

# CHILDREN'S SERVICE

## Local Code of Practice 26

### Risk Assessments in Secondary Schools

[Note: This is not an exhaustive list. The activities listed detail possible incidents that could cause injury and lists suggested control measures as best practice. Any assessment using the following guide must be made **SITE SPECIFIC** taking into account the characteristics of the site, numbers and individuals involved and current site procedures]

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**Children's Service**  
**Local Code of Practice No 26**  
**Risk Assessments in Secondary Schools**

## **Introduction**

This document has been produced to assist secondary schools in carrying out risk assessments or to review assessments already undertaken.

The legal duty to undertake suitable and sufficient risk assessments of significant risks is required under the Management of Health and Safety at Work Regulations 1999. This duty has been highlighted in the council's Health, Safety and Welfare Policy and by OFSTED inspectors. Registered OFSTED inspectors and Health and Safety Executive (HSE) Inspectors are now responsible for checking that schools have 'clear procedures to identify and control health and safety risks' and to 'comment on any health and safety risks observed during inspections'.

## **Information and Training**

Schools have been forwarded information on risk assessments in Local Code of Practice 19 Management of Health and Safety at Work, and in Safety Bulletin 157 Generic Risk Assessments. It is important that all relevant staff receive training in how to carry out risk assessments. Training on risk assessment techniques has been made available through the Corporate and Children's service In-Service Training Programme.

## **Undertaking Risk Assessments**

This document has been compiled in order to assist Headteachers and school staff in recording risk assessments for significant risks on site. The document is generic and gives **suggested** controls for situations that may present risks in secondary schools. The information contained in the document checklists is considered to be best practice and sets the standard for completing your risk assessment records. All assessments should be made site specific according to site rules/procedures/site layout, numbers and individuals involved and the individual features of the school. This document, therefore, should only be used as a guide.

A thorough and accurate risk assessment is difficult to achieve by a desk top exercise alone – direct observation of an activity or situation is important whenever possible. This may involve interviewing or gaining the input of relevant staff about 'actual' procedures followed and obtaining feedback or suggestions so that all staff are involved with the process. A completed example risk assessment record using the council risk assessment form is detailed on the following pages. This shows how the council's forms should be used and how the decisions on appropriate control measures were made. Further information can be found in LCOP 19.

Schools notified of an OfSTED or HSE inspection should ensure that their risk assessments are complete and available to the inspectors.

## **Specialist Advice**

In some circumstances, it will not be possible to carry out a risk assessment without seeking specialist advice. In the case of risks associated with curriculum areas, the appropriate /DCSF (DfES)/Children's Service information should be included along with obtaining advice from the subject adviser. In addition, the Health and Safety Unit are available to give advice on the completion of risk assessments.

## **Control Measures**

Once appropriate control measures have been identified they must be properly implemented. This will include information to the staff involved and may also highlight a need for extra training or materials or equipment. There may also be a need to monitor working practices to check the control measures are actually in use.

## **Review of the Risk Assessment**

The risk assessment should remain valid for a reasonable time, which will help Headteachers/premise controllers introduce medium or long term controls. Risk assessments should be reviewed when any significant changes arise, for example :

- The introduction of new equipment
- New/revised work processes
- New Staff
- New legislation
- Following accident investigations
- Every five years

## **Monitoring**

Monitoring is a continuous process which will identify changing circumstances as highlighted above and enable revised safety controls to be implemented.

Monitoring by the school may include :

- School based safety audits
- Regular site inspections
- Examination of accident reports and near misses
- Governing body enquiries
- Health and safety to be a staff meeting agenda item
- Periodic examination of health and safety policy document

The Health and Safety Unit are available to advise on all aspects of Health and Safety including risk assessments. Please contact : 020 8359 7450.

## **Recording Risk Assessments**

There are many methods available to assess risks and record the findings as required in Regulation 3 of the Management of Health and Safety Regulations 1999. The format chosen by the council should be followed by all services and is included in Section 1 of the Corporate Health, Safety and Welfare Policy and in LCOP 19. Training on the process including completion of the forms is available through the Training and Development Operational Unit. The Matrix shown below and included in LCOP 19 helps in deciding whether a risk is acceptable or not acceptable and whether an assessment should be completed (see Section A).

The following illustrates how a risk assessment should be completed in line with council policy. The worked example is taken from the example checklist for General Manual Handling of Loads by staff.

### PROBABILITY/LIKELIHOOD OF HARM OCCURRING

Probability/Likelihood	Description
Likely/Frequent	Occurs repeatedly/event only to be expected
Probable	Not surprised. Will occur several times
Possible	Could occur some time
Remote	Unlikely, though conceivable
Improbable	So unlikely that probability is close to Zero

### RISK MATRIX

	Likely	Probable	Possible	Remote	Improbable
Fatal	2 <sup>nd</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>		
Major injury/permanent disability	2 <sup>nd</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>		
Minor injury	3 <sup>rd</sup>	3 <sup>rd</sup>			
No injury					

### KEY :

	1 <sup>st</sup> rank actions*
	2 <sup>nd</sup> rank actions
	3 <sup>rd</sup> rank actions
	acceptable risk no action **

**SECTION A**

**Risk Assessment Pro Forma**

Site Location	Barnet Borough Primary :					Date of this Assessment :					Date of last Assessment					Initial Assessment	
Activity Situation																	
Hazards Identified (Note any serious and imminent danger – will need procedure etc)	Persons at Risk					Worst Case Outcome					Likelihood/Probability					Risk acceptable/ Not acceptable Y/N (Matrix)	
	Employee	Pupil Young Person	Elderly Person	Contractor	Member of Public/ Visitor	Fatal	Major Injury Permanent Disability	Minor Injury	No Injury	Plant/ Environment	Likely/ Frequent	Probably	Possible	Remote	Improbable		
1. General Handling																	

When completing Part A (above), assume no controls are in place

**SECTION B**

<b>HAZARD NO</b>	<b>EXISTING CONTROLS CAN REFER TO EXISTING DOCUMENTS)</b>	<b>EXISTING INFORMATION (including site safety)</b>	<b>EXISTING TRAINING</b>	<b>BEST PRACTICE</b>	<b>EXISTING CONTROLS OK/NOT OK</b>

**If existing control no OK, complete Action Plan**

Assessment Carried Out By :

Signed :

Date :

**Next Assessment Before :**

**Action Plan**

<b>Site Location</b>				
<b>Activity Situation</b>				
<b>ACTIVITY/SITUATION/HAZARD</b> Note : Health surveillance need? Serious imminent danger?	<b>ACTION REQUIRED</b>	<b>TARGET DATE</b>	<b>ACTION BY</b>	<b>COMPLETED BY</b> (Name and Date)

**This Action Plan Prepared By .....**

## **Prevention and Control**

1. Elimination (e.g. buying ready sawn timber rather than using circular saw).
2. Substitution by something less hazardous and risky.
3. Enclosure (enclose it in a way that eliminates or controls the risk).
4. Guarding/segregation of people.
5. Safe system of work that reduces the risk to an acceptable level.
6. Written procedures that are known and understood by those affected.
7. Adequate supervision.
8. Identification of Training needs.
9. Information/instruction (Sign's handouts).
10. Personal Protective Equipment.

(The above are listed in rank of order of effectiveness. Where people are involved, their level of competence needs to be taken into account).

**Assessment Help Sheet for Assessors of General Risk**

The Management of Health and Safety at Work Regulations 1999 require the Authority to carry out an assessment of the risks, employees or others may encounter as a result of the London Borough of Barnet's activities.

It is important that Section A, and where applicable, Section B and C of the assessments forms are completed in full.

The following is a guide to completion of the assessment form.

A risk assessment may be defined as an identification of hazards present in an undertaking and an estimate of the extent of the risks involved, taking into account whatever precautions are already being taken. It is essentially a three stage process :

- Identification of all the hazards (SECTION 'A')
- Evaluation of the risks (SECTION 'A' and 'B')
- Measures to control the risk (SECTIONS 'B' and 'C')

There are different approaches which can be adopted in the workplace, for example :-

- Look at each activity which could cause injury
- Look at hazards and risks in groups, e.g. machinery, transport, substances, etc.
- Look at each Section/Department science, CDT, history, etc.

**SECTION A**

1. SITE LOCATION Box

Enter name and establishment

2. ACTIVITY SITUATION Box

Enter name of activity and where it is due to take place (e.g. room, place to be visited, etc.)

### 3. HAZARDS IDENTIFIED (boxes)

In order to achieve a suitable and sufficient risk assessment it is essential to identify ALL the hazards associated with the activity. In all cases team consultation is a powerful aid. A walk around the workplace can also assist you to spot hazards as can manufacturers' instructions on datasheets.

The following list gives examples of hazards which may need to be considered when carrying out risk assessments. It is not a comprehensive list but is given to illustrate the extensive nature of the hazards which may need to be taken into account.

FALL OF PERSON FROM HEIGHT  
FALL OF OBJECT/MATERIAL FROM HEIGHT  
FALL OF PERSON ON SAME LEVEL  
MANUAL HANDLING  
USE OF MACHINES  
OPERATION OF VEHICLES  
FIRE INCLUDING STATIC ELECTRICITY  
ELECTRICITY  
DROWNING  
EXCAVATION WORK  
STORED ENERGY  
EXPLOSIONS (CHEMICALS/DUST)  
CONTACT WITH COLD/HOT SURFACES  
COMPRESSED AIR  
MECHANICAL LIFTING OPERATIONS  
NOISE  
BIOLOGICAL AGENTS  
IONISING RADIATION  
VIBRATION  
HAND TOOLS  
ADVERSE WEATHER  
CHEMICAL/SUBSTANCES  
STACKING  
HOUSEKEEPING  
LIGHTING  
CONFINED SPACES  
CLEANING  
FATIGUE

For complex activities it can be useful to break down the activity into its component parts, for example, circular saw use could comprise of :

- normal operating
- cleaning
- breakdown
- setting/adjustment
- lubrication
- overhaul
- installation
- dismantling

List all hazards in the “hazard identified” column. If necessary alter the size of each box to fit in the hazard detail.

#### 4. PERSON AT RISK BOX

For each hazard tick the categories of persons who could be affected.

HAZARDS IDENTIFIED (Note any serious and imminent danger will need procedure, etc.	PERSONS AT RISK					WORST CASE OUTCOME	
	Employee	Pupil Young Person	Elderly Person	Contractor	Member of Public Visitor	Fatal	Major injury permanent disability
1. Electricity							
2.							

When considering whether or not employees are at risk consider all occupations at the establishment, e.g. in a school : Teachers, Technicians, Clerical Staff, Cleaners, Caretaking, Welfare Assistants.

#### 5. WORST CASE OUTCOMES (boxes)

For each hazard and Category of Persons at Risk REALISTICALLY what is the worst likely outcome?

Two important laws of human nature should be taken into account :

- (i) Never rely solely on Common Sense
- (ii) Always rely on “sod’s law”, “if someone can do it sooner or later, someone will”.

## 6. LIKELIHOOD/PROBABILITY

For each category of person at risk from each hazard, make a judgement of the probability or likelihood. Use the chart below to help.

Probability/Likelihood	Description
Likely/Frequent	Occurs repeatedly/event only to be expected
Probable	Not surprised. Will occur several times.
Possible	Could occur some time
Remote	Unlikely, though conceivable
Improbable	So unlikely that probability is close to Zero.

If the judgement is 'improbable' this needs to be subject to particularly rigorous scrutiny as in reality it is a relatively rare situation.

## 7. RISK ACCEPTABLE/NOT ACCEPTABLE (Box)

The matrix below will help the assessor to decide whether a risk is significant or not and if any other action first, second and third. Items from the First rank would be prioritised first followed by those from the Second rank and those from the Third rank.

	<b>Likely</b>	<b>Probable</b>	<b>Possible</b>	<b>Remote</b>	<b>Improbable</b>
Fatal	1 <sup>st</sup>	2 <sup>nd</sup>	2 <sup>nd</sup>	3rd	
Major injury/permanent disability	2 <sup>nd</sup>	2 <sup>nd</sup>	3rd		
Minor injury	3 <sup>rd</sup>	3rd			
No injury					

- Need to consider whether this constitutes serious and imminent danger and, therefore, whether a procedure for withdrawal, etc. is needed.

Bringing together a risk of injury and likelihood such that an unranked area is reached means that the risk is acceptable. Further assessment on this hazard is needed but no action needs to be taken to control the risk arising from it.

