threat to HBS. The problem may linger for years and require a long-term intervention. <i>Examples: Violence, natural disasters, executive misconduct, excessive outages, data breaches or cyberattacks, or other sudden and unforeseen circumstances.</i>

### 6.5.4.2 Crisis Communication Checklist

The Crisis Communication checklist may be found in the Appendices of this document.

### 6.5.4.3 Crisis Communications Team

The point persons for any of these crises are:

Priority	Position	Name	Mobile	Email
1	Dean & Director	Jonathan Foster-Pedley	071 359 4356	jonathanf@henleysa.ac.za
2	Deputy Dean	Frempong Acheampong	071 602 3356	fremponga@henleysa.ac.za
3	General Manager	Jacques Le Roux	079 511 7443	jacqueslr@henleysa.ac.za
4	PR Manager	Jean Robertson	082 994 7744	jeanr@henleysa.ac.za

#### 6.5.4.4 Procedure & Process

1. Determine a location for the crisis response centre and commence with the setup. The crisis response centre needs to include the following:
  - Copies of the Incident Response Plan prepared statements and crisis & communication team contact information (see Appendices)
  - Computers and phones
  - Internet and phone/cell phone access with multiple phone lines available
  - Scanner and copier access
  - Media and social media monitoring software
  - Emergency supplies
2. Convene the communications team to act on communications-related strategic objectives issued by the first line of the response team.
3. Develop a specific communication plan relevant to the actual circumstances of the crisis. It will include the following:
  - Identifying and prioritising particular audiences.
  - Communication mechanisms for each audience (email, phone call, etc.).
  - Responsibilities and timelines for each task.
4. Assign a team member to create a timeline of the events related to the crisis, any responses given, and actions taken.
5. Notify other department heads to help manage the situation.
6. Fill out the Crisis Factsheet (listed below) with as much information as available.
7. Craft key messages related to the actual circumstances and refine/adapt them as needed.
8. Identify and prepare the spokesperson most appropriate for the situation.
9. Use key messages to prepare possible response statements for telephone, email, text messages, website, social media and crisis site inquiries.
10. Make sure your crisis response centre is set up accurately and with copies of the crisis communications response plan, the response statement and contact information for all members of the crisis management team and communications team.
11. Assign responsibility to create and maintain phone and email logs of news organisations/reporters/bloggers/websites covering the crisis and any other key personnel, client, vendor partner, etc., who may be inquiring about the situation.
12. Notify staff.
13. Use available communication tools (workshop, email, Zoom, MS Teams, WhatsApp, etc.) to call staff to action as needed.
14. Hold a short briefing meeting onsite, or at a predetermined offsite location or via conference call to reassure staff members and prepare them for crisis management.
15. Remind staff of existing media (social and traditional) policies.
16. Set predetermined times for staff members to reconvene to receive regular updates and guidance.
17. Provide staff with key messages to communicate to customers, students and vendors as appropriate.
18. Begin contacting those affected by the crisis. Identify the best mechanisms to reach each person, including phone, face-to-face meetings, conference calls, email, media briefings, press releases, instant alerts, etc. Make specific assignments and include them on the timeline.
19. Avoid a media crisis with response statements posted on the HBS website home page, and social media feeds as appropriate. If crisis warrants, develop additional online pages to include press releases, photos, etc. Update all as needed.
20. Set regular times for communicating updates as needed.
21. Contact local emergency officials and regulatory authorities as necessary.
22. Make sure those affected by the crisis are being kept informed.
23. Keep your timeline updated, documenting all actions taken and team members responsible and make it accessible to all crisis management team members to review.

### 6.5.4.5 Crisis Communication Factsheet

Name of Event	
Crisis Level	
Communication Goals	

<b>Details</b>	
What happened?	
When did it happen?	
Who is involved?	
Who is affected?	
How did it happen?	
Do we have credible sources of information?	
What additional facts are needed to put the event in perspective?	
What is currently being done?	
Who must be contacted?	
Who will be the spokesperson?	
Who will determine whether the event has been resolved?	
Who will document the Crisis Communications?	

Information that has been confirmed	Source	Date	Time

### 6.5.4.6 Messaging

1. Messages released during a crisis must only include definitive facts and not speculative details.
2. Verify everything that is included in a message.
3. Ensure that any statements are authentic and appropriate for the situation at hand.

Statements released should include the following:

- A factual headline
- The date and time
- The location of the incident
- Basic details that have been verified
- A timeline of the incident and when HBS became aware of it
- The actions taken that are appropriate for public/staff release
- An expression of compassion or empathy, if appropriate
- Contact details or details when further updates may occur

The statements should not include the following:

- Details that are unconfirmed or uncertain
- Any form of speculation
- A response to unsubstantiated rumours
- Assertions of blame or culpability
- Names of victims – be conscious of the limitations imposed by the Protection of Personal Information (POPI) Act

### 6.5.4.7 Frequently Asked Questions

Consistent messaging is needed for all these questions when responding to a crisis. The communication team should anticipate and address specific questions as part of the crisis response planning, including these commonly-asked questions.

Target Audience	Frequently-Asked Questions
<b>1. Students, Clients, Vendors</b>	<ul style="list-style-type: none"> <li>• When will you restore normal operations?</li> <li>• How does this affect me/us?</li> <li>• How will HBS rectify this matter?</li> <li>• What will be done to prevent this from reoccurring?</li> </ul>
<b>2. Employees</b>	<ul style="list-style-type: none"> <li>• When should I report to work?</li> <li>• Will this affect my employment?</li> <li>• What happened to my co-worker?</li> <li>• Is it safe?</li> <li>• What will be done to prevent this from reoccurring?</li> </ul>
<b>3. Management and Leadership</b>	<ul style="list-style-type: none"> <li>• What happened?</li> <li>• When did it happen?</li> <li>• What should be done next?</li> <li>• What is the estimated impact on the business?</li> <li>• What risks and threats will arise from this event?</li> <li>• What are the residual risks or consequences of our actions?</li> <li>• What will be done to prevent this from reoccurring?</li> </ul>
<b>4. Media</b>	<ul style="list-style-type: none"> <li>• What happened?</li> <li>• When did it happen?</li> <li>• What was the cause of this event?</li> <li>• Who is responsible/accountable?</li> <li>• What is the estimated impact on the business?</li> <li>• What will be done to prevent this from reoccurring?</li> </ul>

### 6.5.4.8 Crisis Debriefing

The severity of stress related to a critical incident is determined by personal interpretation of the event, perceived seriousness, length of exposure, pre-existing coping strategies, and available social support. The factors that determine whether an incident is traumatic are subjective and variable. Therefore, it is normal and acceptable for each person to interpret and cope with the same incident differently.

A cascade of emotions may overwhelm an otherwise healthy individual's coping skills when a critical incident occurs. Some victims may be affected by the impact of the incident and may suffer from feelings of guilt, shame, distress, anger, and isolation in the workplace. They may also suffer adverse health effects. These symptoms can result in reduced work performance, burnout, poor sleeping habits, inability to concentrate, excessive alcohol consumption, and contemplation of a career change.

At an appropriate time after the crisis event is substantially or wholly handled, run a full debrief of the event with the communications team and anyone else who may have been affected. Evaluate the crisis' short- and long-term impacts and how they will be addressed.

The debrief of those affected by the incident should be conducted along the following guidelines:

Phase	Guidelines
<b>1. Introduction</b>	<ul style="list-style-type: none"> <li>• Introduce the communication/debriefing team and describe the process of the debriefing.</li> <li>• Lay out any ground rules and motivate participants to talk about their experiences.</li> </ul>
<b>2. Fact</b>	<ul style="list-style-type: none"> <li>• The fact phase goes around the circle and asks, "Who are you?" Then, "What was your role in the event?"</li> </ul>
<b>3. Thought</b>	<ul style="list-style-type: none"> <li>• Ask about unusual or discomfoting thoughts.</li> </ul>
<b>4. Reaction</b>	<ul style="list-style-type: none"> <li>• The reaction phase is the emotional part of the debriefing. "What was the worst for you?"</li> </ul>
<b>5. Symptoms</b>	<ul style="list-style-type: none"> <li>• Ask about symptoms or changes in behaviour. The symptom phase is the step back from emotional to cognitive levels.</li> </ul>
<b>6. Learning</b>	<ul style="list-style-type: none"> <li>• What did we do well?</li> <li>• What did we not do well?</li> <li>• What are our key learnings from this event?</li> <li>• What are the short-term impacts?</li> <li>• What are the long-term impacts?</li> <li>• What are the following steps to address all of the above?</li> </ul>
<b>7. Re-entry</b>	<ul style="list-style-type: none"> <li>• Summarize, thank the participants, and close the session.</li> </ul>



### 6.5.5 DIRECTOR OF EMERGENCY RESPONSE

- The Director of Emergency Response assumes overall responsibility for emergency response and directs all associated activities of the ERT.
- Advise the ERT on the impact of the emergency on the school's operations and makes relevant recommendations
- Actions the **Director of Emergency Response Checklist**

<b>DIRECTOR OF EMERGENCY RESPONSE CHECKLIST</b>	
<b>ACTION</b>	<b>RESPONSE</b>
1. Stabilise the current situation and ensure the safety of all personnel in the immediate instance	Actioned
2. Commence an Action Log to ensure that all activities are recorded	Actioned
3. Convene a conference call with the ERT executive team members	Actioned
4. Verify the details of the emergency	Verified
5. Assess the situation using all available resources	Assessed
6. Determine whether to open the Emergency Response Centre (ERC)	Opened / Not Required
7. Assemble the ERT as appropriate	ERT Advised
8. Brief the ERT ensuring that all members have clearly understood the details and nature of the emergency	Briefing complete
9. Initiate a conference call with the ERT and person(s) reporting the emergency	Call actioned
10. Enact the ERP	ERP actioned
11. Monitor developments and ensure that each member of the ERT actions their respective checklists	Checklists completed
12. Review ERT checklists with each member of the team and receive feedback on actions taken or those outstanding	Reviewed
13. Review the situation continuously and brief the ERT executive of any changes or developments	Reviewed

### 6.5.6 MEDICAL REPRESENTATIVE

- Initiates and maintains contact with the ERT and all appropriate health authorities
- Makes appropriate recommendations applicable to specific departments of HBS based upon medical standard practice and information received from the relevant health authorities.
- Actions the **Medical Representative Checklist**

