



AMDG

Academic Year 2021-22

RISK ASSESSMENT POLICY	
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If you would like to request a printed copy of a policy, please contact the Compliance Manager j.mchugh@stonyhurst.ac.uk or the Headmaster's P.A. r.taylor@stonyhurst.ac.uk

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1. INTRODUCTION AND OBJECTIVES

- 1.1. The purpose of this policy is to enable Stonyhurst to meet its duty of care to pupils and staff (and others) by creating a culture of undertaking risk assessments to reduce the risks of all members of the Stonyhurst community. The aim is to protect the health, safety and wellbeing of pupils, staff, visitors and contractors, and others affected by our operations.
- 1.2. This policy and associated procedures provide a framework for staff to follow in the completion of risk assessments. The Management of Health and Safety at Work Regulations 1974 dictate that Stonyhurst has an absolute duty to carry out risk assessments to ensure such obligations are met. The Independent School Regulatory requirements demand that Stonyhurst ensures the welfare of pupils is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and that appropriate action is taken to reduce risks identified.
- 1.3. Stonyhurst must take a proactive approach to managing risk, and thereby reduce the likelihood that pupils, staff, visitors and contractors will be harmed through negligence and lack of foresight or proper planning.

2. THE PURPOSE OF A RISK ASSESSMENT

- 2.1. By focussing on prevention, as opposed to reacting when things go wrong, it is possible to prevent accidents and injuries that could ruin lives, damage reputations and cost money. Once a risk assessment has been completed the significant risks must be communicated to pupils, staff, visitors and contractors to enable their co-operation and inform decisions. Such communication can be done verbally, for example through a Toolbox Talk or where appropriate more formally by providing a copy of the risk assessment and discussing the findings during a team or department meeting.

3. WHAT IS A RISK ASSESSMENT?

- 3.1. Risk assessment is a tool for conducting a formal examination of the harm or hazard to people, that could result from an activity or situation;
 - A hazard is something with the potential to cause harm.
 - A risk is an evaluation of the probability (or likelihood) of the hazard (harm) occurring.
 - A risk assessment is the resulting assessment of the severity of the outcome (e.g. loss of life, destruction of property).

- 3.2. Risk control measures are the measures, actions and procedures that are put in place in order to minimise the consequences of unfettered risk (e.g. staff training, appropriate supervision, clear work procedures, preliminary visits, warning signs and barriers). Risk assessments are used to identify the potential hazards to people from the College's activities (e.g. safeguarding related, site security, slipping, falling, poor health, equipment, sports, boarding, recreation), property (fire), strategic (reputation, loss of pupils, impact on development), financial (falling pupil rolls), compliance (data protection) and environmental (hazardous waste).

4. RESPONSIBILITIES FOR RISK ASSESSMENTS

Stonyhurst's responsibility

- 4.1. It is Stonyhurst's responsibility, through its management, to ensure risk assessments are completed and implemented. The work involved to meet this responsibility is delegated to key roles within the school; namely Heads of Departments or Managers, their direct line managers (e.g. Senior Deputy Head or Bursar) and the Health, Safety & Security Manager. This responsibility includes recognition of the particular nature of Stonyhurst as a boarding school and the associated risks e.g. security of pupils.

Heads of Teaching and Support Departments

- 4.2. The Heads of Departments or Managers have control over the activities in that department and therefore need to ensure decisions made consider safety requirements. A key way to achieve this is by completing a risk assessment and ensuring work activities within the department are carried out safely. Heads of Departments or Managers are responsible for ensuring appropriate risk assessments are in place and reviewing them to ensure the risk assessment accurately reflects operations and activities in their department. Heads of Department or Managers should ensure that risk assessments are stored on the shared area for ease of access and reference. Heads of Department or Managers should ensure department risk assessments are reviewed regularly, after an incident/accident or at least on an annual basis. Line managers are expected to ensure this happens.

Responsibilities of all staff

- 4.3. All new members of staff are given an induction into Stonyhurst's arrangements for risk assessments and health and safety. Specialist training is given to those whose work requires it. However, staff are responsible for taking reasonable care of their own safety, together with that of pupils, staff, visitors and contractors. They are responsible for co-operating with the health and safety policy and arrangements (including risk assessments) and members of the SLT (College and SMH leadership groups) in order to enable the Governors to comply with their health and safety duties. Finally, all members of staff are responsible for reporting any risks/defects or concerns to their line manager.