## **SECTION B**

### 8. EXISTING CONTROLS

List all existing controls for each hazard/persons at risk. These may include :

- Guarding/Segregation of People
- Safe methods of work
- Cleaning procedures
- Containment
- Enclosure
- Ventilation local and dilution
- Exclude certain persons
- Supervision
- Personal Protection Equipment

### 9. EXISTING INFORMATION (boxes)

List all existing Safety Information for each hazard/person at risk. Existing information may include :

- Safety Sign
- Written Safe Systems at Work
- Warning Notices
- Written Procedures
- Reference Material
- Lessons Plan
- Schemes of Work
- HAZARDS

10. EXISTING TRAINING (boxes)

List all existing training of instruction given. They may include :

- In-house training
- External training
- Instructions given and recorded

11. BEST PRACTICE (boxes)

Before writing in this box, the Assessor should consider the following questions :

- (i) Is information, instruction and training adequate?
- (ii) Are systems and procedure adequate?
- (iii) Are existing controls adequate?
- (iv) Do the precautions (considered in (i), (ii) and (iii) meet the standards set by a legal requirement?
- (v) Do the precautions comply with recognised standards and represent good practice?
- (vi) Do the precautions reduce the risk as far as is reasonably practicable?

Having considered the above questions, record the "Best Practice" to control the hazard.

12. EXISTING CONTROLS OK/NOT OK

If Best Practice is the same as 'Existing Controls' plus 'Existing Training' and 'Existing Information' the controls are "OK". Otherwise "Not OK" should be recorded and Section C completed.

## **SECTION C**

13. SITE LOCATION (box)

Enter name of the Establishment.

14. ACTIVITY/SITUATION (box)

Enter name of activity and where it is due to take place (e.g. trip to the park).

15. ACTIVITY/SITUATION (box)

Record the hazard or problem with activity or situation.

16. ACTION REQUIRED (box)

Record the action(s) or work required to meet the 'Best Practice'.

17. TARGET DATE (box)

Enter the date to complete the action or work referred to in 16 above.

18. ACTION BY (box)

Name the Person or Persons responsible for ensuring the action listed in 16 above is complete by the Target date.

19. COMPLETED BY (NAME AND DATE) (box)

The person referred to in "Action By" box should sign and date when the action is completed.

## Generic Risk Assessments in Secondary Schools

### **A: General Activities**

1. General manual handling tasks
2. Manual Handling persons, students, assisting people to move
3. Use of portable electrical equipment
4. Moving transporting computers/equipment on trolleys
5. Working at heights
6. Disposal of clinical/medical waste
7. Staff exposed to violent behaviour
8. Use of word processors, pc's, printers
9. Use of photocopier
10. Use of office equipment (binders and laminators)
11. Working alone

### **B : Curriculum Based Activities**

1. Food Technology
2. Art and Design (art, textiles and needlework)
3. Science
4. Physical Education (indoor and outdoor)
5. Educational Visits/Field Trips
6. Heat Processes
7. Information Technology
8. Swimming
9. Technology Workshops
10. Pottery and Ceramics
11. Laboratory Animals
12. Design Technology – use of tools
13. Use of Photographic Dark Room
14. Manual Handling of PE Equipment

### **C : Site Management and Cleaning**

1. Use of hand tools.
2. Boiler room duties
3. Use of portable electric tools
4. Working at heights
5. Use of mobile tower
6. General manual handling
7. Use of cleaning materials
8. Use of buffer, scrubbers, vacuum cleaners
9. disposal of clinical/medical waste
10. Swimming pool/plant duties
11. Litter picking

### **D : Site and Building Issues**

1. Site cleanliness
2. Site specific features/hazards
3. Drinking water supply
4. School ponds
5. Vehicles on site
6. Site security
7. Movement of students around the site
8. Contractors working on site
9. School events
10. Slip and trip hazards
11. Fire prevention
12. Showers and changing rooms
13. Grounds maintenance

## **General Manual Handling - Staff**

### **Significant Risk(s) – Cause of Injury**

- The lifting, carrying, pushing, pulling of loads, persons or animals
- No manual handling assessment undertaken (consider task, load, environment, individual capability, etc)
- Dropping the load
- Poor technique
- 'Rushing'
- Lack of assistance or failure to recognise that help is needed
- Obstruction/poor housekeeping
- Lack of training/instruction

### **Effects of Hazards – Possible Injury**

- Back strain
- Physical injury – muscular skeletal disorders affecting muscles, tendons, joints and skeleton
- Internal injuries, e.g. hernias
- Cuts and bruises
- Injuries to feet

### **Suggested Control Measures**

- Reduce the amount of manual handling
- Ensure manual handling assessments are undertaken for all tasks – refer to LCOP 18
- Individual to refer to previous training or guidance available
- Provide additional training for staff as identified (consider pregnant workers)
- Break down loads where possible – suppliers to co-operate
- Use mechanical assistance where available, e.g. barrows, trolleys for heavy loads and longer distances
- Request assistance for heavy loads and doors, stairs, hazardous routes, etc. (avoid use of stairs where possible)
- 'Test' weight of loads prior to lifting
- Use correct/kinetic lifting techniques – refer to training
- Improve/maintain the standard of site maintenance, e.g. trip/slip hazards
- Store heavy items between knee and chest level securely
- Transport loads at quiet times – less pedestrian traffic
- Consider environmental factors – outdoors, e.g. snow and ice

- Consider staff medical conditions - exclude from tasks if appropriate (refer to Manual Handling Assessments)
- If in doubt, 'do not attempt to lift', seek further advice
- If new staff are introduced a new assessment should be undertaken
- Ensure existing assessments are reviewed if there are any significant changes to the task
- Report/record/investigate all manual handling related accidents/injuries and near misses

## **General Manual Handling**

### **Significant Risk(s) – Cause of Injury**

- Pushing, pulling, lifting, carrying of loads
- No manual handling assessment (refer to LEA form)
- Lack of assistance/equipment
- Rushing
- Dropping loads on feet/hands

### **Effects of Hazards – Possible Injury**

- Back strain
- Muscular – skeletal injury
- Cuts
- Bruises
- Fractures
- Sprains – joints, muscles
- Internal injury, e.g. hernia

### **Suggested Control Measures**

- Complete manual handling assessments for all tasks
- Break down loads where possible
- Refer to guidance available and to previous training refer to LCOP 18 'Manual Handling' and Corporate Policy Section 12
- Provide training if identified from assessment – refer to In-service Training Brochure
- Carry out tasks at quiet times
- Use mechanical assistance for heavy loads – long distances
- Request assistance for heavy loads, doors, hazardous routes, etc.
- Maintain floors free from slip/trip hazards
- Avoid rushing
- Consider medical problems, previous back injury
- 'Test' weight of load prior to attempting the lift
- Store/stack heaviest items at low levels
- Position equipment, furniture, displays safely so not to obstruct access
- Maintain levels of cleanliness and use appropriate floor polishes in accordance with manufacturers instructions
- Consider environmental conditions if lifting/carrying outdoors
- Request further training in manual handling techniques
- Wear appropriate PPE provided for lifting, carrying – boiler duties, etc.
- Report/record all manual handling related injuries, near misses

## **Manual Handling (Lifting/Carrying/Assisting) Students - Staff**

### **Significant Risk(s) – Cause of Injury**

- Pushing, pulling, lifting, carrying of pupils
- No manual handling assessment (refer to LEA form)
- Lack of assistance/equipment
- Rushing
- Trips/slips/falls

### **Effects of Hazards – Possible Injury**

- Back strain - injury
- Muscular – skeletal injury
- Cuts
- Bruises
- Fractures
- Sprains – joints, muscles
- Foot injuries

### **Suggested Control Measures**

- Where possible encourage students to assist as much as possible to prevent lifting
- Ensure manual handling assessments are undertaken for all lifting/carrying of pupils
- Ensure the availability of lifting aids where appropriate
- Ensure staff are adequately trained in the lifting and carrying out children, refer to previous training, e.g. NNEB. Refer to In-Service Training and Development Brochure
- Provide additional training for staff, including new staff
- Review training needs if significant changes occur, e.g. change in environment, pupils abilities, new staff
- Contact the SEN Co-ordinator Physical Support of 020 8359 3033 for specific advice
- Refer to the In-Service Training and Development Brochure for relevant training courses available
- Consider the provision of 'In House' training and implement staff discussions re. training requirements
- Ensure all 'lifts' are necessary
- Request assistance where appropriate
- Refer to guidance available
- Refer to Manual Handling guidance/policies available from the LCOP or Health and Safety Unit
- Report/record/investigate all manual handling incidents/injuries
- Medical advice relating to individual health conditions is available from the Occupational Health Unit following Management referral
- Monitor manual handling activities and stop bad practices if they are noted

## **Violence at Work – Security Procedures**

### **Significant Risk(s) – Cause of Injury**

- Direct contact with students, parents, relatives, etc. conflict arising from a variety of situations
- Access by unauthorised persons
- Lack of physical security systems
- Lack of staff training, i.e. dealing with 'difficult' students/parents/potentially violent situations
- Staff 'acceptance' of threatening behaviour

### **Effects of Hazards – Possible Injury**

- Minor to serious personal injury
- Fatality
- Mental Stress (anxiety to staff – effects on health)
- Damage to personal/council property

### **Suggested Control Measures**

- Refer to Corporate Policy Arrangement No.9 and Education LCOP 23
- Implement security system to prevent unauthorised access to the school building. Consider intercom system/locking doors from the inside whilst ensuring means of escape for those inside
- Refer to DCFS (DfES) Guidance booklet Managing School Facilities – Guide 4 Improving Security in Schools or contact the Head of the Capital Team in the , Children's Service for advice on security in schools
- Refer to HSC/ DCSF (DfES) Advisory Committee guidance – Violence to Staff in the Education Sector
- Contact the Health and Safety Unit for advice
- If 'trespassers' are identified, contact Local Police for advice
- Staff to attend half day training session, 'Violence at Work Risk Assessment' or one day course 'Personal Safety and Violence at Work' – refer to In-Service Training and Development brochure
- School not to hesitate in dialling 999 when trespassers/assailants are on site and present risks of physical assault/nuisance or damage to personal or council property
- Where assailants or trespassers are known to the school (including dog owners) the advice of Law and Probity should be sought regarding what action can be taken, i.e. sending official letters regarding the possibility of legal action
- All physical assaults on staff to be reported and recorded in accordance with the Council Policy Arrangement No.9 and Education LCOP 4

- All verbal assaults perceived by the individual staff member to be threatening, to be reported and recorded
- Senior Teachers/Premise Controllers to be appropriately trained in counselling staff following a violent incident. In addition, all incidents should be monitored and reviewed and risk assessments revised accordingly
- Incidents where employees suffer a major injury (or a physical injury leading to more than three days off work) as a result of non-consensual physical violence arising from work activities, should be reported to the HSE using Form F2508

## **Use of Portable Electrical Equipment**

### **Significant Risk(s) – Cause of Injury**

- Lack of training/instructions or unauthorised use by students
- Electric shock, fire, explosion
- Cuts from sharp tools
- Struck by moving parts or ejected materials
- Falls – trailing leads, cables
- Falls of equipment – unsafe storage
- Untested portable equipment
- Faulty equipment
- Use of the equipment which is unsuitable for the environment, e.g. wet, flammable
- Use of extension leads
- Overloading
- Incompetent people repairing or using electrical equipment
- Lack of maintenance

### **Effects of Hazards – Possible Injury**

- Cuts
- Bruises
- Electric shock
- Electric burns
- Serious injury

### **Suggested Control Measures**

- Ensure adequate levels of supervision, instruction and training are in place
- Exclude students from using inappropriate equipment
- All staff and students to follow manufacturers instructions
- Staff to undertake visual checks of equipment prior to each use, e.g. no joins in the lead, insulations are intact, without cracks or fraying, plug tops are in good condition without cracks or pieces missing, etc. Refer to Visual Inspection Checklist
- Any damaged/defective equipment should be taken out of use and labelled as unsafe. All defects must be reported
- All repairs, including fitting of plugs to be undertaken by competent persons
- Position equipment correctly consider location of sockets and prevent trailing leads
- Recommend use of portable RCSs in the absence of central RCD protection
- Equipment to be used by authorised personnel only
- Establish emergency procedures re. First Aid in the event of electric shock
- Pay due attention to environmental conditions, i.e. caretakers use of tools outdoors
- Store safely all equipment not in use
- Extension leads only to be used as a temporary measure

- Consider the provision of additional sockets to enable safe positioning
- Consider the relocation of the sockets to enable safer use-positioning
- Supervision with tools, e.g. glue guns, irons, sewing machines where necessary
- All equipment to be included in the electrical inspection contract
- Position equipment away from water, heat sources or busy 'traffic' routes
- All equipment purchased to conform to BS/EN standards and be CE marked
- Personal equipment not to be used unless electrically tested by a competent person and the permission of the Headteacher/Premises Controller received.