<b>MEDICAL REPRESENTATIVE (MR) CHECKLIST</b>	
<b>ACTION</b>	<b>RESPONSE</b>
1. Contact & liaise with the appropriate health authorities	Contacted
2. Contact additional medical advisors, if appropriate	Contacted
3. Contact paramedic teams, security personnel, police, fire services, ambulance services, or other emergency response teams as appropriate	Contacted ...../...../...../.....
4. Contact local hospitals if appropriate for the emergency. If they are receiving staff/students/ affected persons, advise with the relevant information	Contacted (Name of Hospitals)
5. Quarantine any affected persons	Actioned
6. Quarantine any affected equipment	Actioned
7.	Actioned
8. Determine if there is a requirement to disinfect the premises	Actioned
9. Advise the Director of Emergency Response of the actions required	Advised
10. Advise cleaning personnel of the actions required and ensure that the area is properly cleaned and/or disinfected	Advised
11. Ensure that personnel involved in cleaning and disinfection are provided with the appropriate PPE and are adequately briefed	Actioned and Briefed
12. Assist the SM with appropriate communications and the flow of medical information	Actioned
13. Organise medical examinations of any affected personnel/ students/ as required	Actioned

### 6.5.7 SAFETY MANAGER

- Acts as the established point of contact for all relevant external authorities as well as any safety agencies that may be involved
- Manages all communications; both external and internal
- Keeps the Director of Emergency Response informed of all developments and communications
- Establishes a line of communication as may be necessary for all interested parties – i.e., staff, students, visitors, etc.
- Communicates all the necessary information to the employees and students, as appropriate.
- For a specific medical emergency, contacts those involved or affected and obtain the necessary assistance.
- Continues with regular activities as appropriate and adapt any special procedures that the M.A. recommends.
- Ensures that all personnel are appropriately protected and briefed
- Implements the directives provided by the ERC
- Provides input on any legal aspects of the emergency with interested parties and regulatory agencies.
- Provides general support to all HBS departments as required.
- Actions the [SAFETY MANAGER \(SM\) CHECKLIST](#)

<b>SAFETY MANAGER (SM) CHECKLIST</b>	
<b>ACTION</b>	<b>RESPONSE</b>
1. Stabilise the current situation and ensure the safety of all personnel in the immediate instance	Actioned
2. Verify the details of the emergency	Verified and validated
3. Establish the point of contact for all relevant external authorities as well as any safety agencies that may be involved	Contacted...../...../...../...../.....
4. Collate names & contact details of all parties involved or affected by the emergency	Actioned
5. Liaise with the relevant authorities and any other agencies that may be involved	Contacted...../...../...../...../.....
6. Establish a line of communication as may be necessary for all interested parties – i.e., staff, students, visitors, etc.	Actioned
7. Ensure that all personnel are appropriately protected and briefed	Actioned and briefed
8. Implement the directives provided by the decisions of the ERC	Actioned
9. Assist H.R. in communicating all necessary information to staff, students, etc.	Actioned
10. <b>*Review and action COVID-19 checklists, if applicable – COVID-19 Checklists A, B, C</b>	<b>*Reviewed and Actioned</b>
11. Keep the Director of Emergency Response informed of all developments and communications	Actioned
12. For a specific medical emergency, contact those involved or affected and obtain the necessary assistance.	Actioned
13. Continue with regular activities as appropriate and adapt any special procedures that the M.A. recommends.	Implemented
14. Provide input on any legal aspects of the emergency with interested parties and regulatory agencies.	Actioned
15. Provide general support to all HBS departments as required.	Actioned
16. Review the situation continuously and brief the ERT executive of any changes or developments	Reviewed

### 6.5.8 LEGAL & RISK MANAGEMENT

- Analyse how staff, students, visitors, and contractors might be affected by the emergency and advise accordingly.
- Liaise with insurance representatives and ensure that insurance coverage is available
- Ensure that senior management is made aware of any potential liabilities
- Action the **LEGAL AND RISK MANAGEMENT CHECKLIST**

<b>LEGAL &amp; RISK MANAGEMENT CHECKLIST</b>	
<b>ACTION</b>	<b>RESPONSE</b>
1. Ensure risks are correctly assessed	Actioned
2. Ensure risks are adequately prioritised	Actioned
3. Ensure that all members of the ERT executive have clearly understood the risks involved and understood the available mitigation strategies	Actioned and Briefed
4. Monitor the implementation of the associated risk mitigation	Monitored
5. Assist HBS communications department with all necessary communications and contact with regulatory agencies	Actioned
6. Contact relevant insurance agencies and notify them accordingly	Contacted...../...../...../...../.....
7. Provide support for any claims arising from emergency response procedures and compliance with quarantine and sanitary requirements	Actioned
8. Liaise with any police/fire service/ ambulance/security agencies and obtain all evidence about the emergency	Contacted and Actioned
9. Safeguard all documentation arising from the emergency and ensure it is stored off-site	Actioned
10. Analyse HBS exposure to employees/students/ visitors created by the emergency and/or emergency response	Actioned
11. Document all expenses incurred for purposes of insurance recovery	Actioned
12. Review the Legal & Risk Management process and revise as required	Reviewed

### 6.5.9 HUMAN RESOURCES

- Provides support to all HBS departments as appropriate, ensuring that all H.R. policies are implemented and that personnel (and their families, if applicable) are supported.
- Determines the presence and location of all employees in the event of an emergency. H.R. must develop a system to enable such a process to be actioned immediately – i.e., create a list and contact details of all employees and determine their presence on campus at the time of the emergency.
- Action the **HUMAN RESOURCES CHECKLIST**

<b>HUMAN RESOURCES (H.R.) CHECKLIST</b>	
<b>ACTION</b>	<b>RESPONSE</b>
13. Provide support to all HBS departments as appropriate, ensuring that all H.R. policies are implemented and that personnel (and their families, if applicable) are supported.	Actioned
14. Locate and account for all affected employees	All accounted / Outstanding
15. Locate and account for all affected students	All accounted / Outstanding
16. Liaise with all affected parties' families	Actioned
17. Provide Legal & Risk Management with any H.R. information about the emergency	Actioned
18. Feedback any H.R. aspects to the ERT executive	Advised
19. Review the H.R. process and ensure that all aspects of the emergency have been revised and met.	Reviewed

### 6.5.10 FINANCE EMERGENCY MANAGEMENT

- Makes special provisions for budget, accounting, and purchasing purposes as appropriate in the event of an emergency.
- Ensures the rapid procurement of all necessary equipment (especially PPE) as required by the various or affected HBS departments.
- Makes provision for cleaning and containment services as appropriate
- Ensures that communication facilities and the ERC are adequately funded and that they may be activated immediately.
- Actions the **FINANCE CHECKLIST**

<b>FINANCE EMERGENCY MANAGEMENT CHECKLIST</b>	
<b>ACTION</b>	<b>RESPONSE</b>
1. Make special provisions for budget, accounting, and purchasing purposes as appropriate in the event of an emergency.	Reviewed and Actioned
2. Identify costs associated with the emergency: - supplies/equipment, communication, transportation, quarantine, treatment, business interruption, etc.	Identified
3. Determine the necessity for emergency funding necessary and the amount required	Actioned
4. Make provision for cleaning and containment services	Actioned
5. Ensure that communication and ERC facilities are adequately funded	Reviewed and Actioned
6. Feedback any financial management aspects to the ERT executive	Actioned
7. Review the financial management process and ensure that all aspects of the emergency have been revised and met.	Reviewed

**CHECKLISTS ON MANAGING CLUSTERS OF OUTBREAKS OF COVID-19 ON HBS CAMPUSES**

<b>COVID-19 CHECKLIST A</b>	
Managing a CLUSTER defined as two or more individuals testing positive for CV-19 within 5 days	
Within <2 hours	
ACTION	RESPONSE
1. SM to report to the ERT or designated telephonically and by email immediately	Actioned
2. SM to complete Safety & Security Reporting Form	Completed
3. The institution to activate ERC and set up a time to meet virtually within the next 6 hours	Actioned
2-6 hours	
4. ERT to meet (telephonically or virtually).	Actioned
5. SRT to identify close contacts of the index case and complete the contact line list: <b>Close contacts:</b> Anyone face-to-face with a case, irrespective of the duration, without a mask <b>OR</b> Anyone sharing a classroom/lecture hall or closed space (e.g., office), without a mask <b>OR</b> Anyone sharing a classroom/lecture hall with the case for even if mask and distancing measures are in place, SM to inform all close campus contacts of exposure and need for quarantine or self-isolate for 5 days	Identified and Actioned
6. SM to ensure all close campus contacts have access to COVID19 symptom screening tool. Or the quarantine or self-isolate daily symptom monitoring tool (Appendix B), and advise to seek healthcare provider opinion if symptomatic.	Actioned
7. SM to activate an official notification of the cluster to the entire campus community, including staff, support staff, and students, including what is known, what is being done, and a reminder to adhere to hygiene and distancing practices.	Actioned
8. SM to activate an official notification of the cluster to the entire campus community, including staff, support staff, and students, including what is known, what is being done, and a reminder to adhere to hygiene and distancing practices.	Actioned



ACTION	RESPONSE
<b>6-24 hours</b>	
9. Terminal cleaning of all affected areas (i.e., classrooms, lecture halls, bathrooms, office space) is conducted as per campus COVID-19 environmental cleaning and disinfection protocol as per protocol released by HIGHER HEALTH. 10. Protocol access link: <a href="https://higherhealth.ac.za/wp-content/uploads/2020/06/HIGHER-HEALTH-COVID-19Protocol-on-Routine-Cleaning-at-PSET-institutions.pdf">https://higherhealth.ac.za/wp-content/uploads/2020/06/HIGHER-HEALTH-COVID-19Protocol-on-Routine-Cleaning-at-PSET-institutions.pdf</a> 11. <a href="https://higherhealth.ac.za/wp-content/uploads/2020/06/HIGHER-HEALTH-COVID-19Protocol-on-Routine-Cleaning-at-PSET-institutions.pdf">https://higherhealth.ac.za/wp-content/uploads/2020/06/HIGHER-HEALTH-COVID-19Protocol-on-Routine-Cleaning-at-PSET-institutions.pdf</a> 12. <a href="https://higherhealth.ac.za/wp-content/uploads/2020/06/HIGHER-HEALTH-COVID-19Protocol-on-Routine-Cleaning-at-PSET-institutions.pdf">Cleaning-at-PSET-institutions.pdf</a>	Actioned
13. SM to monitor telephonically daily those cases and close contacts who are staff and record this on the Case Investigation Form as per Occupational and Health Workplace Guidelines	Monitored
14. Where resources permit, SM to monitor telephonically on alternate days those cases and close contacts who are students and record this on the Safety & Security Reporting Form.	Monitored
15. ERT to review new information, actions and initial responses.	Reviewed
16. SM to arrange for Infection Prevention and Control audit to identify high-risk transmission areas and arrange mitigation measures	Actioned
<b>1-2 days</b>	
17. Infection Prevention and Control audit to be conducted off campus	Actioned
18. SM to complete Safety & Security Reporting Forms for all staff and students who subsequently test positive or develop symptoms (secondary cases)	Actioned
19. Meeting of ERT to review new information, actions and initial Infection Prevention and Control responses	Completed
20. ERT to make an initial decision with regards to the need to close specific areas of the campus or the entire campus	Actioned
21. Psychosocial support for affected staff and students to be arranged by responsible campus authority.	Actioned
22. SM to send out a daily summary report to ERT	Communicated