5. GENERAL ARRANGEMENTS

5.1. Each department is responsible for ensuring risk assessments are in place for all work activities, the Health, Safety & Security Manager will work with all departments to provide advice and support.

5.2. General risk assessments should consider the following generic hazards:

- Safeguarding of pupils
- Working at height
- Hazards from equipment/machinery used
- Substances hazardous to health (COSHH)
- Access and egress
- Manual handling
- Slips and trips
- Lone working
- Noise
- Preventing unauthorised access to high risk areas

5.3. However, every department will have specific hazards that need to be assessed; for example, safeguarding of children and adults, and detailed arrangements are in place to cover this important area, recruitment checks by the Human Resources Department, supervision levels in boarding houses, site security by the Health, Safety & Security Manager, tree work by the Grounds Department, hot works by the Maintenance Department and Plant Room operations in the Sports Complex. Risk assessments should aim to eliminate the hazard where reasonably practicable and then look to reduce the risks, protecting pupils, staff, visitors and contractors, identifying safe ways of working and reducing the likelihood of ill-health or injury.

5.4. Line Managers and Heads of Departments are responsible for ensuring their staff are briefed on risks specific to their department and the control measures to be used to protect the health and safety of pupils and staff.

Pastoral risk assessments

5.5. These are written and recorded. Safeguarding risk assessments are confidential and prepared by the DSL and the DSL team. These are stored on the relevant pupil's safeguarding file. Information is shared, where needed, to protect individuals. Supervision requirements for an activity or in boarding houses will most often be considered in a group session.

Educational Areas

5.6. There are number of higher risk pupil focused activities which take place at Stonyhurst, each of which requires risk assessment to be organised by the activity lead and authorised by the appropriate Deputy Head;

- Safeguarding, child protection, and Prevent
- Outdoor adventurous training and overnight trips
- Science experiments
- Design and technology equipment and tasks
- Each sport and PE activity
- Duke of Edinburgh award and Adventure Skills scheme activities
- Art activities and equipment (including the clay and print studios)
- CCF activities
- Music activities (including minimising the risk of hearing loss to staff)
- Drama activities and sets (including the set build and break down, back stage, stage/performance, props room and lighting box)

5.7. All staff responsible for completing risk assessments will be provided with training to provide them with the knowledge and understanding of the risk assessment process and the skills required to undertake a suitable and sufficient risk assessment. Training is organised by the Human Resources department, in liaison with the Health, Safety and Security Manager.

5.8. Stonyhurst subscribes to the CLEAPSS Advisory Service (www.cleapss.org.uk) that provides model risk assessments for activities in Science, Art and Design and Technology. Stonyhurst provides professional training courses for both teachers and technicians who work in Science, Art and Design and Technology. All teaching staff and technicians receive regular induction and refresher training in risk assessments tailored to their specific areas.

Classroom and Office Risks

5.9. In line with the HSE's guidance, Stonyhurst has created and uses a generic Health and Safety Checklist for classroom use, such as English, History and Geography classes (Appendix 2). The Health and Safety checklist will be provided to teachers annually, each teacher should complete the checklist and return it to the Health and Safety Manager. All responses will be collated and an action plan created with risk levels and priorities identified, this plan will be given to the Maintenance department to implement the necessary remedial measures.

5.10. All teaching subjects will be asked to complete the H&S checklist to assist with providing a safe environment for teaching and learning to take place.

- 5.11. Office staff will also be requested to complete a simple health and safety checklist, although these are low risk work environments it's important to ensure safe access/egress, suitable lighting and ventilation for example. Eye tests are paid for by Stonyhurst for employees required to work at computer screens.