## **Moving/Transporting Computers/Equipment on Trolleys**

### **Significant Risk(s) – Cause of Injury**

- Lack of maintenance
- Lack of supervision/instruction
- Collision
- Trapping – against doors, furniture
- Trips/slips/falls – poor access, obstructions, steps, spillages, leads
- Falling equipment – due to poor stacking/securing
- Capability of the individual

### **Effects of Hazards – Possible Injury**

- Cuts
- Bruises
- Fractures
- Manual handling injuries – pushing/pulling

### **Suggested Control Measures**

- Ensure adequate levels of supervision, instruction and training are in place
- Request assistance for doors, steps, ramps and busy traffic routes
- All equipment to be securely loaded or fastened to the trolley
- When positioned, trolley wheels to be locked
- Follow manual handling guidance
- Defective trolleys to be taken out of use until repaired
- Trolleys to be checked for defects
- Position trolleys safely – not too close to doors, access points, thoroughfares
- Ensure no trailing leads during transportation
- Ensure all electrical equipment is included in the contract inspection
- Visual checks to be undertaken of all electrical equipment prior to use
- Position electrical/computer equipment trolleys away from water, heat sources
- Trolleys not be overloaded with additional items
- Move equipment trolleys at 'quiet times' to avoid collisions
- Follow manufacturers instructions
- Ensure that the load is stable before moving the trolley

## Working at Heights - Staff

### Significant Risk(s) – Cause of Injury

- Lack of instruction/training
- Falling
- Dropping/falling objects
- Danger to others

### Effects of Hazards – Possible Injury

- Minor or serious injury to self or others

### Suggested Control Measures

- Refer to Corporate Health, Safety and Welfare Policy Arrangement No.10 – Ladders and LCOP11 Portable Ladder Safety
- Ensure adequate/appropriate access equipment is available and used by staff members
- All access equipment to conform to BS EN/CE Standards
- Steps/ladders access equipment to be purchased from reputable supplier
- Inform others of tasks being undertaken
- Aim to carry out tasks at quiet times, i.e. when pupils are not in class
- Access equipment should be safely/securely stored so as not to present further hazards, e.g. tripping/falling
- All equipment should be inspected before use
- Folding step ladders must not be used as straight ladders
- Folding step ladders must rest evenly on their legs and should be extended to the full width of the brace/tie cord
- Ladders should have rubber feet in place
- Rest Assistance wherever possible for higher access, or if lifting/stacking loads, etc.
- Avoid working at heights alone on site
- Avoid overreaching/rushing
- Position ladders safely, i.e. not on mats, other moveable objects or highly polished surfaces
- Do not position ladders/steps near/behind doors, exits, etc.
- Do not work at heights beyond which you are comfortable/confident
- Segregate students from the work area, carry out tasks at quiet times
- Consider the provision of suitable (small) access equipment at various locations around the school, e.g. kick stools/small steps to prevent tables/chairs being used as access equipment
- Train and instruct staff
- **Do not** stand on desks, chair or **any** surface that is not designed as access equipment
- Do not store heavy objects at height, best stored between shoulder and knee height

## **Disposal of Clinical/Medical Waste - Staff**

### **Significant Risk(s) – Cause of Injury**

- Infections
- Spread of infection
- Contact with body fluids
- Lack of instruction and training

### **Effects of Hazards – Possible Injury**

- Minor – Cross infection
- Minor – Blood borne infections

### **Suggested Control Measures**

- Refer to Corporate Health Safety and Welfare Policy Arrangement No.17 – Infection Control
- Follow advice to hygiene guidelines contained LCOP 17 (Infection Control)
- Contact Health and Safety Unit for advice
- Contact Local Area Health Authority for further specific advice
- Contact Central Purchasing Unit for advice on existing collection/disposal of clinical/medical waste from schools or appoint competent contractor
- Ensure responsible staff only involved in disposing of clinical/medical waste into school incinerators/macerators

## **Use of a Word Processor, Lap Top, Printer**

### **Significant Risk(s) – Cause of Injury**

- Collision
- Falling equipment
- Electric shock
- Traps
- Strains – muscular/skeletal
- Eye strain
- Trips, falls – trailing cables

### **Effects of Hazards – Possible Injury**

- Cuts, bruises
- Strains
- Eye strain
- Electric shock
- Muscular/skeletal injury/work related upper limb disorders
- Stress

### **Suggested Control Measures**

- Refer to LCOP 17 – Display Screen Equipment
- Ensure DSE assessments are carried out for all DSE users as defined in LCOP 17. Also refer to Section 18, Corporate Health, Safety & Welfare Policy Office Safety
- Contact Health and Safety Unit for specific advice, e.g. room, workstation, layout, seating, ventilation, etc.
- Users to be appropriately trained in use of equipment – refer to Corporate Training Brochure
- All equipment to be regularly electrically tested and maintained
- All defects to be reported immediately
- All repairs to be undertaken by competent persons
- All defective equipment to be taken out of use until repaired/replaced
- Position equipment safely, i.e. away from doors, fire exits, water, heat sources
- Avoid trailing cables and leads (trip hazards)
- Ensure ergonomics considered in office layout
- Refer to HSE guidance available

## **Use of a Word Processor, Lap Top, Printer**

### **Significant Risk(s) – Cause of Injury**

- Lack of instruction/training
- Traps
- Collision
- Electric shock
- Contact with chemicals

### **Effects of Hazards – Possible Injury**

- Cuts, bruises
- Bruises
- Electric shock
- Chemical effects

### **Suggested Control Measures**

- Refer to Procedure for Safe Use of Photocopiers – Corporate Health, Safety and Welfare Policy Arrangement
- Ensure staff are trained in the correct use of photocopiers
- Follows manufacturers instructions
- Ensure relevant COSHH assessments are undertaken for toners, duplicating fluids, etc.
- All equipment to be included in electrical equipment tests/inspections
- All faults to be reported immediately
- Position photocopiers as close to sockets as possible to prevent trailing leads, obstruction, collision hazards, etc.
- Ensure photocopiers are placed in a room with adequate ventilation
- Ensure manual handling assessments are undertaken if photocopiers are to be relocated by staff
- Ensure COSHH assessments are undertaken for relevant substances
- Store paper/toners safely so as not to cause obstructions/fire hazards
- Extension leads should be used only as a temporary measure

## **Use of a Office Equipment, e.g. Binders, Laminators**

### **Significant Risk(s) – Cause of Injury**

- Lack of instruction/training
- Electric shock
- Collision hazard
- Trap injury

### **Effects of Hazards – Possible Injury**

- Cuts
- Bruises
- Burns

### **Suggested Control Measures**

- Refer to Section 18 - Corporate Health, Safety and Welfare Policy – ‘Office Safety’
- Ensure all staff are trained in correct use of equipment
- Follow manufacturers instructions
- Only authorised staff to use machines – students to be prohibited where relevant or receive suitable supervision
- Position equipment in quiet areas and away from accesses, water, heat sources, with no trailing cables, leads
- Extension leads only to be used as a short term measure
- All equipment to be included in the electrical inspection and maintained/serviced regularly
- Faulty/defective equipment to be taken out of use
- All repairs/fitting of plugs to be undertaken by competent persons only
- Report/record all accidents/near misses

## **Working Alone**

### **Significant Risk(s) – Cause of Injury**

- Lack of instruction/training
- Hazardous activities
- Call outs
- Violence and challenging behaviour
- Inability due to injuries to report accidents

### **Effects of Hazards – Possible Injury**

- Minor – serious personal injury

### **Suggested Control Measures**

- Re-schedule hazardous duties for when others are to be on site, e.g. working at heights, heavy lifting, etc.
- Consider provision of personal attack alarms/pagers
- Consider working alone procedures to be implemented and included in school safety policy
- Call outs – ensure police/others are on site or contactable (mobile phones, etc.) during call outs, inspections of site
- Contact Health and Safety Unit for further advice
- If teachers/staff are alone on site, ensure others are informed of timescales to be worked
- Refer to Risk Assessment Checklist A – 14, Violence at Work

**B : Curriculum Based Activities**

- 1. Food Technology**
- 2. Art and Design (art, textiles and needlework)**
- 3. Science**
- 4. Physical Education (indoor and outdoor)**
- 5. Heat Processes**
- 6. Information Technology**
- 7. Swimming**
- 8. Technology Workshops**
- 9. Pottery and Ceramics**
- 10. Laboratory Animals**
- 11. Design Technology – Use of Tools**
- 12. Use of a Photographic Dark Room**
- 13. Manual Handling of PE Equipment**

## **Food Technology and Design/Home Economics**

### **Significant Risk(s) – Cause of Injury**

- Lack of supervision
- Fire
- Food safety
- Slips, trips and falls
- Contact with hot surfaces
- Contact with sharp objects
- Electric shock
- Faulty equipment
- Allergy

### **Effects of Hazards – Possible Injury**

- Cuts
- Bruises
- Burns
- Electric burns/shock
- Entanglement
- Food poisoning
- Allergic reaction
- Minor – serious injury

### **Suggested Control Measures**

- Ensure teachers hold a Basic Food Hygiene Certificate or equivalent
- Ensure provision of correctly stocked First Aid kit and trained personnel
- Installation of isolation switches directly above each cooker
- Regular visual checks to all electrical appliances, including plugs and cables
- Portable appliance test has been conducted within the last 12 months by a competent person
- Electrical equipment is not in use or sited adjacent to a sink
- Provision of appropriate Carbon Dioxide extinguishers and fire blankets
- Fire blanket has been located with sufficient space beneath blanket container to allow easy withdrawal
- Department staff are aware of operation of extinguishers, location of call points and procedures
- Room has adequate lighting and acceptable room temperatures throughout the academic year
- Gas valves are accessible and signed
- Refrigerators and freezers are equipped with thermometers and the correct operating temperatures maintained

- Ovens are cleaned regularly for removal of grease and food deposits
- Extraction fans are cleaned and filters regularly checked
- Microwaves are cleaned regularly for removal of food deposits
- Protective clothing used, laundered and stored safely after use
- Food preparation equipment/surfaces kept clean and in good condition
- Services regularly checked and maintained. Any faults reported and repairs actioned
- Provision of adequate storage for outdoor clothing and baggage
- Ensure adequate provision of hand washing facilities
- Behavioural policy for students which has been clearly explained and is enforce
- Floor surfaces cleaned daily, in good condition, and of non-slip construction
- Food preparation surfaces sterilised before use, if room used for other purposes, e.g. registration
- Adequate training, information, instruction and supervision when using any equipment
- Operating instructions for appliances clearly displayed
- All spillage cleaned up immediately
- Waste bins fitted with lids and lined with a plastic bin liner, emptied regularly
- Cleaning chemicals kept in a locked store, away from food and guidance given on safe use
- Consideration of pupils medical conditions (allergic reactions caused by specific foods)
- Food store is insect and rodent proof and its contents regularly checked for expiry dates
- Tea towels, dish cloths and oven gloves are regularly laundered
- Refer to Health and Safety Bulletin No.170 – Safety in the Use of Microwaves, and Bulletin 168 – Food Preparation Safety

## **Art and Design (Art, Textiles, Needlework)**

### **Significant Risk(s) – Cause of Injury**

- Contact with sharp objects/tools
- Exposure to machinery
- Contact with hazardous substances
- Eye contact
- Slips, trips and falls
- Contact with glue
- Lack of supervision
- Falling equipment

### **Effects of Hazards – Possible Injury**

- Cuts
- Abrasions
- Puncture wounds
- Skin irritation
- Eye injury/infection
- Allergic reaction
- Minor – serious personal injury
- Burns and scalds
- Electric shock
- Inhalation

### **Suggested Control Measures**

- Ensure adequate space for class size and activities
- Refer to DCSF (DfES), A Guide to Safe Practice in Art and Design
- Ensure adequate hand washing facilities with soap, nail brush and paper towels
- Provide adequate levels of supervision and instruction
- Provide adequate safe storage for equipment when not in use
- Protective clothing and other PPE issued where required
- Ensure safe methods of drying and processing in order to avoid slip and trip hazards
- Purchase products appropriate to educational standards and to BS/CE standards
- Clean up area thoroughly after use. Clean up any spillage promptly
- Carry out COSHH assessments and ensure that staff have access to them
- Refer to Safety Bulletin No.169 – Safe Use of Knives
- Refer to Safety Bulletin No.80 – Glues and Additives
- Ensure that all art room floors are of non-slip construction and washable
- Carry out visual checks of equipment, leads and plugs
- Report any defects
- Report/investigate all accidents/near misses
- Provide secure storage for any hazardous materials
- Refer to Design and Technology Adviser for specific advice