ACTION	RESPONSE
<b>2-3 days</b>	
23. SM to complete Safety & Security Reporting Forms for all staff and students who subsequently test positive or develop symptoms (secondary cases)	Completed
24. Meeting of ERT to review new information, actions and Infection Prevention and Control audit findings	Actioned
25. ERT to generate and discuss hypotheses re the source of the cluster and modes of transmission	Actioned

26. Discuss proposed interventions to prevent onward transmission, and consider ways to avoid future clusters in the light of experience gained	Actioned
27. ERT to review the decision to close any areas or campus as a whole	Reviewed
28. SM to send out a daily summary report to ERT and all campus stakeholders	Communicated
3-7 days	
29. ERT to review new information and actions	Reviewed
30. SM to implement and monitor recommended interventions to prevent onward transmission	Actioned

<b>COVID-19 CHECKLIST B</b>	
A Student or Staff Member has been exposed to a person with suspected or confirmed COVID-19, or has COVID-19 symptoms	
ACTION	RESPONSE
1. Confirm symptoms within the individual, establish individual as per definition of a confirmed case of COVID-19 or contact of the case of COVID-19, as per the NICD algorithm, HIGHER HEALTH Protocol	Actioned
2. Immediately contact the Safety Manager (SM)	Contacted
3. SM (or designate) to do the following: <ul style="list-style-type: none"> <li>• Reassure and comfort the individual</li> <li>• Ensure that there is no stigmatisation and that the process ensures little or no emotional trauma</li> <li>• Provide individual with new medical face mask</li> <li>• Accompany individual to the adequately lit isolation room and, if possible, shut the door, but only if adequate ventilation assured, e.g., open window</li> <li>• Do not allow friends or others to sit with the individual – allow 2 metres between any other people in the vicinity</li> <li>• Ask the individual to avoid touching people, surfaces and objects and be advised to cover their mouth and nose with a disposable tissue when they cough or sneeze and put the tissue in the bin. If no container is available, put the tissue in a bag or pocket for disposing of in a bin later.</li> <li>• If no tissues available, they should cough and sneeze into the crook of their elbow</li> <li>• If they need to go to the bathroom whilst waiting for medical assistance or transfer to their isolation or quarantine or selfisolate venue, they should use a separate bathroom if available</li> <li>• Wash hands well according to handwashing guidelines</li> </ul>	Actioned
4. SM to contact the campus designated healthcare provider or HIGHER HEALTH official to await further instructions for transfer of individual <b>Netcare Hospital Sunninghill - 011 806 1500</b>	Contacted and Actioned
5. Point Person to arrange for isolation room to be cleaned once the student or staff member has been transferred.	Actioned
<b>NICD PUBLIC HOTLINE 080 002 9999</b>	

## COVID-19 CHECKLIST C

Preparing campus to sensitively manage students or staff who may be contacts or who have or may have COVID-19 symptoms

ACTION	RESPONSE
1. The Safety Manager (SM) or designate will be responsible for implementing protocols for managing student and staff infection.	Identified
2. SM or designate to prepare a room for isolation. The room should be: <ul style="list-style-type: none"> <li>• Adequately ventilated</li> <li>• Easy to locate</li> <li>• Minimally furnished – no carpets or soft furnishings</li> <li>• Provided with a clean supply of PPE masks</li> </ul>	Actioned
3. SM to identify psychosocial support service providers and establish referral pathways for students and staff to access psychosocial support as needed	Actioned / Not applicable
4. SM to ensure that the cleaning manager is familiar with the protocol for cleaning the isolation room	Actioned

**NICD PUBLIC HOTLINE 080 002 9999**

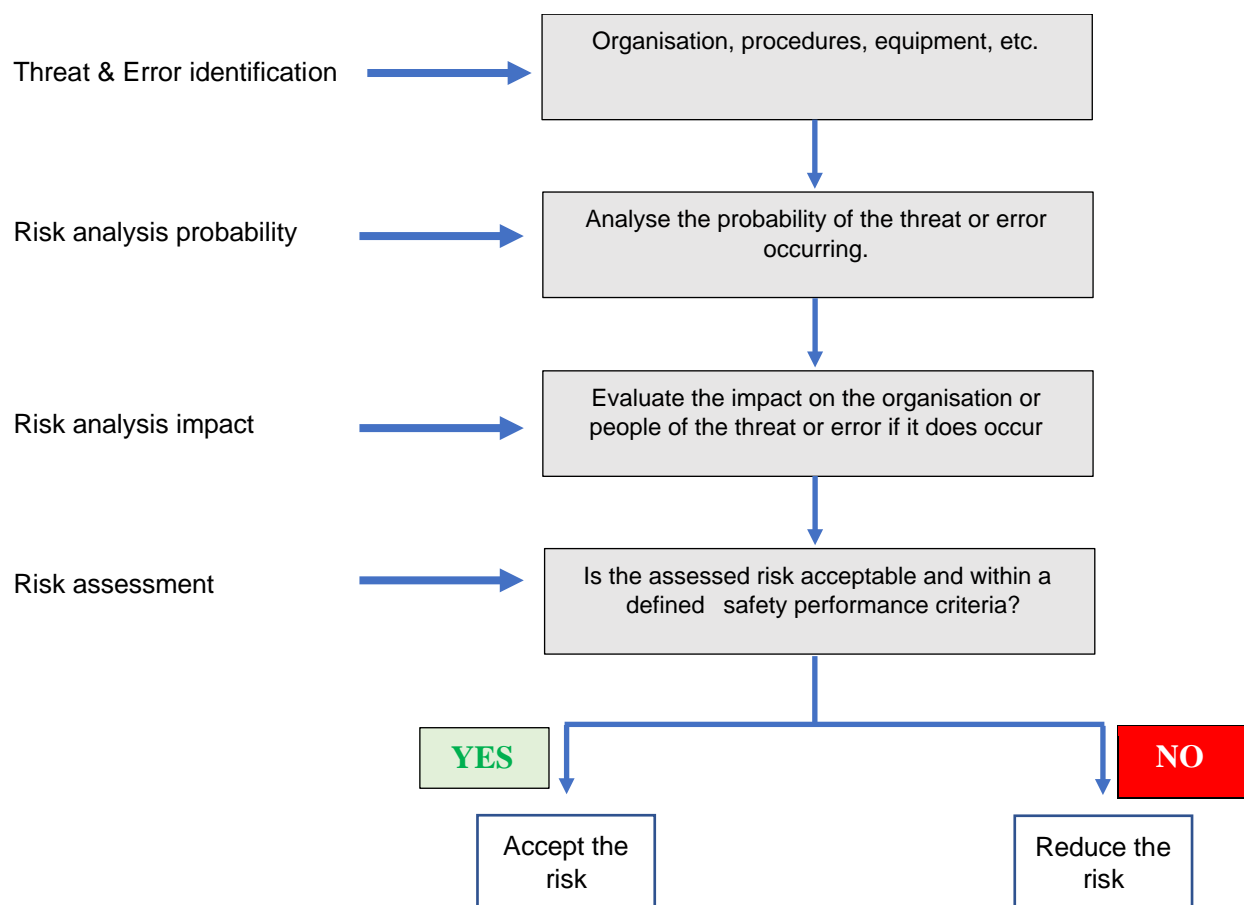
## CHAPTER 7

### RISK MANAGEMENT

#### 7.1 RISK IDENTIFICATION – THREATS & ERRORS

Safety risk management includes identifying threats and errors, safety risk assessment, and risk mitigation.

##### 7.1.1 THE RISK MANAGEMENT PROCESS



##### 7.1.2 THREAT & ERROR IDENTIFICATION

There are various sources for threat and error identification, internal or external to the HBS organisation.

Some internal sources include:

- Normal operations monitoring;
- Voluntary and mandatory safety reporting systems allow everyone, including staff from external organisations, to report hazards and other safety issues to HBS safety management.

- Audits; can be used to identify hazards in the task or process being audited. These should also be coordinated with organisational changes to identify threats related to the implementation of the change. \*See INTERNAL OPERATIONAL SAFETY AUDITS below
- Feedback from safety training; interactive training (two way) can facilitate identifying new hazards from participants.
- Safety investigations; hazards identified in internal safety investigation and follow-up reports on incidents.

Examples of external sources for threat or hazard identification include:

- External organisations safety reports that may have relevance to HBS
- State mandatory and voluntary safety reporting systems
- State oversight audits and third-party audits; external audits can sometimes identify hazards. These may be documented as an unidentified hazard or captured less obviously within an audit finding.
- Education associations and information exchange systems; many associations and industry groups can share safety data that may include identified hazards.

### **7.1.2 INVESTIGATION OF HAZARDS**

Hazard identification should be continuous and part of HBS ongoing activities.

Some conditions may merit a more detailed investigation. These may include:

- instances where the organisation experiences an unexplained increase in safety-related events or regulatory non-compliance; or
- significant changes to the organisation or its activities.
- an unexpected threat occurs (i.e., COVID-19) that significantly impacts the normal operations of the college

### **7.1.3 THE INVESTIGATION PROCESS**

Any investigation must establish what and why it happened. Those involved in a safety event should preferably be interviewed by the Safety Manager (SM) as soon as possible afterwards.

The investigation should include:

- Establishing a timeline of the events, including the actions of the people involved
- A review of any policies or procedures related to the activities
- A review of any decision made and how they impacted the event
- Identifying the risk measures that should have been in place that would have prevented the occurrence
- A review of any safety data from any previous or similar circumstances

A safety investigation should focus on the safety risk management and opportunities for improvement. The HBS just culture policy will apply to all safety investigations. The way the study is conducted and how the report is written will influence the likely safety impact, the future safety culture of the HBS organisation, and the effectiveness of future safety initiatives.

The investigation should conclude with clearly defined findings and recommendations that eliminate or mitigate safety deficiencies, and that ensures pro-active prevention through effective Safety Risk Management.

#### 7.1.4 INTERNAL OPERATIONAL SAFETY AUDITS (IOSA)

An internal operational safety audit (IOSA) is a means to identify any latent or overt threats to the usual active function of the business school. These should be conducted twice yearly, in March and October.