Boarding House risk assessments

- 5.12. A risk assessment is compiled by Pastoral Heads, to cover items such as storage of chemicals, floor surfaces, electrical items, window openings. Each boarding house can report any unsafe conditions, such as loose handrails, unsecured flooring, fire door issues, these should be communicated to the maintenance department via email (maintenancetickets@stonyhurst.ac.uk). (Please see Health & Safety Policy)

Pupil Welfare and Supervision

- 5.13. When completing risk assessments, staff, particularly teaching and pastoral staff should ensure safeguarding risks to pupils are considered and documented. One of the controls used to protect pupils will be adequate competent supervision. All colleagues must follow all procedures contained within the *Cross-Campus Safeguarding Policy and Procedure 2021 – 2021*, the *Cross-Campus Staff Code of Conduct and Safer Working Practices Policy 2021 – 2022* and the *College Supervision of Pupils Policy 2021 – 2022*. These policies are guided by (draft) *Keeping Children Safe in Education (2021)*, *Health and Safety: responsibilities and duties for schools 2018*, *Guidance for Safer Working practices for those working with children and young people in education May 2019* and the (draft) *National Minimum Standards for Boarding Schools (2021)*.

Requirements for contractors engaged on behalf of Stonyhurst

- 5.14. If a contractor is employed to undertake work on behalf of Stonyhurst the person engaging the contractor must ensure appropriate arrangements are in place before work starts. The requirements include:

- Suitable and sufficient risk assessment that covers the work must be provided by the contractor
- Public and Employers Liability Insurance – copies must be provided by the contractor.
- Safeguarding arrangements must be adhered to. The contracting member of staff must liaise with the HR department or Health, Safety & Security Manager to ensure appropriate vetting checks are in place for the contractor staff or arrangements for suitable supervision of the contractor.
- All contractors on site must wear an Approved Contractor Hi-Vis vest.

- 5.15. These requirements apply to contractors undertaking maintenance work or constructing a marquee, for example. Such requirements are to be implemented at all times (including school holidays).

Events at Stonyhurst

5.16. Planning for significant events at Stonyhurst will also require a risk assessment. The event organiser should consider the following (please note this list is not exhaustive):

- Safety of temporary structures
- Sufficient lighting
- Safe access and egress
- First aid provision and equipment
- Recording of accidents/incidents
- Fire safety arrangements and venue capacity limits
- Segregation of pedestrians and vehicles (Inc. parking arrangements)
- Safeguarding requirements

Young Workers

5.17. When employing a young person under the age of 18, whether for work or work experience, under the Management of Health and Safety at Work Regulations 1999, Stonyhurst has the same responsibilities for their health, safety and welfare as they do for other employees. While there is no requirement for a separate risk assessment specifically for a young person, if a department has not previously employed a young person they should review their risk assessment and consider the specific factors for young people, before a young person starts with them. It is important to consider a young person's lack of maturity, lack of risk awareness, insufficient attention to safety and lack of experience or training.

5.18. A young person should not be asked to do work which involves a risk to health from extreme cold or heat; noise; or vibration. There are also specific restrictions within the Approved Code of Practice, relating to young people using lifting machinery, power presses, woodworking machinery, and fork lift trucks. If a department wishes to employ a young person directly or via a work experience/apprenticeship scheme, the Head of Department must contact the Health, Safety & Security Manager for further advice.

New and Expectant Mothers

5.19. New or expectant mother, means an employee who is pregnant; who has given birth within the previous six months; or who is breastfeeding.

Stonyhurst should take account of women of child-bearing age when carrying out all risk assessments and identify the preventive and protective measures that are required.

5.20. Heads of Departments or Managers should ensure that departmental risk assessments adequately cover risks to new and expectant mothers. If this has not been covered or is felt to be insufficient a specific risk assessment should be completed by the line manager.

5.21. Where the risk assessment identifies risks to new and expectant mothers and these risks cannot be avoided by the preventive and protective measures taken, Stonyhurst will need to do one of the following:

- Alter her working conditions or hours of work if it is reasonable to do so and would avoid the risks or, if these conditions cannot be met.
- Identify and offer her suitable alternative work that is available.
- Suspend her from work. The Employment Rights Act 1996 (which is the responsibility of the Department of Trade and Industry) requires that this suspension should be on full pay. Employment rights are enforced through the employment tribunals.

6. CONDUCTING A RISK ASSESSMENT

6.1. Appendix I contains a template document and guidance on how to undertake a risk assessment. The template is based on the HSE's Five Steps to risk assessment. A risk assessment should be carried out by someone who understands the circumstances, the potential harm and the deviations.