- Carry out regular inspection of any electrical equipment (visual check)
- Ensure electrical equipment has been tested by a competent person within the last 12 months
- Retrieve lost needles/pins with a magnet
- Sewing machines positioned carefully, close to sockets to avoid trailing leads
- Consideration given to textile fibres and dusts (dust masks provided where appropriate)
- Tools and equipment checked for defects and repaired/replaced as necessary
- Work benches in good repair and pieces of work/displays positioned safely (not near main thoroughfares or access points)
- Report/record all accidents/near misses
- Refer to Cleapss Hazard Cards

## **Science (chemistry, Physics and Biology) – Staff and Students**

### **Significant Risk(s) – Cause of Injury**

- Lack of instruction/training/supervision
- Use of equipment
- Contact with hazardous substances
- Hygiene/infection
- Contact with hot surfaces
- Eye contact
- No COSHH assessment
- Electric shock
- Slips, trips and falls

### **Effects of Hazards – Possible Injury**

- Cuts
- Bruises
- Inhalation
- Allergies
- Skin irritation
- Hygiene/infection
- Electric shock
- Burns/scalds

### **Suggested Control Measures**

- Ensure that all science subjects are taught under the direct supervision of a qualified science teacher
- Ensure that all staff have access to and comply with local Codes of Practice
- Ensure staff have access to the following publications :
  - Safety Bulletins
  - Safety in Science Education (1996)
  - Cleapss Publication
  - Hazcards
  - Local Rules for the Accounting and Use of Radioactive Substances
  - Topics in Safety (third Edition just published)
  - Use of Ionizing Radiation in Educational Establishments
- Refer to Science Adviser for specific advice
- Staff and students are provided with suitable eye protection conforming to BS2092C or EN166.3 and that other forms of eye protection conforming to BS 2092 or EN166.F are available for use
- Ensure provision of eye protection which can be worn over spectacles
- Eye protection is cleaned and inspected regularly
- Safety screens are provided as necessary and inspected for serviceability
  
- Spillage kits are provided and checked for serviceability, staff trained in their correct use

- Storage is organized with guidance given in Cleapss Handbook, Section 7
- Hazardous chemicals are appropriately labelled with warning signs
- Radioactive materials are securely locked away from permanently occupied areas and flammables
- Compile inventory for chemicals and corrosive substances, with quantities of hazardous materials kept to a minimum
- Large containers are stored at low levels and are protected from kicking and low level knocks
- Containers are placed in a tray or similar to contain spillage
- Bottle carriers, cylinder trolleys are provided to assist with manual handling
- Flammable liquids in containers exceeding ½ litre are stored securely in a flammable store
- Provide isolated storage of incompatible chemicals, away from each other.
- Ensure that any gas cylinders are stored in a well ventilated area, away from heat sources, with No Smoking signs displayed, that they are secured, stored vertically and checked for leakage
- Ensure that immersion fluids are topped up
- Chemical stocks are clearly labelled including a date, and checked regularly for evidence of deterioration
- Store heavy items at low level
- Check biological specimens for leakage
- Ensure that poisons are clearly labelled and in secure storage
- Inspect Radon generators for cracks and splits to prevent release into atmosphere
- Maintain inventory of ionising radiation sources and maintain records
- Implement and monitor safe disposal arrangements for chemical and biological waste
- Audit stock (at least annually and dispose of unwanted stock)
- Identify separate disposal facilities for glass and biological waste
- Regularly inspect glassware for cracks, chips and dangerous sharp edges
- Undertake regular inspection of Bunsen burners to ensure air sleeves are adjustable, jets and flame retention collar is not blocked, tubing is in good order
- Ensure that laboratory equipment is in good condition and operatives fully trained and instructed in the correct operating procedures, purpose, function, controls and safety devices. Refer to Cleapss Guide L214.re. The Dangers of By-passing Safety Devices. See Cleapss R101 – Equipment for Steam Sterilisation
- Ensure pressure devices are checked by a competent person (min 26 months) and records kept
- Ensure that laboratory flooring is cleaned daily, benching and seating is in good order
- Electrical sockets/switches are free from defects, regularly checked, plugs and flexes inspected prior to use
- Master electrical switch is clearly labelled and staff are familiar with its location
- Master gas stopcock is clearly labelled
- Laboratory is protected by earth leakage circuit breaker, which is fully functional when the test button is activated
- Ensure that all mains services are colour coded for easy identification
- Undertake regular inspection for gas and water leaks
- Ensure provision of a First Aid kit, which is readily accessible to every laboratory, correctly stocked and in an identified location

- Provision of eyewash facilities in an identified location, with eye wash bottles regularly checked for their expiry date, and staff trained in the correct eye wash procedure
- All staff should be aware of immediate remedial measures required to prevent injury while waiting for a First Aider
- Appropriate fire fighting equipment available (See Building Bulletin No.7)
- Laboratories have adequate ventilation, regular checks are made to ensure that fume cupboards are fully operational, and extraction fan is able to contain the gasses, vapours, fumes and odours being produced
- Fume cupboard has maximum opening limitation, and that cupboard is checked by a competent person at least every 14 months
- Laboratory lighting is fully functional and levels of illumination adequate
- All prep rooms are provided with washing facilities (hot and cold running water,, soap, nail brush and paper towels)
- Ensure hygiene standards are maintained, e.g. supervised washing of hands following handling of soil/substances/offal
- Pupils are issued with a behavioural policy when attending science lessons
- Access to both laboratories and prep rooms is restricted and rooms kept locked when not occupied
- There is an agreed procedure for the briefing of staff and pupils regarding specific hazards, staff are able to access risk assessments for their workplace
- Please refer to the following Health and Safety Bulletins for additional guidance :
  - No.172 – Use of Glass Rods and Test Tubes in Science Laboratories and Prep Rooms
  - No.171 - Laboratory Safety
  - No.164 – Battery Safety Guidelines
  - No.158 – Laboratory Security
  - No.153 – Disposal of Unwanted Chemicals and Hazardous Waste
  - No.148 – Bovine Eyeball Dissection in Schools
  - No.145 – Use of Alkaline Solutions
  - No.144 – Wiring 13A Plugs

## **Student PE Activities - Outdoors**

### **Significant Risk(s) – Cause of Injury**

- Ground defects, e.g. holes
- Equipment defects, e.g. portable goal posts
- Lack of supervision/training
- Environmental conditions
- Slips, trips, falls, collision

### **Effects of Hazards – Possible Injury**

- Cuts
- Bruises
- Fractures/sprains
- Head injury
- Minor – serious personal injury

### **Suggested Control Measures**

- Ensure levels of supervision, instruction and training are adequate
- Refer to LCOP 11 Outdoor Activity Policy
- Refer to PE Advisers for specific advice/training
- Refer to BAALPE Document “Safe Practice in Physical Education’
- Refer to LCOP 12 re. Agility Equipment Fixed in Playgrounds
- Ensure grounds/field free of defects, litter, sharps, etc. – report to appropriate department
- Take into account nearby hazards and environmental conditions
- All team games to be conducted in a safe manner and supervised
- All equipment to be checked for defects – portable goal posts to have securing devices fitted
- All equipment to be used appropriately
- Large equipment to be tested regularly and defects reported/actioned
- Dispose of obsolete equipment
- When using other facilities report any defects to manager including accidents/near misses, ensure access to first aid facilities and emergency telephone
- Jewellery should be removed before PE sessions
- Take into account students’ needs, capabilities and medical conditions, e.g. access to Asthma inhalers (especially when off site)
- Suitable clothing and footwear to be worn
- Report/record investigate all accidents/near misses as appropriate
- Refer to school PE policy

## **Students PE Activities - Indoors**

### **Significant Risk(s) – Cause of Injury**

- Slips, trips and falls
- Lack of supervision
- Collisions
- Dropping/falling equipment

### **Effects of Hazards – Possible Injury**

- Cuts
- Bruises
- Fractures
- Head injury
- Sprains
- Minor – serious personal injury
- Injury to others

### **Suggested Control Measures**

- Ensure adequate levels of supervision, instruction and training are in place
- Refer to the PE advisers for specific advice/training
- Refer to Risk Assessment – Manual Handling of PE Equipment
- Refer to the BAALPE Document ‘Safe Practice in Physical Education’
- Remove surplus equipment/furniture from hall prior to PE sessions
- Ensure hall/gym is free from defects, floor surfaces and cleanliness maintained at a high standard, no trip/slip hazards
- Refer to Safety Bulletins 132 – Safety Glazing in Educational Establishments and No. 89 – Safety in Use of School Halls
- All glazing in high activity areas, e.g... hall/gym to confirm to BS6262 safety glazing
- All equipment in use to be regularly checked for defects by staff
- All equipment to be inspected by competent persons, i.e. specialist contractor
- Equipment to be stored safely – staff to supervise in storage areas to avoid collisions/accidents
- First aid facilities are available

## **Educational Visits and Field Trips**

### **Significant Risk(s) – Cause of Injury**

- Lack of instruction/training
- Traffic and transport
- Venue – suitability
- Clothing and equipment
- Environmental factors
- Lack of relevant expertise at venue
- Medical considerations
- No access to emergency services/telephone
- Risks of infection
- Contact with hazardous substances
- Inappropriate attitude

### **Effects of Hazards – Possible Injury**

- Possible fatality/minor to serious injury depending on the activity being undertaken

### **Suggested Control Measures**

- Ensure adequate detailed proposals in place prior to visit, i.e. information to parents
- Ensure DCSF (DfES)/Children's service guidance is followed
- Ensure adequate levels of supervision, instruction and training are in place, refer to DCSF (DfES) Guidance re. ratio of staff to students
- Consider students' capabilities, needs and medical conditions (also special needs) including access to Asthma inhalers/medication
- Pre-visit venues as necessary to determine suitability/risks
- Ensure travelling first aid kit and first aider accompanies group
- Staff to be aware of emergency facilities, i.e. first aid, emergency telephone, fire exits at venues especially for residential visits
- Warn staff/students of hazards likely to be encountered prior to visit
- Refer to relevant documentation – DE, DCSF (DfES) Guidelines for Outdoor Pursuits (Baalpe document)
- Check all aspects of itinerary – insurance, transport,, standard of accommodation/venue, possible effects of environmental factors, equipment, clothing, supervision ratios, level of competence of teachers/carers/helpers
- All transport to be arranged according to Authority guidelines, i.e. approved contractor, certified vehicles, etc.
- Seating arrangements to be implemented according to Authority guidance (seatbelts/supervision)
- Record/report/investigate all accidents/near misses as appropriate
- Ensure student food hygiene re. packed lunches, consider appropriate storage of lunch boxes
- Obtain details of risk assessments carried out at the site by the provider at the site to be visited

## **Technology (Heat Process)**

### **Significant Risk(s) – Cause of Injury**

- Contact with heat
- Extreme temperatures
- Eye contact
- Fire
- Explosion
- Inhalation of toxic fumes
- Lack of training, supervision and instruction
- Faulty equipment
- Lack of maintenance
- Electric shock
- Lack of protective equipment

### **Effects of Hazards – Possible Injury**

- Eye injury
- Cuts
- Bruises
- Minor to serious personal injury
- Burns
- Scalds
- Electric shock

### **Suggested Control Measures**

- Ensure adequate information, instruction and supervision is given to all students
- Safety instructions are given before any equipment is used
- Safety notices are clearly displayed
- Welding benches are level, secure and double earthed
- Power isolation switches are operational and power is locked off when room is unsupervised
- Local exhaust ventilation equipment is provided and inspected regularly
- Switchgear is safe and accessible
- Ensure correct protective clothing/equipment is issued and used
- All relevant COSHH/Risk Assessments have been completed for each process
- Equipment is fitted with appropriate regulators/gauges and flash back arrestors
- Check that hoses are in good condition, torch controls move freely and can shut off supply
- Cylinder stores are well ventilated, stored vertically and are secure
- Activities are supervised by competent personnel
- Student numbers are restricted at each piece of equipment
- Appropriate #locks and temperature indicators are fitted and are operational
- Non return valves (Brazing Heath) are fitted in both gas and air lines

- All equipment is fitted with appropriate guarding
- Ensure provision of appropriate fire fighting equipment, first aid facilities and eye wash
- Hand tools are inspected for condition and any defects reported and repairs actioned or tools taken out of use
- All accidents/incidents and near misses are recorded