The purpose of an IOSA is to identify the three significant categories of risk that may affect the safe operation of the organisation, namely;

- Threats
- Errors
- Undesired Operational States

##### 7.1.4.1 THREATS

These are external factors or errors that are outside the influence of the employees of the business school. They increase the typical operating environment's complexity as they usually occur unexpectedly – for example, COVID-19.

The organisation may not be able to react immediately to a threat if it occurs suddenly or unexpectedly. Decision strategy errors, regular operation procedural errors, and protocol deviations are examples of external threats that may arise.

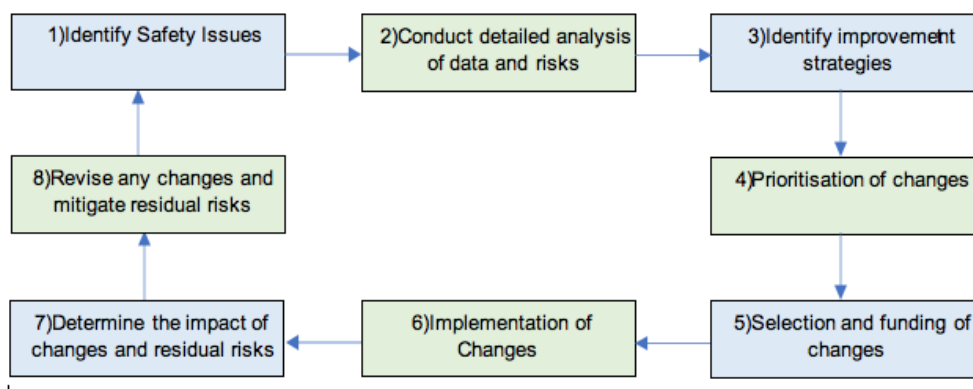
##### 7.1.4.2 ERRORS

These are caused by human actions or inactions that can increase the likelihood of an adverse event. Often poor judgement or miscommunication can result in an error.

An error can usually be quickly identified (as opposed to a threat), and a prompt solution determined to mitigate the effects. The impact of a mistake can be rapidly reduced if adequately managed.

#### 7.1.5 UNDESIRED OPERATIONAL STATE

An undesired operational state may occur when procedural errors or external factors cause disruption or unanticipated change to the regular operation of the business school. The management of these changes is vital as they may have significant repercussions.



## 7.2 RISK ASSESSMENT, PRIORITISATION, AND MITIGATION

### 7.2.1 RISK ASSESSMENT

The formula for determining risk is expressed as follows;

$$\text{RISK} = \text{PROBABILITY} \times \text{IMPACT}$$

The following safety risk assessment matrix is derived from the above formula for determining if the risk may be considered acceptable or if action is required to reduce it or mitigate it.

		SAFETY RISK ASSESSMENT MATRIX				
		5	4	3	2	1
IMPACT	VERY HIGH					
	HIGH					
	MEDIUM					
	LOW					
	VERY LOW					
	LEVEL	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
		1	2	3	4	5
PROBABILITY						

Use the safety risk matrix to express the safety risk associated with an identified threat quantitatively. Once quantified, the risks may be prioritised.

By plotting the level of probability against the degree of impact or effect on a situation, one can determine the amount of the associated risk.

### 7.2.2 RISK PRIORITISATION

Risk prioritisation must achieve the following;

- Assess and control the highest safety risk
- Allocate resources to the highest safety risk
- Maintain or improve safety
- Achieve the stated safety objectives
- Satisfy OHS regulations with regards to the control of safety risks

Using the **SAFETY RISK ASSESSMENT MATRIX** will allow for various risks to be assessed and prioritised. Once done, the **RISK MITIGATION PLAN CHECKLIST** may be implemented and actioned.

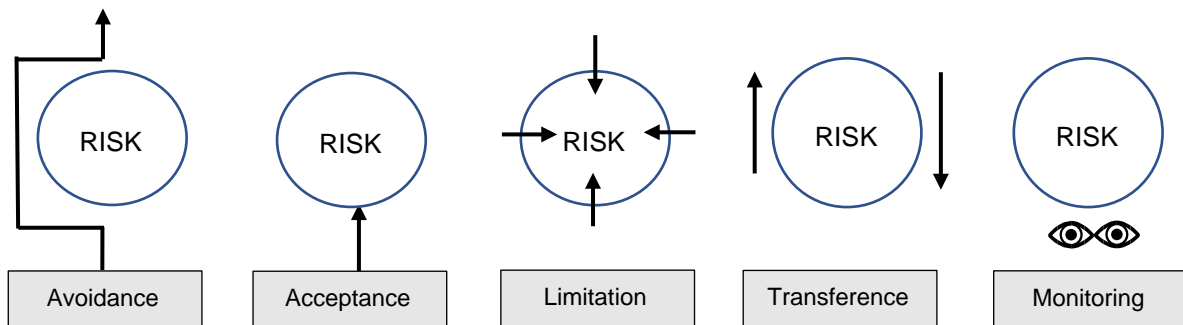


### 7.2.3 RISK MITIGATION

After safety risks have been assessed, appropriate safety risk processes can be implemented. It is essential to involve subject matter experts in determining appropriate safety risk mitigation measures.

Ensuring the right people are involved will maximise the practicality of safety risk chosen mitigations.

When considering risk mitigation, the HBS Safety Review Board (SRB) or the Safety Manager (SM) has the following options available;



#### 7.2.3.1 AVOIDANCE

Adjust program requirements or constraints to eliminate or reduce the risk. This adjustment could be accommodated by a change in funding, schedule, or technical requirements.

This action avoids any exposure to the risk and is usually the most expensive of all the various mitigation options.

#### 7.2.3.2 ACCEPTANCE

Acknowledge the existence of a particular risk and decide to accept it without engaging in specific efforts to control it. The approval of the Safety Review Board (SRB) is required.

Risk acceptance does not reduce any effects; however, it is still considered a strategy. This strategy is a standard option if the level of risk is considered to be cost-effective and manageable. The cost will be the deciding factor when using this option on avoiding risks that do not have a high possibility of occurring.

#### 7.2.3.3 LIMITATION

Implement actions to minimise the impact or likelihood of the risk.

Risk limitation is the most usual risk management strategy. This strategy limits an organisation's exposure by taking some action and avoiding some of the risks – essentially striking a balance between them.

#### 7.2.4.4 TRANSFERENCE

Transfer the responsibility and accountability of the risk to any other entity willing to accept the risk.

### 7.2.3.5 MONITORING

Monitor the environment for changes that affect the nature and the impact of the risk, and review and modify the initial mitigation plan as necessary

Before implementing any form of risk mitigation and formulating a risk mitigation plan, residual risks – or unintended consequences that may arise from the mitigation process – must be considered.

### 7.2.4 RESIDUAL RISK

A determination of any unintended consequences (residual risk), particularly the introduction of new hazards, should be made before implementing any safety risk controls.

Residual risk is the risk or hazard associated with an action or event remaining after risk mitigation measures have reduced natural or inherent risks. It may also relate to additional and unforeseen risks that arise due to the initial mitigation actions.

The non-consideration of residual risk has a profound effect on safety, so it must be deliberated and controlled.

### 7.2.5 RISK MITIGATION PLAN

The plan will encompass the actions required to identify, assess, prioritise, implement, and review the relevant risks. The following checklist should be used.

### RISK MITIGATION PLAN CHECKLIST

	ACTION	DATE
1	Communicate the situation	
2	Identify the team members	
3	Identify the risks	
4	Assess the risks utilising the Safety Risk Assessment matrix	
5	Prioritise the risks	
6	Determine mitigation strategies considering the options of Acceptance, Avoidance, Limitation, Transferring, and Monitoring	
7	Develop a mitigation plan using checklist as appropriate	
8	Implement the mitigation plan taking into account task, group, individual, and time needs	
9	Identify any residual risks that may have resulted from implementing the mitigation measures	
10	Review the process from steps 3-10	

## CHAPTER 8

### SAFETY OVERSIGHT

#### 8.1 PERFORMANCE MONITORING & WORKPLACE CONTROL

##### 8.1.1 INTRODUCTION

HBS must develop means to assess and verify the safety performance of the organisation. The safety assurance component of this SMS will provide these capabilities.

Safety assurance will be achieved by various processes and activities that verify the safety performance and validate the effectiveness of safety risk controls. Safety Management must continually monitor these processes and an awareness of any changes to the college environment must be considered.

##### 8.1.2 INTERNAL AUDITS

Internal audits are performed to assess the effectiveness of the SMS and identify areas for improvement. Most OHS regulations are generic safety risk controls that have been established by the State. Ensuring compliance with the regulations through the internal audit is a principal aspect of safety assurance.

An **internal audit should be held annually** and must address the following in terms of safety performance;

- What are the organisation's top safety risks?
- What does HBS want to achieve in terms of safety – i.e., the safety objectives?
- How will HBS know if it is making progress towards its safety objectives?
- What safety data is needed to make informed decisions?

The management of safety performance should be a primary consideration when amending policies or processes, or allocating HBS resources in pursuit of improving safety performance.

##### 8.1.3 MONITORING SAFETY PERFORMANCE

Mechanisms for monitoring and measuring the HBS's safety performance should be established to identify what changes may be needed if the progress made isn't as expected and reinforce the commitment of the organization to meet its safety objectives.

The SM must **produce a monthly report** of the state of safety on campus for senior management. This should be disseminated to all staff as foundational to the culture of safety reporting.

Examples of generic indicators that should be included in this report would be;

- Any safety events that resulted in injury or damage to HBS equipment or property;
- Events indicating circumstances in which safety was compromised;
- Events in which operational personnel or members of the HBS community were affected by exposure to COVID-19
- Events in which operational personnel became incapacitated or unable to perform their duties safely;
- The rate of voluntary occurrence reports;
- The rate of mandatory occurrence reports.

#### **8.1.4 SAFETY REVIEW BOARD MEETINGS**

The Safety Review Board (SRB) **must convene at least twice annually**, or more often as circumstances dictate, to conduct oversight and review the current levels of safety on campus and make any necessary changes.

Previous discussions of the SRB should be considered for any relevance.

The SRB should further review any external information that may be pertinent to campus safety (i.e., new data from the U.S. CDC relating to COVID-19) and decided upon the appropriate mitigation strategies.

It is the responsibility of the SM to facilitate the implementation of these mitigations and changes as soon as possible.

All managers of the various college departments must submit a safety update to the SRB prior to these meetings taking place. It is the responsibility of the SM to motivate and collate these reports.

## 8.2 REPORTING AND INVESTIGATION

### 8.2.1 WHAT SHOULD BE REPORTED

Incidents that can impact the safety of the institution, or the safety of anyone connected with it, should be reported to the Safety Manager. This can be done in confidence and without fear of consequence if so desired. The report should be made in writing for recordkeeping purposes to ensure that a similar incident does not reoccur.

Any incident considered to be safety-related must be reported in writing and submitted to the Safety Manager (SM) using the **SAFETY REPORTING** form accessible via the campus Safety Reporting 'Q' code or the **INTERNAL SAFETY REPORTING** form below.

All reports will be kept entirely confidential unless otherwise permitted by the individual/s involved.

### 8.2.2 SAFETY INVESTIGATION

The following components should form part of the Terms of Reference of a Safety investigation:

**8.2.2.1** The appointment and jurisdiction of the investigating officer or investigation team to conduct the investigation.

**8.2.2.2** The authority to:

- Form an Incident Review Committee, if appropriate
- Investigate the circumstances of the incident / occurrence
- Produce a preliminary or interim report of the circumstances of the incident / occurrence
- Determine the chronological sequence of events which lead up to the incident / occurrence, the immediate action taken, and the operational effects thereof.
- Ascertain if the relevant procedures, standards and practices are valid and correct, and whether they were complied with
- Formulate findings pertaining to the incident / occurrence
- Determine the latent and immediate causes of the incident / occurrence
- Make appropriate recommendations for remedial / preventative actions
- Produce a formal report on the investigation of the accident / occurrence to the Safety Manager (SM), and the Safety Review Board (SRB)
- Implement / propose timelines for the conduct of the investigation, inclusive of the required review date(s)

### 8.2.2.3 INCIDENT REVIEW COMMITTEE MEETINGS

1. A review committee under the auspices of the SM shall review all safety investigations.
2. The review committee meeting shall be held as soon as possible after the completion of the investigation, but not later than 30 days after completion of the investigation report.
3. The relevant safety personnel shall be responsible to arrange a date and venue for the review committee meeting.
4. The SM shall act as Chairperson of the review committee. The Chairperson shall determine which persons shall be required to attend and participate in the review committee.

5. The respective safety personnel shall ensure that the applicable parties receive a copy of the investigation report with recommendations for their perusal at least 14 days prior to the review committee meeting.
6. During the review committee meeting the Investigator or Investigation Team shall formally present the finding(s) and conclusion(s) of his / her / their investigation.
7. The review committee shall review the finding(s), the cause(s) and recommendation(s) as formulated by the investigating officer.
8. Should a member of the review committee not support the investigating officer's finding(s), cause(s) or recommendation(s), the member of the review committee shall indicate the reasons for this and provide an alternative means of compliance by accepting the risk or not accepting the investigating officer's finding(s), cause(s) or recommendation(s).
9. The review committee's request for corrective/preventative action(s) shall be reflected in the minutes of the review committee meeting.
10. The Dean and Director shall approve the minutes of the review committee meeting as well as the requests for corrective / preventative action. The minutes of the review committee meeting shall serve as the means of directing the corrective / preventative action requests to the applicable persons for the necessary execution.
11. The SM shall confirm the implementation of the corrective/preventative actions with the applicable managers.
12. The steps to be followed shall be:
  - Establish a meeting with the relevant line manager on the due date of recommendation
  - Confirm that safety actions implemented are following the recommendation, and if implemented, the submission shall be closed
  - If the corrective/preventative action is not implemented, request reason/s for the non-implementation and escalate as required

## Internal Safety Report

To be completed for ALL incidents and accidents where an injury, damage, or loss has or could have resulted.

**Work Location:**

- Internal  
 External       Other

**Today's Date:**

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Status of involved person:**

- Employee     Student  
 Visitor       Contractor

**Outcome:**

- Hazard       Security  
 Injury       Fatality  
 First Aid

**Details of involved person:**

Surname: \_\_\_\_\_ First name: \_\_\_\_\_ DOB: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Home Address: \_\_\_\_\_ Phone: \_\_\_\_\_

\_\_\_\_\_ Sex: M / F

**Status:**

- Full-time       Part-time       Contractor       Student  
 Other: \_\_\_\_\_

**Experience in job (if applicable):**

- 0-3 months       4-12 months       1-2 years  
 3-5 years       5-10 years       Over 10 years

**Details of witnesses (if any):**

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_

**Details of incident**

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_      Time of Injury: \_\_\_\_\_ AM / PM

Activity engaged in at time of incident: \_\_\_\_\_

Exact location of person at time of incident: \_\_\_\_\_

Describe how and what happened (please give full details & include a diagram, if appropriate. Use a separate sheet if necessary. Please include car registration number if reporting a Motor Vehicle Accident).

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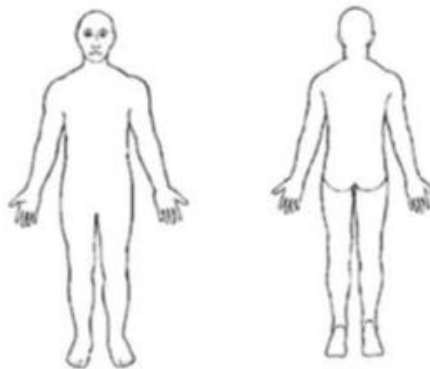
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**Details of injury if applicable: (supervisor may need to assist completion)**

Cause of Injury:

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Lift/bend/push/pull Object                | <input type="checkbox"/> Psychological/Stress - Bullying/Harassment   | <input type="checkbox"/> Surface/Material or Sun Exposure |
| <input type="checkbox"/> Lift/bend/push/pull Person                | <input type="checkbox"/> Psychological/Stress - Workload/Organisation | <input type="checkbox"/> Electric Shock                   |
| <input type="checkbox"/> Static or Repetitive Posture or Arm Usage | <input type="checkbox"/> Hazardous Substance/Material                 | <input type="checkbox"/> Hand Held Tools                  |
| <input type="checkbox"/> Workplace Violence                        | <input type="checkbox"/> Biological Agency                            | <input type="checkbox"/> Contact with Animal/Insect       |
| <input type="checkbox"/> Slip/Trip/Fall – Indoors                  | <input type="checkbox"/> Entrapment in Equipment/Machinery            | <input type="checkbox"/> Vehicle Accident - Work Vehicle  |
| <input type="checkbox"/> Slip/Trip/Fall – Outdoors                 | <input type="checkbox"/> Strike/Struck by Equipment/ Machinery        | <input type="checkbox"/> Vehicle Accident - Own Vehicle   |
| <input type="checkbox"/> Superficial if not cause by above         | <input type="checkbox"/> Involuntary Movement of client               | <input type="checkbox"/> Behaviour of client              |
| <input type="checkbox"/> Other: _____                              |   |   |

Nature of injury/illness (e.g. burn, sprain, cut etc.) \_\_\_\_\_



Location on body (please circle and specify): \_\_\_\_\_

How injury occurred (e.g. fall, grabbed by person, muscular stress) \_\_\_\_\_

\_\_\_\_\_

What caused the injury (e.g. furniture, another person, hot water): \_\_\_\_\_

\_\_\_\_\_

**Treatment administered if required:** Yes  No

Treatment: \_\_\_\_\_

Referral required: Yes  No  Who to: \_\_\_\_\_



First aid attendant (Print Name): \_\_\_\_\_ Signature: \_\_\_\_\_

**THE FOLLOWING SECTIONS ARE TO BE COMPLETED BY A SENIOR STAFF MEMBER ON DUTY**
**Incident or accident investigation:**

- |  |                              |                             |                              |
|--|------------------------------|-----------------------------|------------------------------|
| Did the incident occur as part of the involved person's normal activities? | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/> |
| Did equipment contribute?  | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/> |
| Was the equipment used designed for activity?                              | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/> |
| Was the equipment properly maintained?                                     | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/> |
| Did the equipment fail?  | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/> |
| Had a risk assessment been undertaken?                                     | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/> |
| Did safety instructions accompany activity?                                | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/> |
| Are there documented safe work procedures (SWP) for activity?              | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/> |
| Were these SWP followed?   | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/> |
| Was appropriate PPE used?  | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/> |
| Was the involved person trained in this activity?                          | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/> |
| Did a known behaviour problem contribute?                                  | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/> |
| Was there a known behaviour management plan?                               | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/> |
| Was it followed?   | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/> |
| Did poor housekeeping contribute?  | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/> |
| Did the work environment contribute?                                       | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/> |

After reviewing the above prompts and through interview/site visits, what is the identified cause(s):

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**Remedial actions recommended:**

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Conduct task analysis design/construction | <input type="checkbox"/> Re-instruct persons involved             | <input type="checkbox"/> Improve                                 |
| <input type="checkbox"/> Conduct hazard systems audit              | <input type="checkbox"/> Improve skills mix                       | <input type="checkbox"/> Add to inspection program               |
| <input type="checkbox"/> Develop/review task procedures            | <input type="checkbox"/> Provide debriefing and/or counselling    | <input type="checkbox"/> Improve reporting                       |
| <input type="checkbox"/> Improve work environment                  | <input type="checkbox"/> Request maintenance                      | <input type="checkbox"/> Improve security                        |
| <input type="checkbox"/> Review OHS policy/programs                | <input type="checkbox"/> Improve personal protection              | <input type="checkbox"/> Temporarily relocate employees involved |
| <input type="checkbox"/> Replace equipment/tools                   | <input type="checkbox"/> Improve work congestion/<br>Housekeeping | <input type="checkbox"/> Falls Prevention Assessment             |
| <input type="checkbox"/> Improve work organisation                 | <input type="checkbox"/> Investigate safer alternatives           | <input type="checkbox"/> Revise SMS                              |
| <input type="checkbox"/> Develop and provide training              | <input type="checkbox"/> Other (specify)                          |  |

**What, in your own words, has been implemented or planned to prevent recurrence:**


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Remedial actions completed: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signed (Manager): \_\_\_\_\_ Title: \_\_\_\_\_

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Did the injured person stop work:      Yes                  No

If yes, state date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_      Time: \_\_\_\_\_ AM / PM

Outcome:

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Treated by Doctor           | <input type="checkbox"/> Lodged workers comp claim |  |
| <input type="checkbox"/> OHS notified                | <input type="checkbox"/> Insurer notified          | <input type="checkbox"/> Returned to normal duties |
| <input type="checkbox"/> Returned to modified duties | <input type="checkbox"/> Hospitalised              | <input type="checkbox"/> Safety Manager Advised    |

Manager's review comments:

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Signed: \_\_\_\_\_

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

### 8.3 SMS REVIEW AND REVISION

The HBS Safety Management System review and revision is vital and should be seen as an ongoing progression.

The SMS should aim to implement a variety of methods to determine its effectiveness, measure outputs and outcomes of the processes, and assess the information gathered through these actions.