## **Information Communication Technology**

### **Significant Risk(s) – Cause of Injury**

- Muscular/skeletal strains
- Electric shock
- Eye strain
- Trips and falls – trailing cables
- Collision

### **Effects of Hazards – Possible Injury**

- Cuts and bruises
- Strains
- Eye strain
- Electric shock
- Muscular/skeletal injury
- Work related upper limb disorders
- Stress

### **Suggested Control Measures**

- Ensure that subject is taught by a qualified IT teacher
- Ensure that all students are adequately supervised
- Refer to LCOP 17 Display Screen equipment
- Ensure that installation is by a qualified electrician and circuit protection is fitted centrally
- Ensure that DSE regulations and ergonomics are considered when arranging workstation layout
- All equipment to be regularly electrically tested and maintained
- Any defects reported immediately and repairs undertaken by a competent person
- Equipment positioned safely to avoid door, fire exits, water and heat sources
- Avoid the need for trailing cables and leads
- Refer to specialist ICT adviser
- Refer to HSE guidance
- Provide carbon dioxide fire extinguisher in ICT room
- Access to room restricted when not supervised
- Food and drink in room prohibited

## **Swimming**

### **Significant Risk(s) – Cause of Injury**

- Lack of supervision/instruction
- Slips, trips, falls
- Drowning

### **Effects of Hazards – Possible Injury**

- Cuts
- Bruises
- Fractures/sprains
- Drowning

### **Suggested Control Measures**

- Refer to Safety Bulletin 75 – Guidelines for the Teaching of Swimming within the Curriculum
- Ensure levels of supervision, instruction are maintained in changing area and for journeys to the pool if offsite
- All transport to be arranged in accordance with council/LEA guidance
- Relevant/qualified instruction to be available at the poolside, i.e. lifeguards/first aiders
- Adequate numbers of male/female staff to accompany swimming groups
- Staff to report any defects observed at the pool
- Students' capabilities, needs and medical conditions to be considered including access to asthma inhalers/medication, etc.
- Refer to PE Advisers for specific advice
- Refer to BAALPE Document 'Safe Practice in Physical Education'
- SEN students – class sizes should be reduced to take into account students' capabilities, ages, etc.
- Schools with their own pools should refer to the Health and Safety Commission Booklet – 'Safety in Swimming Pools' issued by the Sports Council, 16 Upper Woburn Place, London, WC1H 0QP, Telephone No: 020 7388 1277
- Report/record/investigate all accidents/near misses as appropriate
- School with own pool to ensure written procedures for access to pool and use, also COSHH assessments and relevant filtration plant procedures – Caretaker/Site Manager

## **Technology (General Workshops)**

### **Significant Risk(s) – Cause of Injury**

- Lack of supervision, training and instruction
- Contact with equipment
- Contact with sharp objects
- Ejection of particles
- Faulty equipment
- Entanglement
- Lack of maintenance
- Contact with heat

### **Effects of Hazards – Possible Injury**

- Cuts
- Burns and scalds
- Eye injuries
- Bruises
- Minor to serious personal injury

### **Suggested Control Measures**

- Ensure that technology subjects are taught under the direct supervision of a suitably qualified teacher
- Ensure staff have access to Local Codes of Practice
  - Safety Bulletins
  - DES Safety in Practical Departments
  - CLEAPSS Risk Assessments for technology
  - Copies of Woodworking Machines Regulations 1974
  - Copy of Abrasive Wheels Regulations 1970
  - HSE Press Releases
- Ensure provision of suitable goggles 2092/C/DGrade 1 impact are available for students and staff
- Ensure that other forms of eye protection are available for staff/students who wear spectacles
- Check that eye protection provided is cleaned and in good order
- Ensure provision of RPE (Refer to LCOP 15/6). If RPE is non disposable, provide facilities, instruction, training and information on how to keep equipment hygienic and clean
- Ensure that protective clothing is issued and guidance given on cleaning and storage
- If storing LPG, ensure that storage is safe and in a purpose built outdoor, lockable cage
- Ensure that all flammable liquids are kept in a flammable store which is correctly labelled
- Ensure that 'in use' flammables are kept in minimal quantities and are properly contained and labelled

- Provide each workshop with readily accessible first aid kit, stocked with the correct contents
- Conduct audit of chemical stocks and discard outdated/unwanted substances
- Provide safe storage of all raw materials
- Provide facilities for the safe and tidy storage of cutting tools
- Monitor temperatures within the workshops to avoid excessive heat
- Establish procedure for locking/unlocking of workshops to control unauthorised access
- Ensure that unsafe tool/machinery is labelled and taken out of service, locked away until repaired or disposal is carried out
- Ensure that all machinery is safely secured to the bench, wall or floor
- Check that power isolators or key switches work on all machinery and lockable isolators are fitted to circular band saws and combined planer thicknesser
- Ensure that all NVOL stop/start units are functional on all machines
- If machine requires the use of both hands provide emergency foot/knee stops and check that stops are operational
- Ensure that all students are given instruction in starting, stopping and methods of isolation when cleaning, finishing and changing tools and bits
- Check that students are informed of the dangers of loose clothing, ties, scarves, necklaces, long hair
- Provide and inform students on the use of rags and cotton waste for the holding of items
- Door and gangways are unobstructed
- Students are advised as to the importance of guards and are familiar with all safety signs and procedures in the workshop
- Dust extraction units are fitted and are working efficiently
- Ensure that push sticks are available
- Ensure provision of positive switch or interlocks to drive mechanisms
- Check that pulleys and drive mechanisms are fully guarded
- Ensure that where fitted low volt light unit is functional
- Ensure that all tool rests are properly adjusted and are secure
- Students are advised of the behavioural policy when in workshops

## Pottery and Ceramics

### Significant Risk(s) – Cause of Injury

- Allergies – dust
- Slips, trips and falls
- Contact with heat
- Electric shock
- Manual handling
- Entanglement
- Inhalation of fumes

### Effects of Hazards – Possible Injury

- Burns
- Cuts
- Bruises
- Minor to serious personal injury

### Suggested Control Measures

- Ensure that First Aid facilities are available at all times
- Ensure that COSHH Risk Assessments have been completed for all substances
- Refer to Safety in Ceramics – A Guide for Educational Workshops and Studies
- Refer to specialist advisers
- Refer to Code of Practice (Control of Substances Hazardous to Health in the Production of Pottery)
- Ensure that kiln has an automatic cut out device on each door
- Check that kiln is fitted with an interlocking key switch by which the main supply must be turned off before the key which opens the kiln door can be opened
- Ensure that kiln is located in either a purpose built kiln room or is protected by lockable cage
- Locate kiln in a position to allow free air movement all round, and that a 15cm air gap exists between all sides of the kiln and the nearest wall. The ceiling or roof is over 1 metre above the kiln
- Check that kiln is adequately ventilated and if gas or oil fired, fumes can be ducted away to a safe distance outside the building
- Provide a carbon dioxide fire extinguisher next to the kiln
- Ensure that operating instructions and location of the master gas tap/and electricity power switch are clearly displayed
- Check that all wiring to kiln is enclosed in an armoured cable or metal conduit
- Ensure that kiln is regularly serviced by a competent person and records are kept
- Advise students that eating and drinking is prohibited
- Check that all spillages are cleared up as they occur to prevent accidents and control levels of dust
- Check that all equipment and utensils are washed or wet spray cleaned after use

- Check that all cleaning staff are advised to use suitable vacuum cleaners or wet cleaning methods
- Ensure that clay is stored in wet rigid containers with tightly fitting lids and glazes are stored safely
- Report/record all accidents/near misses
- Machinery fitted with the correct guards
- Pot mill has finger guards fitted at mouth of hopper
- Isolation and starter switches are located at an easy to reach level
- Personal using mechanical mixers are closely supervised
- Cover is fitted to bowl to prevent access to moving paddles and blades
- Warning sign displayed to instruct operator to switch off machine before removing mixture
- Potters Wheel belt and pulley adequately guarded and electrical apparatus protected from ingress of moisture
- Students given instruction, training and supervision before use
- Notices displayed on operational requirements of each item of machinery
- All power cables and conduit are in good condition
- Machinery regularly checked by a competent person

## Laboratory Animals

### Significant Risk(s) – Cause of Injury

- Bites
- Infestation
- Allergies
- Risks from housing/cleanliness
- Bacterial infection

### Effects of Hazards – Possible Injury

- Cuts
- Bruises
- Bites
- Allergic reaction
- Asthma attack
- Skin irritation
- Infestation/parasites

### Suggested Control Measures

- Ensure that keeping of animals are appropriate to students educational needs and are of educational value
- Refer to reliable reference material, e.g. RSPCA booklet – “Animals in Schools”
- Refer to Safety in Practical Studies DCSF (DfES) Publication
- Refer to CLEAPSS information on small mammals
- Obtain supplies from a reputable supplier
- Consider animals’ requirements and environment and ensure that adequate arrangements have been made for providing food, water and cleaning during holidays and weekends
- Maintain clean housing and disinfect regularly
- Ensure work surfaces are cleaned and disinfected if animals have been out of cages
- Ensure students are given adequate instruction and supervision when handling animals
- Ensure students are aware of the need to keep animals separate
- Ensure high standards of hygiene are observed after handling
- Consider individual students’ medical conditions and allergies
- Ensure adequate first aid provision and consider liaison with parents regarding tetanus vaccination and possible allergies

## **Design and Technology Activities – Use of Tools - Students**

### **Significant Risk(s) – Cause of Injury**

- Lack of instruction/training
- Trapping
- Ejection
- Particles/dust
- Falling/dropping equipment
- Faulty/inappropriate equipment

### **Effects of Hazards – Possible Injury**

- Cuts
- Bruises
- Eye injury
- Minor personal injury
- Injury to others

### **Suggested Control Measures**

- Ensure staff receive appropriate training – refer to In Service Training brochure
- Ensure adequate levels of supervision, instruction and training are in place
- Tools and equipment to be in good condition and appropriate for the task
- Tools/equipment to be checked for defects and repaired/replaced as necessary
- Dispose of defective/obsolete tools
- Store tools safely preferably in purpose built accommodation – purpose built storage facilities where appropriate/feasible
- Work benches to be in good repair and positioned safely, i.e. not near main thoroughfares, access points, etc.
- Use Council/LA approved products/substances only
- Refer to guidance – Safety in Practical Studies DCSF (DfES)
- Provide appropriate personal protective equipment where appropriate, e.g. goggles
- Dust masks, etc. for staff and students
- Ensure work areas tidy at end of lesson and floors left clean, no slip/trip hazards
- Assess students' individual capabilities, concentration etc. and implement 1:1 or close supervision as appropriate
- Report/record all accidents/near misses

## **Photographic Dark Room**

### **Significant Risk(s) – Cause of Injury**

- Electric shock
- No COSHH Assessment
- Contact with hazardous chemicals
- Slips ,trips and falls
- Falling equipment
- Eye contact
- Lack of instruction, training and supervision

### **Effects of Hazards – Possible Injury**

- Eye injury
- Skin irritation
- Burns and scalds
- Electric shock
- Bruises
- Cuts
- Inhalation of fumes

### **Suggested Control Measures**

- Maintain separation of wet and dry areas
- Extraction fan provided (vented to the exterior)
- All electrical equipment regularly tested
- Provision of emergency exit in the event of fire
- Ensure provision of appropriate protective equipment
- Ensure adequate guarding and emergency brake is fitted to power driven printing press
- Ensure COSHH assessment completed and staff and pupils aware of the hazards associated with substances
- Refer to Health & Safety Bulletin 123 (Health & Safety in Dark Rooms)
- Ensure provision of a CO2 fire extinguisher fitted either inside or just outside the dark room
- Ensure that all internal doors and walls are 30 minute fire rated
- Provide spillage kit, eyewash facility and correctly stocked first aid kit
- All wiring properly insulated and no trailing leads permitted
- Power sockets must be located at bench level and away from the wet areas
- Splash proof sockets should be used if required in wet areas
- Independently fused sockets and pull cord switches used where possible
- Hand drying facilities provided and staff/pupils advised to follow the one hand rule
- Provision of a smoke detector
- Ensure best level of safe lighting and ventilation
- Maintain floor and other surfaces as clean and dry as possible

- Store thermometers safely and handle with care
- Ensure staff and pupils are aware of relevant Health & Safety procedures and are adequately supervised
- Refer to Art Advisory Teacher for additional guidance
-

## **Manual Handling of PE Equipment - Students**

### **Significant Risk(s) – Cause of Injury**

- Slips, trips, falls
- Dropping equipment

### **Effects of Hazards – Possible Injury**

- Cuts
- Bruises
- Fractures
- Minor – serious personal injury

### **Suggested Control Measures**

- Ensure adequate levels of supervision are in place
- Refer to PE Advisers for specific training/advice
- Refer to 'Safe Practice in Physical Education' BAALPE document
- Refer to LCOP 18 – Manual Handling
- All equipment to be tested/inspected regularly and any defective equipment taken out of use until repaired/replaced
- Obsolete equipment should be disposed of
- Ensure Manual Handling assessments are carried out as appropriate
- Take into consideration students, ages, capabilities and medical conditions, exclude where appropriate
- Take into account environmental/floor condition, e.g. following dining in a multi use hall
- Take into account Manual Handling assessments are undertaken for any new equipment purchased
- 'Test' lift apparatus
- Avoid manoeuvring equipment near windows – all glazing in high activity areas should conform to BS6262 safety glazing, refer to Safety Bulletin 132
- Report/record/investigate all accidents/near miss incidents
- Consider 3 class rota system for getting out and putting away of equipment

**C : Site Management and Cleaning**

- 1. Use of Hand Tools**
- 2. Boiler Room Duties**
- 3. Use of Portable Electric Tools**
- 4. Working at Heights**
- 5. Use of Mobile Tower**
- 6. General Manual Handling**
- 7. Use of Cleaning Materials**
- 8. Use of Buffer, Scrubbers, Vacuum Cleaners**
- 9. Disposal of Clinical/Medical Waste**
- 10. Swimming Pool/Plant Duties**
- 11. Litter Picking**

## **Use of Hand Tools**

### **Significant Risk(s) – Cause of Injury**

- Lack of instruction/training
- Lack of M=maintenance
- Contact with equipment
- Contact with sharp objects
- Ejection of particles
- Faulty tools
- Traps – falling tools

### **Effects of Hazards – Possible Injury**

- Cuts
- Bruises
- Eye damage
- Trap injuries
- Minor – personal injury

### **Suggested Control Measures**

- Caretaker(s) to attend relevant training courses – refer to In-service Training brochure
- Ensure tools are appropriate for task
- Follow manufacturers instructions
- Request assistance if appropriate
- Check tools for defects and if defective, take out of use until repaired/replaced
- Ensure tools are stored safely
- Do not leave tools where they may obstruct access and cause trip hazards, etc.
- Appropriate Personal Protective Equipment (PPE) to be available, e.g. gloves, goggles, users, etc.
- Segregate students from work areas
- Avoid hazardous tasks when working alone
- Report/record all accidents/near misses
- Access to First Aid facilities to be available at all times
- Ensure that electrical tools are tested for electrical safety at least every year

## Boiler Duties

### Significant Risk(s) – Cause of Injury

- Boiler plant not maintained
- Lack of instruction/training
- PPE not provided/used
- Safeguards overruled
- Slips, trips, falls
- Ventilation
- Explosion/fire
- Manual handling
- Working in high temperatures

### Effects of Hazards – Possible Injury

- Cuts
- Bruises, fractures – minor to serious personal injury
- Burns
- Choking
- Manual handling - injury

### Suggested Control Measures

- Caretaker to receive adequate training for duties – refer to In-service Training brochure
- Access to Boiler Room by authorised personnel only
- Boiler Room/bunkers to be kept locked when occupied
- Boilers to be checked/inspected by competent heating engineers at appropriate intervals
- Main gas shut off valve to be easily located and provided
- **Boiler Rooms not to be used as storage facilities**
- Storage of combustible/flammable items prohibited
- Fire exits to be signed and easily accessible
- Lighting to boiler house steps to be adequate/improved where necessary
- All steps to be clear and non-slip
- Hot surfaces to be protected/signs erected as appropriate
- COSHH assessments to be undertaken for all hazardous substances
- Ensure ventilation is adequate/improved – seek further advice
- All faults to be reported immediately to the Design and Build Section at Barnet House
- Ensure adequate lighting inside Boiler Room
- Inform others of whereabouts, e.g. access to coal bunkers
- Appropriate PPE to be provided, e.g. boots, dust masks, gloves where appropriate
- Manual handling assessments to be undertaken for all relevant tasks

## **Technology (General Workshops)**

### **Significant Risk(s) – Cause of Injury**

- Lack of instruction/training
- Equipment not tested/inspected
- Electric shock
- Ejection of particles
- Contact with sharp objects
- Trips, falls, trailing leads

### **Effects of Hazards – Possible Injury**

- Minor – serious personal injury
- Eye damage/injury
- Cuts
- Bruises

### **Suggested Control Measures**

- Refer to LCOP 21 – Electricity at Works Regulations 1989
- Ensure all equipment in use is authorised and tested by the Electrical Inspection Unit/or competent person
- Carry out visual checks of cables/leads/plugs, etc. on a daily basis – refer to checklist
- Report all defects – take defective equipment out of use
- Provide training to use equipment where necessary
- Follow manufacturers instructions
- All repairs, fitting of plugs to be carried out by competent persons
- Dispose of all obsolete electrical equipment safely
- Provide PPE, e.g. gloves, goggles where appropriate
- Exclude/segregate students from work areas
- Fuses, circuit breakers and other devices to be correctly rated for the circuit they protect
- Caretaker to be responsible for checking the “test” button on RCD protection
- Tools and power sockets to be ‘off’ before plugging in
- Appliances to be unplugged before cleaning or adjusting
- Use extension leads as a temporary measure only
- Consider problems presented by environment
- Position equipment tools to avoid trailing leads
- Prohibit modifications to equipment
- Use of two or three-way adaptors (multi points) to be avoided or temporary use only
- Avoid hazardous tasks when working alone
- First Aid facilities to be available at all times

## Working at Heights

### Significant Risk(s) – Cause of Injury

- Falling
- Dropping objects
- Danger to others
- Poor housekeeping
- Lack of training/instruction
- Inappropriate equipment for task

### Effects of Hazards – Possible Injury

- Minor or serious injury to self or others

### Suggested Control Measures

- Refer to LCOP 16 – Portable Ladder Safety
- Select/purchase appropriate, suitable access equipment which conforms to BS/CE Standards from reputable suppliers
- Where appropriate inform others in a suitable place
- All equipment should be inspected before and after use and any defects reported immediately, defective equipment beyond repair should be disposed of immediately
- Folding step ladders must not be used as straight ladders
- Folding step ladders must rest evenly on their legs and should be extended to the full width of the brace/tie cord
- Ladders or steps should have rubber feet in place
- Request assistance where possible, e.g. for higher access or if lifting loads
- Consider environmental/ground condition outdoors
- Avoid working at heights alone on site
- Avoid over reaching/rushing
- Prohibit use of tables and chairs for access to heights
- Position ladders safely, i.e. **not** on mats, other moveable objects or highly polished surfaces
- Do not position ladders/steps near doors, exits, etc.
- Do not work at heights beyond which you feel comfortable/confident
- Segregate students from the work area/carry out task at quiet times
- Ensure ladders are secured, e.g. use securing devices
- Cordon off areas, use signs to warn of hazards
- Consider mains services hazards, e.g. electricity, gas, water
- Ladders should be secured by tying at the top to prevent slipping
- Ladders should be secured by a second person footing the base
- Ladders should be set at the most stable angle, a slope of 4 units up to 1 unit out at the base
- Ladders should always extend at least 1m above the landing place, i.e. the highest rung in use unless there is a suitable handrail to provide equivalent support

- Consider the provision of additional/suitable access equipment support
- Extending ladders should have an overlap of at least 3 rungs
- Wooden ladders not to be painted – obscures defects

## **General Manual Handling**

### **Significant Risk(s) – Cause of Injury**

- Pushing, pulling, lifting, carrying of loads
- No manual handling assessment (refer to LEA form)
- Lack of assistance/equipment
- Rushing
- Dropping loads on feet/hands

### **Effects of Hazards – Possible Injury**

- Back strain – injury
- Muscular – skeletal injury
- Cuts
- Bruises
- Fractures
- Sprains – joints, muscles
- Internal injury, e.g. hernia

### **Suggested Control Measures**

- Complete manual handling assessments for all tasks
- Break down loads where possible
- Refer to guidance available and to previous training – refer to LCOP 18, 'Manual Handling' and Corporate Policy Section 12
- Provide training if identified from assessment – refer to In-service Training brochure
- Carry out tasks at quiet times
- Use mechanical assistance for heavy loads – long distances
- Request assistance for heavy loads, doors, hazardous routes, etc.
- Maintain floors free from slip/trip hazards
- Avoid rushing
- Consider medical problems, previous back injury
- 'Test' weight of load prior to attempting the lift
- Store/stack heaviest items at low levels
- Position equipment, furniture, displays safely so as not to obstruct access
- Maintain levels of cleanliness and use appropriate floor polishes in accordance with manufacturers instructions
- Consider environmental conditions if lifting/carrying outdoors
- Request further training in manual handling techniques
- Wear appropriate PPE provided for lifting, carrying – boiler duties, etc.
- Report/record all manual handling related injuries/near misses

## Use of Cleaning Materials

### Significant Risk(s) – Cause of Injury

- No COSHH assessment
- Unauthorised products in use
- Contact with hazardous substances
- Inhalation of hazardous substances
- Slips, trips, falls

### Effects of Hazards – Possible Injury

- Minor – serious injury – from slips, trips, falls
- Inhalation noxious fumes
- Allergies
- Dermatitis
- Skin Cancer

### Suggested Control Measures

- Caretaker(s) to attend relevant training course – refer to In-service Training brochure
- Ensure only approved/authorised products used in school, contact Health and Safety Unit for further advice or approval of new products
- Ensure COSHH assessments are carried out for all hazardous substances and information available to **all** relevant staff
- Consider known allergies of users or medical conditions and substitute products for safe type or provide appropriate PPE
- Use materials in accordance with manufacturer's instruction
- **NEVER** mix chemicals especially toilet cleaners/bleach
- Undertake regular 'stock' checks and dispose of unapproved surplus materials
- Use materials appropriate to task
- Provide/request COSHH training where appropriate
- Chemicals/materials to be appropriately stored in a locked container/cupboard, check for leakages and mixing of materials
- Flammable materials should be stored in metal cabinets away from ignition sources
- Provide appropriate storage facility (metal cabinet) for flammable materials
- Segregate students from cleaning areas, erect signs/instructions
- Clean up spillages promptly
- Empty containers should not be used to store any liquids or materials other than what is stated on the label

## **Use of Buffer, Scrubber, Vacuum Cleaners**

### **Significant Risk(s) – Cause of Injury**

- Electric shock
- Slips, trips, falls
- Lack of training/instruction

### **Effects of Hazards – Possible Injury**

- Minor to serious personal injury
- Cuts, bruises, fractures, etc.
- Injury to other site users

### **Suggested Control Measures**

- Ensure all equipment is checked for electrical defects, e.g. Electrical Inspection Unit/competent persons
- Staff to undertake visual checks prior to use – plugs, leads, cables, etc. – refer to checklist
- All defects to be reported
- All repairs/fitting of plugs by competent personnel only
- Defective equipment to be taken out of use and marked 'defective'
- Obsolete equipment to be disposed of
- Follow manufacturers instructions
- Use of equipment by authorised persons only
- Machine to be appropriate for the job in hand
- Plugs to be fused with the correct value fuse
- Taken care not to jam cables beneath doors or become a trip hazard or obstruction, not to become tangled in machines
- Keep the machines in a clean and tidy state, empty dust bags regularly to prevent fire hazards
- Ensure filters are replaced when appropriate
- Use extension leads/two or three-way adaptors (multi points) as a temporary measure only
-

## **Disposal of Clinical/Medical Waste - Staff**

### **Significant Risk(s) – Cause of Injury**

- Infections
- Spread of infection
- Contact with body fluids
- Lack of training/instruction

### **Effects of Hazards – Possible Injury**

- Minor – cross infection
- Minor – blood borne infections

### **Suggested Control Measures**

- Refer to Corporate Health Safety and Welfare Policy Arrangement No.17 – Infection Control
- Follow advice to hygiene guidelines contained in LCOP 17 – Infection Control
- Contact Health and Safety Unit for advice
- Contact Local Area Health Authority for further specific advice
- Contact Central Purchasing Unit for advice on existing collection/disposal of clinical/medical waste from schools or appoint competent contractor
- Ensure responsible staff only involved in disposing of clinical/medical waste into school incinerators/macerators

## Swimming Pool Plant Duties

### Significant Risk(s) – Cause of Injury

- Contact with hazardous substances
- Lack of training – plant procedures/COSHH
- Lack of maintenance
- Slips, trips, falls in cleaning processes
- Drowning