Such methods may include:

- Internal Audits
- Assessments; includes assessments of the safety culture and the SMS effectiveness.
- Monitoring of occurrences: monitor the recurrence of safety events, including incidents as well as threats and errors.
- A review of the safety culture and the just culture within the organisation and their bearing upon the overall safety of the business school.
- Management reviews; examine whether the institution's safety objectives are being achieved and are an opportunity to look at all the available safety performance information to identify overall trends.
- Senior management must review the effectiveness of the SMS. This may be carried out as one of the functions of the Safety Review Board
- Addressing lessons learned; from external safety reporting systems and service provider safety investigations.

## CHAPTER 9

# SAFETY AWARENESS AND PROMOTION

## 9.1 EDUCATION AND TRAINING

HBS shall develop and maintain a safety training and recurrent training programme that ensures that all relevant staff are trained and competent to perform their SMS duties. The scope of this programme shall be appropriate to each individual's involvement in the SMS.

The SM is responsible for ensuring that he/she is properly trained and that there is a suitable safety training programme in place. Personnel who are trained and competent to perform their SMS duties, regardless of their level in the organisation, is management's commitment to an effective SMS.

### 9.1.1 TRAINING PROGRAMME

The Safety training programme should be tailored to the needs of the individual's position within the SMS.

For example, the level and depth of training for managers involved in the organization's safety committees will be more extensive than for personnel directly involved with delivery of the institution's services.

Personnel not directly involved in the operations may require only a high-level overview of the organisation's SMS.

The training programme should include initial and recurrent training of the appropriate personnel to ensure that the required competencies are achieved.

Initial safety training should include;

- HBS Safety Policy and safety objectives
- The structure of the SMS
- HBS safety culture
- HBS just culture
- Safety personnel roles and responsibilities
- Basis Safety Risk Management principles and procedures
- COVID-19 protocols and compliance
- Evacuation procedures
- Firefighting (if applicable)
- First Aid (if applicable)
- Safety reporting
- Case studies, especially those that may pertain or be relevant to the institution

Recurrent training and education should focus on changes to the SMS policy, processes, and procedures.

Specific safety issues and lessons learned should be highlighted during recurrent training.

It is the responsibility of the SM to ensure that safety training meets the minimum requirements of the South African Occupational Health and Safety Act and that all personnel with responsibilities within the SMS meet the required operational standards.

### 9.1.2 TRAINING PERSONNEL

Designated members of staff should be nominated and trained as safety training personnel under the guidance and instruction of the SM.

Competent trainers are the single most important consideration; their commitment, teaching skills and safety management expertise will have a significant impact on the effectiveness of the training delivered. The safety training programme should also specify responsibilities for the development of training content and scheduling and training and competency records management.

The SM should determine who should be trained and what depth, which will depend on their involvement in the SMS.

The SM must identify the SMS duties of personnel and use the information to examine the safety training programme and ensure each individual receives training aligned with SMS involvement.

The safety training programme should specify the safety training content for support staff, teaching personnel, managers, and the accountable executive.

There should be specific safety training for the accountable executive and senior managers that includes the following topics:

- Awareness training should be provided for accountable executives as to their SMS accountabilities and responsibilities
- The importance of compliance with national and institutional safety requirements
- Management commitment
- Allocation of resources
- The promotion of the safety policy and the SMS
- The promotion of a constructive safety culture and the HBS Just Culture
- Effective safety communication;
- Safety Risk HBS safety within the institution, maintain their competence to fulfill their safety roles.

## 9.2 SAFETY INFORMATION AND COMMUNICATION

### 9.2.1 COMMUNICATION OVERVIEW

Effective communication and dissemination of safety-related information are vital in developing a positive safety culture.

The fundamental goal of safety communication is to provide meaningful information clearly and understandably.

This will:

- Promote an awareness and understanding of the institution's safety policy and objectives
- Highlight specific risk issues
- Provide a sound basis for understanding the safety culture and its importance to all attendees on campus
- Promote trust and confidence in the SMS
- Greatly assist in upholding the highest standards of safety thus promoting the business school's commitment to international best-practices

## **9.2.1 COMMUNICATION STRATEGY**

The HBS safety communication strategy must consider the following elements:

### **9.2.1.1 Legal and Regulatory Requirements**

The legal and regulatory safety requirements to communicate and what needs to be communicated must be considered concerning those elements below

### **9.2.1.2 Audience**

The safety communications system should identify people with whom communication is needed. Different groups they may have to be dealt with and approached differently. It should also determine if communication should be aimed at managers, staff, students, or support personnel.

### **9.2.1.3 Messages**

Messages may have to be targeted to particular audiences with varying levels of complexity to ensure understanding. The information should be objective, have clarity and be as simple as possible.

### **9.2.1.4 Methods**

The communication strategy should identify the most appropriate methods for delivering the message clearly and expeditiously. Email, instant messaging, printed notices on campus, and other appropriate forms of communication must all be considered when ensuring that safety-related messages are received by all for whom they are intended.

### **9.2.1.5 Case Studies**

Distributing information relating to best safety practices in the form of case studies is an effective way of encouraging people to understand the importance of the SMS. The SM will regularly update all on campus with the latest information from local and international sources

### **9.2.1.5 Consistency of Communication**

Regular safety reports, case studies, and risk mitigation strategies form an intrinsic part of an effective SMS. HBS will commit to communicating any appropriate information that ensures compliance with the institution's Safety Policy.

The SM will be responsible for disseminating regular (at least monthly) safety reports and other relevant information. Staff are responsible for reading and digesting this information and applying any instructions that may be contained therein.

HBS will communicate the institution's safety culture, just culture, and SMS objectives to all applicable personnel.

## **9.2.2 SAFETY COMMUNICATION**

SMS communication and awareness forms part of the safety promotion responsibilities of the SM and is intended to contribute to a positive safety culture among all personnel.

The SMS information programme consists of information on safety issues, safety critical information, hazards identified, corrective and preventative measures and emergency response preparedness and awareness.

Safety promotion encourages a positive safety culture, and creates an environment that is conducive to achievement of the organisation's safety objectives.

Management provides the leadership to promote the safety culture throughout the organisation.

Management must encourage communication from all staff and students, providing an environment that allows management to receive open and constructive feedback from personnel.

Safety communication will aim to:

- Ensure that personnel are fully aware of the SMS
- Raise awareness of safety information
- Provide information regarding new or amended safety procedures.
- That relevant safety information is communicated to all staff that are involved in safety activities.
- Issue a Safety Bulletin to all operational staff as and when required or when a situation or event dictates the need for a safety briefing.

The Safety Bulletin should include, but not be limited to, the following:

- Safety critical information e.g. The latest information on COVID-19 prevention
- Explanation of any safety action undertaken
- An explanation of why safety procedures have been introduced or changed

## 10.1 MINIMUM REQUIRED STANDARDS FOR SAFE PRACTICES

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The following rules for YOUR SAFETY are the Henley Business School **MINIMUM REQUIRED STANDARDS** for safe practices on campus.

These measures are essential to protect the health and safety of our community and all their families. At Henley, we value accountability - we don't make excuses or exceptions for ourselves.

### COVER

- MASKING is not mandatory but encouraged if it is your personal preference.

### WASH

- Wash your hands regularly with soap and water for at least 20 seconds and use the hand sanitiser available around campus. Rub your hands vigorously, as you do with soap when using sanitiser.
- Should you observe any area you believe hasn't been cleaned and sanitised, you must immediately report this to the Safety Monitor, support staff, or concierge.

### SEPARATE

- Please do not come on campus with symptoms or if you have been exposed to COVID, or if you have COVID or Flu-type symptoms.

### VENTILATE

- All occupied lecture rooms must have active air purifiers set to Level 2 or above. The purifiers are there for your protection and must please remain on.

### BE VIGILANT

- Should you have been in contact with any COVID-positive persons, or you are exhibiting any COVID symptoms whatsoever, you must not attend campus. If you don't feel well or have any symptoms while on campus, leave immediately and see a doctor.
- The following are symptoms indicative of COVID-19
  - Fever
  - Cough
  - Shortness of breath
  - Tiredness/ Fatigue
  - Painful body or joints
  - Headache
  - Sore Throat
  - Nausea & Vomiting
  - Runny Nose
  - Diarrhoea
  - Acute loss of sense of taste or smell (10% - 30% of cases)
- Stay alert constantly - monitor your own and others' behaviour for compliance and safety at all times.
- Be a good citizen - all persons on campus are encouraged to monitor your own and others mental health and well-being.



## EMPLOYEES, STUDENTS, OR VISITORS DIAGNOSED OR SUSPECTED TO HAVE COVID-19

- **Asymptomatic Positive COVID Test**

Anyone with asymptomatic COVID should not attend campus for **5 days** from the date of a positive test.

- **Mild Symptoms following Positive COVID Test (not requiring hospitalisation)**

Anyone exhibiting mild COVID symptoms that do not require hospitalisation should not attend campus for **7 days** from the date of the positive test.

- **Severe Symptomatic COVID infection**

Those with symptomatic COVID infection who have severe disease (they have been admitted to hospital for COVID pneumonia) should not attend campus for **7 days** from the date on which they no longer require oxygen therapy.

Thank you. These measures will keep you and others safe and allow us to enjoy a healthy learning environment.

## 10.2 COVID-19 SELF-ISOLATION AND SELF-QUARANTINE CHECKLISTS

We need to understand what it means to '**self-isolate**' or '**self-quarantine**' and where the differences lie.

We will likely experience the need to self-isolate or self-quarantine at home due to COVID-19 infection or exposure in the weeks and months to come.

### WHAT'S THE DIFFERENCE BETWEEN SELF-ISOLATION AND SELF-QUARANTINE?

Here's a reminder of the difference between the two methods of limiting contact with others:

#### SELF-ISOLATION

Self-isolation is required if you develop symptoms of COVID-19 or a test shows you have the disease.

We self-isolate to stay away from others and avoid passing the infection on to them. You can self-isolate at home or in a dedicated self-isolation facility if you are not very sick. If you're sick enough to require admission to a hospital, you can also isolate yourself in a hospital.

#### For how long must we self-isolate?

Five days from the time of your symptoms **BEGIN**.

#### SELF-QUARANTINE

Self-Quarantine happens when we have had a high-risk exposure to COVID-19. (High-risk exposure means you have had direct, close contact with someone who tests positive for COVID-19, **and** you did not wear protective cloth face masks, or you had physical contact or took other risks that could have exposed you to the COVID-19 virus). In this case, only if you test positive for COVID-19, **self-isolation is required for five days** (we separate ourselves from others in the same way as when isolating) or longer if recommended by a medical practitioner. Any person who is a confirmed laboratory positive COVID-19 case and is asymptomatic is not required to isolate.