### Effects of Hazards – Possible Injury

- Cuts
- Bruises
- Inhalation
- Reaction to hazardous substances
- Minor – serious personal injury
- Drowning

### Suggested Control Measures

- Caretakers to attend relevant swimming pool plant training course to ensure levels of competence (and COSHH training) – refer to In-service Training brochure
- Authorised persons only to be allowed into Plant Room
- Plant Room to be kept locked when not in use
- All chemicals to be appropriately stored and relevant COSHH assessments undertaken – maintain ‘bund’ area if necessary
- No combustible items to be stored in storage facility
- Adequate ventilation in storage area – refer to COSH assessments
- Plant operating procedures to be available in the case of illness, holidays and caretaker sufficient ‘handover’ instructions in place
- Refer to ‘Safety in Swimming Pools’ issued by the Sports Council, 16 Upper Woburn Place, London, WC1H 0QP, Telephone No: 020 7388 1277
- Ensure access to the pool is prohibited during maintenance works
- Ensure adequate First Aid provision is available, e.g. for chemical splashes
- Floors around the pool, to be maintained, defects reported
- Ensure adequate drainage to prevent slipping
- All faults to be reported directly to the relevant maintenance department
- Provide PPE for use by caretakers, e.g. boots, aprons, gauntlets, eye protection as required by COSHH assessment
- When delivery of chemicals are made, ensure chemicals are stored immediately
- Sodium Hypochlorite and Hydrochloric Acid **should not** be stored together
- Suitable respiratory protection should be provided for employees who may be exposed to toxic gases, they should be trained in its use, respirators should conform to the relevant British Standard/CE Standard
- Any spillages should be quickly cleaned away using a safe method – refer to the COSHH assessment
- Disposal of waste chemicals should be arranged as appropriate

## **Litter Picking**

### **Significant Risk(s) – Cause of Injury**

- Contact with sharp objects
- Contact with infectious/unhygienic objects
- Slips, trips, falls

### **Effects of Hazards – Possible Injury**

- Cuts
- Bruises
- Fractures
- Minor personal injury

### **Suggested Control Measures**

- Refer to Corporate Policy, Section 17 – Infection Control for needlestick procedure. Also check the school's own drug policy
- All defects in grounds to be reported to appropriate department for action, e.g. holes in ground, damaged trees
- Caretaker to undertake daily checks of ground and remove litter etc. where found
- Appropriate PPE to be provided, e.g. gloves
- Students to report all broken glass/sharp objects to the caretaker for removal by a member of staff
- Staff/students to report needles and syringes found to caretaker for disposal in sharps bins. Caretaker to observe hygiene guidelines
- Strict hygiene procedures to be followed when/if students are involved in litter picking, students to be supervised
- Dog excrement/condoms etc. to be reported to caretaker for safe removal
- Arrange appropriate training for caretaker
- Other equipment, i.e. litter picker, sharps bin, to be provided

**D : Sites and Building Issues**

- 1. Site Cleanliness**
- 2. Site Specific Features/Hazards**
- 3. Drinking Water Supply**
- 4. School Ponds**
- 5. Vehicles on Site**
- 6. Site Security/Vandalism**
- 7. Movement of Students Around the Site**
- 8. Contractors Working on Site**
- 9. School Events**
- 10. Slip and Trip Hazards**
- 11. Working Alone**
- 12. Fire Prevention**
- 13. Showers and Changing Rooms**
- 14. Grounds Maintenance**

## **Site Cleanliness – Hygiene Risk – Students, Staff**

### **Significant Risk(s) – Cause of Injury**

- Contamination
- Infestation
- Growth of bacteria
- Spread of infections
- Allergies – (aggravated)
- Slips, trips, falls

### **Effects of Hazards – Possible Injury**

- Food poisoning
- Leptospirosis, Weils Disease
- Infections
- Asthma attack
- Cuts
- Bruises
- Minor – serious injury

### **Suggested Control Measures**

- Ensure levels of site cleanliness are maintained at an acceptable standard
- Premise Controller to monitor standards of cleaning and re-clarify deficiencies
- Contact the Client Catering Officer for advice if problems exist in the catering areas
- Infestation, rats, mice, wasps, fleas, etc. – contact Pest Control Unit at Barnet House
- Students to be instructed on maintaining cleanliness around the building
- Monitor the site for defects, e.g. slips, trips, hazards
- Undertake localised repairs where appropriate
- Prohibit use of areas until safe
- Report/record/investigate all accidents/near misses as appropriate
- Control/prevent unauthorised access to site
- Carry out regular site inspections, to check standards and implement improvements as necessary

## **Site Specific – Building Defects – Staff/Students/Visitors**

### **Significant Risk(s) – Cause of Injury**

- Slips, trips, falling hazards
- Fall from heights
- Contact with heat, electricity, sharp surfaces
- Broken glass/light fittings
- Explosion
- Ventilation
- Excessive heat/low temperature
- Asbestos

### **Effects of Hazards – Possible Injury**

- Burns, cuts, bruises, fractures, etc.
- Minor to serious personal injury/death
- Discomfort – extremes of heat/cold
- Asbestos related illness/conditions
- Allergies

### **Suggested Control Measures**

- Undertake localised repairs if practicable when defects are identified
- Liaise with the Health and Safety Unit for further advice
- Liaise with Design and Build Building Surveyor to provide estimates/arrange remedial work
- Undertake initial clean up operations, i.e. broken glass
- Prohibit entry into danger area, erect signs
- Ensure supervision levels are maintained
- Co-operation/co-ordination between premise staff/caretaker(s) is essential
- Consider access after hours by unauthorised persons, e.g. where holes and dangerous environments exist – ensure areas barriered to prevent accidents
- Report/record/investigate all accidents/dangerous occurrences/near misses as appropriate
- Carry out regular site inspections and carry out repairs as necessary

## **Drinking Water Supply – Staff, Students, Visitors**

### **Significant Risk(s) – Cause of Injury**

- Infection – spread, e.g. dysentery, health/hygiene risks
- Contaminated water supply
- Legionella/bacteria

### **Effects of Hazards – Possible Injury**

- Spread of infection
- Health problems
- Possible severe illness

### **Suggested Control Measures**

- Water tanks systems to be routinely inspected/maintained by Design and Build Services or competent contractor
- Ensure all drinking water is identified by competent persons and marked as such
- All new drinking supplies to be marked
- Staff to supervise/arrange adequate supply of drinking water and cups in absence of drinking fountains
- Drinking fountains to be fully operable and pressure adequate to ensure no risk from cross infection
- Fountains should be cleaned periodically, and outdoor ones should be visually checked for cleanliness at the beginning of each day
- Contact Design and Build or South East Water for advice available, e.g. burst main or contaminated supply. Bottle water may need to be supplied in emergencies. Also see Safety Bulletin No.168 – Dealing with Emergencies

## **School Pond – Students, Staff, Unauthorised Persons**

### **Significant Risk(s) – Cause of Injury**

- Unfenced areas
- Unauthorised access
- Lack of supervision/instruction
- Concealing dangers, i.e. overgrown grass
- Hygiene procedures not followed
- Trips, slips, falls
- Contact with contaminated water

### **Effects of Hazards – Possible Injury**

- Infections – Tetanus, Weil's Disease, E-Coli
- Drowning
- Minor – serious injury following slips, trips, falls

### **Suggested Control Measures**

- Ensure students are adequately supervised when working in wildlife and pond areas
- Ponds **not** in a quadrangle should be supervised with a small fence to prevent falls, e.g. after school hours – unauthorised visitors
- Areas around ponds to be free from slip/trip hazards
- Check water/fish for signs of contamination, arrange cleaning as appropriate, e.g. Weil's Disease if rats pollute water
- Ensure students wash hands after handling water, soil, animals, plants, etc.
- Refer to 'Keeping Animals in Schools' (A Handbook for Teachers)
- Report all accidents/near misses as appropriate
- Take pest control measures as necessary

## **Vehicles on Site – Staff, Students and Commercial**

### **Significant Risk(s) – Cause of Injury**

- No pedestrians/vehicular separation
- Collision with vehicles
- Injuries received avoiding collision
- Unsafe loads
- Speeding

### **Effects of Hazards – Possible Injury**

- Cuts, bruises, fractures
- Injury ranging from minor to serious

### **Suggested Control Measures**

- Provide a separate entrance for pedestrians and vehicles where appropriate/practicable
- Areas may require fencing/coning off
- Inform parents early in school year regarding school traffic policy
- Students/parents to be informed of hazards and restricted areas
- Signs to be erected for restricted areas
- 'No Parking' where access is required by emergency vehicles, e.g. ambulance or fire engine
- Contact commercial firms to call at school at quiet times
- Implement road traffic system, i.e. one way with turning circle, roundabout, etc. where appropriate
- Consult Health and Safety Unit for advice (within school boundary)
- Consider provision of signs, speed ramps, width restrictors, to discourage speeding
- Prohibit entry of unauthorised vehicles – motorbikes, parents, etc.
- Segregate vehicle parking from communal areas
- Warn students of hazards
- Record/report/investigate all accidents/near misses as appropriate
- Consult Accident Prevention Unit or Traffic and Transportation Unit regarding concerns outside the school gate and on the public highway outside the school boundary

**Vandalism – Broken Windows, Damage to Buildings**  
**- Staff, Students, Site Users and Unauthorised Visitors**

**Significant Risk(s) – Cause of Injury**

- Contact with sharp objects/broken glass following vandalism
- Trips, slips, falls – defects created
- Violence/challenging behaviour

**Effects of Hazards – Possible Injury**

- Cuts/puncture wounds
- Bruises
- Fractures
- Serious personal injury

**Suggested Control Measures**

- Ensure staff/students report all breakages immediately
- Caretakers to wear appropriate protective equipment when disposing of glass/sharp objects, etc.
- If syringes/needles found, dispose in sharps bins (refer to Corporate Health, Safety and Welfare Policy, Section C.17 – Infection Control)
- Contact local police if unauthorised persons present
- Consider provision of mobile phones/personal attack alarms for caretakers/staff
- Ensure boarding up operations carried out properly
- Consider the provision of anti-vandal paints (signs)
- Consider the provision of anti-vandal fencing (signs)
- Consult local police station for advice regarding repeated vandalism and trespassers
- Encourage neighbours to report unauthorised access by persons
- Report all incidents as appropriate
- Call outs – Caretakers to be accompanied at all times
- Review School Security procedures, e.g. consider benefits/practicality of security patrols/CCTV/Schoolwatch, etc.

## **Movement of Students Around the Site - Including Breaks and Lunchtime**

### **Significant Risk(s) – Cause of Injury**

- No pedestrian/vehicular separation
- Lack of vehicular traffic systems and adequate supervision
- Exposure to known hazards, e.g. slips, trips, falls
- Collisions – with other pupils, furniture, etc.
- Site specific hazards, e.g. steps, ramps, staircases
- Environmental conditions, e.g. snow, ice, rain
- Lack of supervision

### **Effects of Hazards – Possible Injury**

- Cuts – abrasions
- Bruises – bumps to the head
- Fractures
- Serious injury

### **Suggested Control Measures**

- Ensure adequate levels of supervision, instruction and training are in place
- Ensure adequate levels of housekeeping are maintained
- Report/record/action all defects observed, e.g. slip, trip hazards, broken glass/doors, etc.
- Ensure adequate access/egress to all fire exits at all times, all fire exits/escape routes to be signed
- Staff/pupils to be aware of fire emergency evacuation procedures – hold regular fire drills (i.e. once a term at least)
- Storage/displays organised/erected so as not to restrict/impede movement or create fire risks
- Instruct on safe use of premises, i.e. walk don't run, traffic systems, etc.
- Implements rules on movement, e.g. no moving, carry bags on shoulders, etc. and enforce/supervise as appropriate
- Introduce 'traffic control' procedures for stairs, steps, busy areas, consider monitors
- Instruct on site specific hazards, e.g. school pond, wildlife area, gardens, etc.
- Clear away spillages promptly – erect caution signs when floors are wet
- Consider classroom layout for easy access/egress
- Consider environmental condition outdoors, e.g. snow, ice, rain and provision of barrier matting
- Report/report/investigate all accidents and near misses as appropriate
- Ensure adequate levels of supervision maintained in the dining hall
- Ensure all spillages are cleaned away – spilt food, etc.
- Lunchtime staff to liaise with Headteacher regarding behavioural problems
- Ensure adequate first aid provision available at all times including access to medication/asthma inhalers
- Liaise with supplier's delivery contractors to arrive at quiet times

- Adequate lighting
- Vision panels in doors
- Where possible, physically separate vehicle and pedestrian traffic
- Provide lighting, where appropriate
- Protect high risk areas first, e.g. boundary fence onto main road

## **Contractors on School Sites – Team Barnet and Private**

### **Significant Risk(s) – Cause of Injury**

- Dangers from contract working, e.g. roofing, wiring, cleaning contractors
- Exposure to heavy plant – movement of vehicles on site
- Unsegregated work areas
- Exposure to excavations – uneven surfaces, unfenced pits/inspection chambers, etc.
- Environmental conditions – lack of co-ordination
- Deliveries for contract work including caterers
- School activity affecting work of contractor
- Tools/equipment/substances left unattended

### **Effects of Hazards – Possible Injury**

- Slight injury – serious injury

### **Suggested Control Measures**

- Ensure only approved/reputable contractors are employed, i.e. ensure inclusion on approved list, consider past performance (references), membership of trade bodies, accreditation from trade bodies, health and safety awareness, health and safety policy
- Liaise with relevant client department
- Schedule major works wherever possible in school holidays
- Contractor to supply information regarding safe systems of work, COSHH and Method Statements
- Establish co-ordination between the site manager or designated member of staff and contractor to discuss site safety as the contract progresses
- Consider control of deliveries – ‘quiet’ times – location of plant
- Ensure adequate segregation of contractor, equipment, students and employees where possible
- Have knowledge of central reporting procedures in the event of an accident, dangerous occurrence or involving mains services
- Co-operation/co-ordination required at all times by all parties
- Refer to the ‘Health and Safety Plan’ where the Construction (Design and Management) Regulations apply
- All Premises Controllers who employ contractors should attend the half-day course available – “Contractors’ Supervision” – refer to the Training and Development brochure
- Refer to HSC leaflet – Contractors in Schools, C250 IAC(L)98 2/96 – available from HSE Books, Tel: -1787 881165
- Permit to work systems must be used and checked where necessary (high risk activities)
- Liaise regarding school activities which could affect contractor’s operation, including passing on a copy of relevant emergency procedures
- Refer to Corporate and Service Procedures on Managing Contractors
- Advise contractors of emergency/security procedures at the school
- Monitor the contractors’ activities and enforce safety rules

## **School Events – Galas, Sports Days, School Fairs, Discos, etc.**

### **Significant Risk(s) – Cause of Injury**

- Use of unauthorised equipment
- Equipment
- Activities – sports
- Overcrowding
- Unauthorised visitors
- Action of others
- Fire
- Health hazards – utility services
- Environmental factors including weather
- Trips, slips, falls

### **Effects of Hazards – Possible Injury**

- Cuts
- Bruises
- Fractures
- Minor – serious personal injury

### **Suggested Control Measures**

- Devise organisation plan, ensure adequate supervision, stewarding
- Obtain necessary permission – relevant bodies
- Contact Council Insurers for advice and arrange adequate insurance cover
- Ensure safe separation of vehicles and pedestrians (see Part 5 of this document)
- Assess the suitability of the school as a venue/accommodation
- Pay due attention to environmental conditions, i.e. mud, floods
- Equipment
- Ensure education of users
- Carry out regular checks/inspections – all electrical equipment to be suitable and tested/inspected by competent persons
- Employ protective devices as required
- Follow manufacturers instructions
- Equipment to be used by authorised personnel only
- Establish emergency procedures, e.g. first aid, evacuations
- Secure equipment not in use
- Follow legal requirements
- Consider neighbour relations
- Management control over event
- Ensure site clearance after the event
- Report/record/investigate all accidents, dangerous occurrences, near misses as appropriate
- Restrictions on chemicals, flammables, heat sources
- Bouncy Castle guidelines – Health and Safety Executive

- Control of waste/rubbish
- Food safety
- Provision of water/shade on hot or warm days
- Provision of hot drinks and warm environments on cold days

**Trip, Slip Hazards – Staff, Visitors**  
**e.g. Loose Carpet, Mat Wells, Floor Tiles, Slipper Floors, etc.**

**Significant Risk(s) – Cause of Injury**

- Poor housekeeping
- Defects in buildings
- Positioning of equipment
- Spillages – wet floors
- Trips, slips, falls

**Effects of Hazards – Possible Injury**

- Cuts
- Bruises
- Fractures
- Sprains

**Suggested Control Measures**

- Report and record all defects
- Undertake localised repairs where appropriate
- Provide carpet edge protection or restrainers for carpets/mats
- Mop up all spillages/spilt food, etc.
- Erect signs when floors are wet/slippy
- Warn students of known hazards
- Ensure adequate levels of maintenance
- Construction sites to be 'made good' following works
- Ensure adequate levels of supervision in place at all times
- Flooring to be secure/safe/non slip
- Maintain/improve standards of housekeeping
- Caretakers to use correct floor treatments in accordance with manufacturers instructions, e.g. emulsion non-slip polishes
- Floors to be washed/polished at quiet times
- Ensure equipment in use does not create a trip hazard
- Beware/prevent trailing cables and leads
- Do not leave mops, buckets, brushes and machines where someone can fall over them
- Never place a ladder or steps behind a door
- Take account of environmental conditions and slip hazards – snow, ice and grit surfaces where necessary
- Report/record/investigate all accidents/near misses as appropriate
- Arrange displays/furniture so as to avoid injury from collisions
- All floor coverings/cork matting in mat wells to be flush with surrounding surfaces
- Encourage/enforce safe movement around the school

## **Working Alone**

### **Significant Risk(s) – Cause of Injury**

- Lack of instruction/training
- Hazardous activities
- Call outs
- Violence and challenging behaviour
- Inability due to injuries to report accidents

### **Effects of Hazards – Possible Injury**

- Minor – serious personal injury

### **Suggested Control Measures**

- Reschedule hazardous duties for when others are to be on site, e.g. working at heights, heaving lifting, etc.
- Consider provision of personal attack alarms/pagers
- Consider working alone procedures to be implemented and included in school safety policy
- Call outs – ensure police/others are on site or contactable (mobile phones, etc.) during call outs, inspections of site
- Contact Health and Safety Unit for further advice
- If teachers/staff alone on site, ensure others are informed of timescales to be worked
- Refer to 'Risk Assessment Checklist A 14' – Violence at Work

## **Fire and Fire Prevention**

### **Significant Risk(s) – Cause of Injury**

- Lack of fire prevention
- Lack of fire precautions in place
- Lack of fire procedures
- Heat/fire/smoke
- Building collapse
- Inability to escape

### **Effects of Hazards – Possible Injury**

- Fatality
- Burns
- Ill health effects from smoke inhalation
- Minor to serious physical injury

### **Suggested Control Measures**

- Refer to the Corporate Policy, Section 3 – Fire Precautions, and to LCOP 4 – Fire in Educational Establishments
- Refer to Building Bulletin No.7 (DCSF - DfES) – Fire Precautions in Educational Establishments
- Premise Controller training
- Fire Warden training
- Induction training

### **Fire Prevention**

- Store combustible materials safely, e.g. away from heat sources
- Ensure safe storage of flammable materials and sources of ignitions
- Ensure electrical installations and portable electrical equipment is inspected and maintained to reduce risk of fire
- Position portable heaters safely
- Risk assess the use of heat generating equipment, e.g. cookers, Bunsen burners, chemicals, etc. including new equipment or processes
- Where smoking is permitted by staff in school, ensure safe disposal of cigarette butts
- Consider location and emptying of refuse bins and the likelihood of arson

## Fire Precaution

- Refer to Building Bulletin No.7 (DCSF - DfES) and advice from Health and Safety Unit, Building Surveyor and London Fire and Civil Defence Authority for advice on the provision of the following :

Fire escape routes and exits, compartmentation, fire resistance escape routes, fire/smoke doors, emergency lighting, fire alarm system to be installed as advised by competent persons

- Fire alarm system call points to be tested weekly on a rotational basis and records kept
- Provide and maintain appropriate fire fighting equipment – extinguishers, hose reels, fire blankets records to be kept of servicing
- Ensure above are accessible and positioned safely
- Fire Plan – Plan of Action to be in place in the event of fire, evacuation procedure to be in place and fire drills recommended to be held each term – consider blocking off exits, holding drills at varying times of the day to include lunchtime staff. Record of fire drill to be kept, and to include any delays or problems experienced
- Ensure that appropriate procedures are in place for physically/mentally disabled, visually impaired and hearing impaired site users
- Appoint fire wardens where necessary to assist in the evacuation and roll call
- Fire Action Notices – provide information to staff and pupils each term
- Information to be given to new, temporary staff (and contractors) on fire procedures
- Fire escape routes should be clearly marked – see Safety Bulletin Nos. 152 and 166

## **Showers and Changing Rooms**

### **Significant Risk(s) – Cause of Injury**

- Lack of supervision
- Slips, trips and falls
- Burns and scalds
- Struck by falling objects
- Risk of infection
- Medical considerations
- Inappropriate attitude

### **Effects of Hazards – Possible Injury**

- Cuts
- Bruises
- Fractures
- Head injury
- Sprains
- Minor – serious injury
- Injury to others
- Burns and scalds

### **Suggested Control Measures**

- Provision of non-slip flooring
- Ensure adequate levels of supervision, instruction and training
- Ensure floor surfaces and cleanliness is maintained to a high standard to prevent spread of mud, dirt and infection
- Ensure showers are regularly maintained and services and heat regulators functioning
- Ensure lockers are positioned safely and locks maintained
- Take into account pupils' medical needs/conditions and ensure procedures are in place to prevent spread of infection, e.g. verrucas
- Investigate/report/record all accidents/near misses as appropriate
- Ensure adequate ventilation to avoid excess humidity
- Ensure checks undertaken for water quality

## **Grounds Maintenance – Boundary, Grounds, Trees - Staff, Students and Visitors**

### **Significant Risk(s) – Cause of Injury**

- Unfenced/damaged boundary fencing
- Holes in ground
- Unsafe trees
- Litter- broken glass
- Sharps – syringes, etc.
- Fouling by dogs or other animals
- Falls, trips, slips
- Unsafe fencing
- Neighbour nuisance
- Trespassers

### **Effects of Hazards – Possible Injury**

- Cuts
- Bruises
- Fractures
- Infections
- Minor – serious personal injury

### **Suggested Control Measures**

- Report major defects in grounds to the council's Grounds Maintenance Client Unit
- Refer mature tree defects/root damage to the council's Tree Section
- Prohibit entry/access to danger areas if possible
- Warn students/staff of known hazards
- Caretaker to undertake litter picking, sweeping of leaves to prevent slip hazards
- Caretaker to use litter picker and appropriate PPE, e.g. gloves for removal of litter
- Staff/students to report all broken glass, syringes, condoms, dog excrement to staff/Caretaker for safe removal
- Needles, syringes to be disposed of in sharps bins, disposal of sharps bins to be arranged via hospital or local clinic
- Report/record/investigate all accidents/near misses as appropriate
- Ensure COSHH assessments undertaken for all hazardous substances used, pesticides, etc.
- Prompt first aid for cuts/wounds etc. and observation of hygiene principles
- School to obtain information regarding toxocara virus and relay information to students regarding the risks associated with dog/cat faeces
- School not to hesitate in dialling 999 when trespassers are identified on site and present risks of physical assault/nuisance or damage to personal or council property
- Where neighbours or trespassers are known to the school (including dog owners) the advice of the Law and Probity should be sought regarding what action can be taken, i.e. sending official letters regarding the possibility of legal action

- Where the school does not use Barnet's Grounds Maintenance Unit, full checks of the contractor's Health and Safety Policy must be made

## **Health and Safety Information Available to Secondary Schools**

1. London Borough of Barnet Corporate Health, Safety and Welfare Policy
2. Children's Service Health, Safety and Welfare Policy
3. Health and Safety Unit's Safety Bulletins
4. Children's Service Local Codes of Practice
5. CLEAPSS Science information and bulletins
6. CLEAPSS Laboratory Handbook
7. DCSF (DfES) Safety Series
8. Safety in Practical Studies
9. Health and Safety in Schools, Barry Stock (Croner Publication)
10. Safe Practice in Physical Education (British Association of Advisers and Lecturers in Physical Education)
11. Managing Health and Safety in School Workshops (The National Association of Advisers and Inspectors in Design Technology)
12. A Guide to Safe Practice in Art and Design (DCFS - DfES)
13. Health and Safety Executive/Commission – DCSF (DfES) Advisory Committee Publications
14. Managing School facilities series DCSF (DfES)
15. Corporate training
16. Children's Service
17. Health and Safety Unit