If you develop symptoms of COVID-19, you should contact a healthcare professional who will guide you through the testing process. There is no need to test for COVID-19 during your self-quarantine period UNLESS you develop symptoms.

If you test without having symptoms, you could get incorrect results (a false negative) as the disease can still be in the incubation period. In this case, a negative test does not mean you do not have COVID-19.

If you test positive, you would then move from self-quarantine to self-isolation. If you develop symptoms during this self-quarantine period, you need to isolate yourself for five days starting from the day your symptoms began.

### **WHAT'S SIMILAR BETWEEN SELF-ISOLATION AND SELF-QUARANTINE?**

Both self-isolation and self-quarantine mean separating ourselves from others by staying home (not going out to the shops or being in any other situation where we encounter other people).

It means we make every effort to stay away from others in the household and avoid using common areas within our homes. During this time, we wear masks at all times while interacting with others in the house, frequently wash our hands with soap and water or with alcohol-based hand sanitisers if soap and water are not available, and clean and disinfect all often-touched objects and commonly used spaces.

Source: <https://www.discovery.co.za/corporate/covid19-latest-guidelines-quarantine-and-isolation>

## COVID-19 SYMPTOMS CHECKLIST

**Be aware of the following symptoms of COVID-19**

<b>SYMPTOM</b>	<b>ACTION</b>
Fever	<p>Should any of these symptoms present themselves, refer to the <b>SELF-QUARANTINE</b> checklist below.</p> <p>Seek medical advice immediately.</p> <p>If tested positive for COVID-19, refer to the <b>SELF-ISOLATION</b> checklist below.</p> <p>Seek medical advice immediately.</p>
Dry cough	
Shortness of breath	
Painful body or joints	
Headache	
Sore Throat	
Nausea and vomiting	
Runny nose	
Diarrhoea	
Acute loss of sense of taste or smell (10%-30% of cases)	
Symptoms can range from mild flu-like symptoms to pneumonia	

## SELF-ISOLATION CHECKLIST

**Use this checklist if you have tested positive for COVID-19**

ITEM	ACTION
If you start to experience fever or chills, cough, shortness of breath, fatigue, muscle or body aches, loss of taste or smell, sore throat, nasal congestion, nausea, diarrhoea	Contact your primary healthcare provider immediately and inform them of your symptoms
Positive COVID-19 test, with the onset of symptoms	Avoid contact with anyone, return home, and remain isolated for 5 days from the beginning of your symptoms. Remain at home
Positive COVID-19 test, with symptoms, only starting during self-isolation	Remain at home. 5 days isolation restarts from the onset of symptoms.
Symptoms present after 5 days of isolation (fever, sneezing, feeling ill, diarrhoea)	Isolate until symptoms have gone

Health Care Provider	Contact your primary healthcare provider immediately and inform them of your symptoms
If you have trouble breathing, persistent pain or pressure on the chest, new confusion, inability to wake or stay awake, pale, grey, or blue-coloured lips or nail beds, depending on skin tone. If your oxygen levels, when measured with a pulse oximeter, drops below 90%	<b>SEEK EMERGENCY MEDICAL CARE IMMEDIATELY</b>
Isolation	Stay within a specific room, if possible, separated from others in the home. Use a separate bathroom if available. Wear a mask if in contact with other people. Dispose of used tissues in a lined trash can. Wash your hands frequently, and use a hand sanitiser—clean surfaces in your room and bathroom with a disinfectant.
Hand sanitisation	Clean hands frequently with soap and water - alcohol-based hand sanitisers may be used, provided they contain at least 60% alcohol.
Coughing or sneezing	Cough or sneeze into a tissue, discard the tissue immediately by flushing down a toilet and then wash your hands immediately.
Avoid sharing household items	Items such as dishes, cups, eating utensils and towels should be kept separate from others in the household. After using any of these, the items should be thoroughly washed with soap and water, preferably in a dishwasher on a hot setting
High-touch surfaces	Surfaces such as tabletops, counters, toilets, phones, computers, etc., that you may have touched should be appropriately and frequently cleaned.

Laundry	If you need to wash the laundry at home, wash all laundry at the highest temperature compatible with the fabric using laundry detergent. This should be above 60° C. If possible, tumble dry and iron using the highest setting consistent with the fabric. Wear disposable gloves and a plastic apron when handling soiled materials if possible, and clean all surfaces and the area around the washing machine. Do not take laundry to a laundrette. Wash your hands thoroughly with soap and water after handling dirty laundry (remove gloves first if used).
Food and essential items at home	Make sure you have enough food and essential items. Ask friends and family outside of your household to assist, or order online if possible
Medication	Ensure that you are not running low on repeat prescriptions. Contact GP or pharmacy for assistance if required. Drink enough fluid, rest, keep yourself warm, and supplement with Vitamin C, Zinc, and Vitamin D
Finances	Ensure that you have adequate financial assistance and access to money if required. If you have difficulty meeting financial deadlines, call the service provider and explain your predicament
Work	Contact your employer about your situation. You will need a note from your GP verifying that you have been tested positive for COVID-19. Work from home if possible.
Children	Make contact with your children's school and arrange for access to remote learning
Caring for Others	If you care for someone, ask friends or family to assist during your recovery period
Pets and Animals	Arrange for someone to walk your dogs, organise vet visits, and provide adequate pet food supplies.
Physical Health	Take care of yourself, get adequate rest, try and stay active and mobile whilst at home. Take a daily Vitamin D and Vitamin B supplement to assist recovery. Be sure to stay hydrated. Seek medical help if your symptoms worsen. If you have a medical emergency, advise anyone coming to your assistance that you have COVID19.
Mental Health	Reach out to family, friends, or colleagues if you're feeling stressed and unable to cope. Get plenty of rest. If possible, spend time outside – sunlight and fresh air are great restorers of the mind
Returning to Campus After Isolation	You may return to campus if necessary: <ul style="list-style-type: none"> <li>• 5 days after the onset of symptoms, and have been free from fever without the use of fever-reducing medication for 24 hours.</li> <li>• You must have a negative viral test result.</li> <li>• Your health care provider must certify that you are free of COVID-19.</li> <li>• Your symptoms are improving.</li> </ul>

## SELF-QUARANTINE CHECKLIST

**Use this checklist if having been exposed to someone who has tested positive for COVID-19**

ITEM	ACTION
<p>If you were within 2 metres or less of someone who has COVID-19, <b>and</b> you did not wear protective cloth face masks, or you had physical contact or took other risks that could have exposed you to the COVID-19 virus.</p> <p>This includes persons living in the same household as a COVID-19 case and working closely in the same environment as a COVID-19 case.</p>	<p>Avoid contact with anyone, return home, and remain isolated for 5 days after your last contact with that person. Remain at home.</p> <p>Stay in a separate bedroom, use a separate bathroom if possible, maintain hand hygiene at all times, and maintain physical distancing.</p> <p>Do not have visitors in your home.</p> <p>Where contact with others is unavoidable, wear a mask and maintain at least 2 metres from other people.</p>
If you provided care at home for someone sick with COVID-19	Avoid contact with anyone, return home, and remain isolated for 5 days after your last contact with that person. Remain at home
If you had direct physical contact with a COVID19 positive person or they sneezed or coughed near you	Avoid contact with anyone, return home, and remain isolated for 5 days after your last contact with that person. Remain at home
If you have been tested positive for COVID-19 within the past three months and recovered	Self-quarantine is not required.
If you have been fully vaccinated	Self-quarantine not required.
If you are free of any of the symptoms listed below	<b>There is no need to test for COVID-19 during your self-quarantine period UNLESS you develop symptoms.</b>
If you start to experience fever or chills, cough, shortness of breath, fatigue, muscle or body aches, loss of taste or smell, sore throat, nasal congestion, nausea, diarrhoea	Contact your primary healthcare provider immediately and inform them of your symptoms
<p>If you have trouble breathing, persistent pain or pressure on the chest, new confusion, inability to wake or stay awake, pale, grey, or blue-coloured lips or nail beds, depending on skin tone.</p> <p>If your oxygen levels, when measured with a pulse oximeter, drops below 90%</p>	<b>SEEK EMERGENCY MEDICAL CARE IMMEDIATELY</b>
Isolation	<p>Stay within a specific room, if possible, separated from others in the home. Use a separate bathroom if available. Wear a mask if in contact with other people.</p> <p>Dispose of used tissues in a lined trash can.</p> <p>Wash your hands frequently, and use a hand sanitiser—clean surfaces in your room and bathroom with a disinfectant.</p>
Hand sanitisation	Clean hands frequently with soap and water - alcohol-based hand sanitisers may be used, provided they contain at least 60% alcohol.
Coughing or sneezing	Cough or sneeze into a tissue, discard the tissue immediately in a lined trash can and then wash your hands immediately.

Avoid sharing household items	Items such as dishes, cups, eating utensils and towels should be kept separate from others in the household. After using any of these, the items should be thoroughly washed with soap and water, preferably in a dishwasher on a hot setting
High-touch surfaces	Surfaces such as tabletops, counters, toilets, phones, computers, etc., that you may have touched should be appropriately and frequently cleaned.
Laundry	If you need to wash the laundry at home, wash all laundry at the highest temperature compatible with the fabric using laundry detergent. This should be above 60° C. If possible, tumble dry and iron using the highest setting consistent with the fabric. Do not take laundry to a laundrette. Wash your hands thoroughly with soap and water after handling dirty laundry (remove gloves first if used).
Medication	Ensure that you are not running low on repeat prescriptions. Contact GP or pharmacy for assistance if required. Drink enough fluid, rest, keep yourself warm, and supplement with Vitamin C, Zinc, and Vitamin D
Food and essential items at home	Make sure you have enough food and essential items. Ask friends and family outside of your household to assist, or order online if possible
Work	Contact your employer about your situation. Work from home if possible.
Children	Make contact with your children's school and arrange for access to remote learning
Caring for Others	If you care for someone, ask friends or family to assist during your recovery period
Pets and Animals	Arrange for someone to walk your dogs, organise vet visits, and provide adequate pet food supplies.
Physical Health	Take care of yourself, get adequate rest, try and stay active and mobile whilst at home. Walking in the open air is possible but be sure to wear double masks. Take a daily Vitamin D and Vitamin B supplement. Be sure to stay hydrated. Seek medical help if any symptoms develop. If you have a medical emergency, advise anyone coming to your assistance that you have been in contact with someone who tested positive for COVID-19.
Mental Health	Reach out to family, friends, or colleagues if you're feeling stressed and unable to cope. If possible, spend time outside – sunlight and fresh air are great restorers of the mind
Returning to Campus After Isolation	You may return to campus if necessary: <ul style="list-style-type: none"> <li>• 5 days after exposure to a person with COVID-19, and you are free from symptoms</li> </ul>

## 10.3 SAFETY GUIDELINES DURING CIVIL UNREST

### 1. Reporting

- If you are in any danger, do all you need to do to make yourself safe and call Security or the Police. Then let Jacques le Roux know, 079 511 7443 – Use WhatsApp if you can to get a quicker response
- If your ability to work from home is affected, please let your Head of Department (HOD) know immediately so they can plan around your absence.
- Keep in touch with your colleagues to ensure the continuation of reporting and information.
- You can download the Namola App [<https://www.namola.com/>] on your mobile phone and make use of the functionality it offers. It is a free crime response app that allows users to share their GPS coordinates, name and nature of the emergency with a 24/7 response call centre. For alerts, Police, other emergency response teams and citizen responders are then dispatched and monitored. The App is available for free on Google and Apple app stores.

### 2. Preparedness for Civil Unrest in Areas of Protests

- Safety starts with planning!
- If possible, avoid any kind of unrest or protest area.
- In the case of civil unrest in your area or close to your home, stay home and remain calm, alert and informed.
- Monitor the news and social media, but be sensible and intelligent about social media reports.
- Always handle any unrest in an unconflictual manner.
- Keep in contact with family, friends and work.
- Do not hesitate to call for help or support.
- If possible, ensure sufficient water, food and medicines available at home.
- Ensure vehicles are filled with fuel.
- Prepare an escape route and alternative measures if the unrest is moving towards your area or home.
- If in doubt, contact the local SAPS / Security Forum or contact Henley - Jacques le Roux at 079 511 7443.

### 3. Vehicle Safety for travel in areas of Protest and Civil Unrest

- Ensure your vehicle in a good condition with sufficient fuel.
- Always keep doors locked and windows closed.
- Have enough water in the vehicle to remain hydrated during travel delays.
- Plan your route and an alternative/escape route if required.
- Be extra cautious when accompanied by children or elderly/pregnant passengers.
- Use mobile GPS and map applications such as Waze or Google maps to plan your route and to avoid any possible area of unrest.
- National Toll roads have 24/7 call centres with regular updates on platforms such as Twitter.
- If you see a disturbance near you, leave the area immediately by driving calmly away.
- Do not leave valuables within clear sight of anyone approaching your vehicle.
- Have a charged cell phone on you at all times, and some cash for emergencies.
- Make sure you have enough data and airtime.
- If you are near a crowd, turn away or go back the way you came, and if you can't drive away, leave the car and walk away.

### 4. Defensive and Non-Provocative Driving in Areas of Protests/Riots

Always try and avoid areas of unrest, protests or riots. If you cannot avoid it then the following key guidelines should be followed:



- It's important that anyone driving in an area that may be affected by unrest understands that the SAPS will most probably have blocked off a road to prevent entry.
- Trust and obey the instructions from Police and Traffic Officials. Do not put yourself in any danger by disobeying them.
- If traffic has become congested, do not drive in the emergency lane thereby endangering the lives of those who may need urgent medical attention.
- Check for possible escape routes you can use, or for a Police presence that you can approach for assistance.
- Stay in your car for as long as possible.
- Do not take photos or videos, it is dangerous.
- Stay quiet, polite and calm and do not get involved in any way.
- Do not taunt the protestors with provocative gestures such as shouting, gesticulating or hooting at them.
- Unbuckle your seatbelt, and those of any passengers, to be prepared to exit your car quickly when needed.
- Keep your car moving as far as you can, whilst checking for possible escape routes.
- If you find yourself heading into the path of a crowd, and it is possible, turn down the nearest side road, reverse or turn around and drive away calmly.
- Remember that conflict can only continue to exist with participation, the protest may have nothing to do with you! Do NOT participate.
- Always be always be vigilant and ensure that protestors know you pose no threat and are merely trying to pass through.
- Drive defensively with the required patience for the situation.
- Pay attention to the road surface and where you drive, do not get stranded with a puncture or due to a collision with another vehicle.
- Avoid hitting any protestors, it might turn the mob against you.
- Do not provoke the protestors with gestures such as shouting, gesticulating or hooting at them.
- Remain as calm as possible in order to ensure that you are aware of what is going on around you.
- Seek assistance or safety from the Police as quickly as you can. If you do not see the Police, call them.
- If you work in a volatile environment, make sure you know several routes for getting home so that you have a number of methods of escape in the event of a riot.
- Carry small amounts of cash with you in case you need to quickly arrange transportation, pay off looters or address your basic needs.

#### **5. When caught up in a crowd on foot:**

- Avoid confrontation by keeping your head down.
- Do not run or move too quickly, you might attract unwanted attention.
- Remain as calm as possible to ensure you remain situationally aware of your surroundings.
- Move away from the unrest as calmly as possible.
- Keep your loved ones close to you and do not get involved.
- If you're in the middle of a crowd, keep moving in their direction, whilst making your way to the outside of the crowd.
- Continue to move with the crowd until you can escape into a doorway, an alley, a side street, or a safe building.
- Move to a safe enclosed area.
- Don't try to be a hero. If you see rioters looting and destroying property, don't try to stop them. You're outnumbered and material things can be replaced.

- In this situation you might be better off not approaching the Police unless you're in need of help. When you do approach them, make sure you are as calm as possible and are not carrying anything that can be mistaken as a weapon.

## 6. Leaving the Scene of Unrest

- Leave the scene swiftly but cautiously.
- Do not drop your vigilance once you have left the scene of unrest.
- Buckle up and don't get distracted!
- Traffic may remain congested in what is often deemed a "traffic tsunami" after road closures.
- Be cautious of agitated and impatient road users taking chances once the road has cleared.
- Drive defensively and remain alert to traffic, road and weather conditions.

## 7. Safety and Property / Valuables

- Always remember that your life is irreplaceable and worth more than any earthly possession.
- If you are stuck and the situation seems to be turning, leave your car and get out of the area on foot.
- Do not try to carry baggage away from your vehicle, your life is more valuable than your car or any possessions inside.
- Do not resist and become confrontational.
- Once you are personally safe (with or without your vehicle) call family or friends to let them know where you are, and what is happening.

## 8. Protest action at the Campus:

- Stay calm and proceed with caution as you respond to events around you, but do not get involved.
- Report any suspicious behaviour to the Campus safety team rather than try to resolve a situation on your own.
- Do not engage in verbal confrontations and do not physically engage the protestors.
- If you are personally confronted, remain calm and try not to raise your voice or escalate the situation.
- If you notice that a situation is escalating and you are concerned about destructive behaviour or vandalism, your best tool in discouraging this type of activity is to personally appeal to the individuals, as a member of our campus community, to be respectful of our campus and ask them to protest peacefully.
- In a difficult situation where you fear violence or property damage, the greatest value you can provide is to ultimately be a reliable witness and maintain your personal safety.
- If you chose to record video or photographs of protestors, do not put yourself in harm's way.

## 9. Financial Damages and Insurance – Sasria Cover

- Even with the best behaviour, it is possible that you may bear the brunt of civil unrest and suffer damage to your vehicle or other property.
- Civil unrest and public violence heighten the need for special risk insurance cover.
- [Sasria](#) (the South African Special Risks Insurance Association) was established and registered in terms of Section 21 of the Companies Act in 1979, in response to the political unrest of 1976.
- Sasria is the only insurer in South Africa that provides cover for riots, strikes, terrorism, civil commotion and public disorder to corporate, commercial and individual policyholders.
- It is important for those with short-term insurance to verify with their brokers and insurers that Sasria cover is included in their underlying policy.
- Consult with your insurer and request confirmation that insurance provisions are correctly structured to avoid financial damages.

- Sasria cover is applicable to personal property such as vehicles, homes and household contents, as well as commercial and government property.

**10. Safety Guidelines from the Arrive Alive Campaign:**

<https://www.arrivealive.co.za/Safety-and-Safe-Driving-in-Areas-of-Public-Violence>

**11. Conclusion:**

"It's up to each of us to take responsibility for our own safety in any situation we face. It's important to take a sensible perspective, think, stay out of trouble and just be careful."

## Form H - Crisis Communication Factsheet

To be used by the Crisis Communication team

Name of Event	
Crisis Level	
Communication Goals	

Details	
What happened?	
When did it happen?	
Who is involved?	
Who is affected?	
How did it happen?	
Do we have credible sources of information?	
What additional facts are needed to put the event in perspective?	
What is currently being done?	
Who must be contacted?	
Who will be the spokesperson?	
Who will determine whether the event has been resolved?	
Who will document the Crisis Communications?	

Information that has been confirmed	Source	Date	Time

## Crisis Communication Checklist

#	Action	Time	Done
<b>Within the first 60 minutes</b>			
<b>1</b>	Contain the immediate crisis <ul style="list-style-type: none"> <li>• Ensure that calls have been made to all appropriate emergency responders – security, ambulance, fire, etc</li> <li>• Co-ordinate and co-operate with emergency responders</li> </ul>		
<b>2</b>	Determine the Crisis Level (see table below)		
<b>3</b>	Contact and communicate the crisis and crisis level with the following; <ul style="list-style-type: none"> <li>• Dean Jonathan Foster-Pedley: .....071 359 4356</li> <li>• Deputy Dean - Frempong Acheampong: .....071 602 3356</li> <li>• General Manager - Jacques Le Roux: .....079 511 7443</li> <li>• Operations Manager – Graham Garrard:.....083 714 3444</li> <li>• PR Manager – Jean Robertson:.....082 994 7744</li> <li>• Notify the appropriate department directors</li> </ul>		
<b>4</b>	Hold the first meeting or conference call to quickly assess and gather the known facts <ul style="list-style-type: none"> <li>• What happened?</li> <li>• How did it happen?</li> <li>• When did it happen?</li> <li>• What was the cause?</li> <li>• Were there any injuries?</li> <li>• What is the extent of the injuries or property damage?</li> <li>• Is there any current or ongoing danger or threat?</li> <li>• What recovery efforts are under way?</li> </ul>		
<b>5</b>	Notify front line staff to direct calls from the media, community, other staff and family members to administrative support, an appropriate team member or a pre-recorded voice mailbox.		
<b>6</b>	Notify the appropriate staff of the possibility that reporters and media crews may arrive on campus. Direct the media to a predetermined holding area, if possible.		
<b>7</b>	Organise a public information response, based on what is known. Discuss whether to wait for more information or communicate proactively.		
<b>8</b>	Follow the <b>Crisis Communication Plan</b> in the Business Continuity Management System master document on Sharepoint		