6.2. To do a risk assessment, consider what, in the activities, might cause harm to people and decide whether you are doing enough to prevent that harm. Once you have decided that, you need to identify and prioritise putting in place, appropriate and sensible control measures.

6.3. It is crucial that the risk assessment contents, particularly the control measures actually reflect activities and arrangements that are in place. If a control measure is identified as being required in the recorded risk assessment this must be implemented. Staff involved in the activities/operations should be consulted and involved with the risk assessment process and the results must be effectively communicated to staff and pupils. The written document should help with communicating and managing the risks.

6.4. When completing a risk assessment, the focus should be on significant risks associated with the activity, you do not need to include insignificant risks. In other words, you do not need to include risks from everyday life unless your work activities increase the risk.

6.5. Risks should be reduced to the lowest reasonably practicable level by taking preventative measures, in order of priority. This is what is meant by a hierarchy of control. The list below sets out the order to follow when planning to reduce risks

you have identified. Consider the headings in the order shown, do not simply jump to the easiest control measure to implement.

- **Elimination** - Redesign the job or substitute a substance so that the hazard is removed or eliminated.
- **Substitution** - Replace the material or process with a less hazardous one.
- **Engineering controls** - for example use work equipment or other measures to prevent falls where you cannot avoid working at height, install or use additional machinery to control risks from dust or fume or separate the hazard from operators by methods such as enclosing or guarding dangerous items of machinery/equipment. Give priority to measures which protect collectively over individual measures.
- **Administrative controls** - These are all about identifying and implementing the procedures you need to work safely. For example: reducing the time workers are exposed to hazards (e.g. by job rotation); prohibiting use of mobile phones in hazardous areas; increasing safety signage, and performing risk assessments.
- **Personal protective clothes and equipment** - Only after all the previous measures have been tried and found ineffective in controlling risks to a reasonably practicable level, must personal protective equipment (PPE) be used. For example, where you cannot eliminate the risk of a fall, use work equipment or other measures to minimise the distance and consequences of a fall (should one occur). If chosen, PPE should be selected and fitted by the person who uses it. Workers must be trained in the function and limitation of each item of PPE.

7. REVIEW OF RISK ASSESSMENTS

7.1. All risk assessments should be regularly reviewed:

- If there is significant change in the circumstances, e.g. new equipment/ways of working.
- After an accident or incident.
- If the original assessment is no longer valid, e.g. change in legislation or changes in technology/science.
- In all other cases regularly (annually).

7.2. Risk assessments should also be reviewed and recorded, when major structural work is planned, if work practices change or in the event of an accident. Stonyhurst operates a fault reporting system (maintenancetickets@stonyhurst.ac.uk) that all staff have access to, for the reporting of faults and hazardous conditions on the premises.

APPENDIX I – GENERAL RISK ASSESSMENT TEMPLATE AND GUIDANCE

Below is some guidance to assist you with completing a Risk Assessment:

STEP 1 – Look for the hazard and list any that will exist as a result of the task activity. A hazard is something with the potential to cause harm.

Examples:

- What equipment, materials and chemicals will be used?
- How will waste be stored and disposed of?
- Any working at height or risk from activities at height?
- Are any power/hand tools being used?
- How much noise and dirt/dust will be created?
- Are there any chemicals or hazardous substances being used?
- Can other contractors, staff, students or visitors harm themselves as a result?
- Will there be any hot works?
- What is the ground and weather conditions?
- Are there any electrical installations?
- What is the risk of fire starting or spreading – what prevention measures will be put in place for your activity?
- Is there anything that could pose a slip/trip hazard?
- Will anyone be undertaking any heavy lifting?
- What hazardous vehicles/equipment will be used?
- What mechanical movements and lifting operations have to be considered?
- How will flammable substances be stored?

STEP 2 – Decide who could be harmed and how

- Who will be affected by the work and most at risk?
- How might they be harmed?
- Think of staff, students, other contractors and visitors near where you are working. Safe working depends on co-operation and exchange of information between all on site, so take this into account and consider necessary precautions on every aspect of the work being carried out, which may include training and provisions of relevant information.

STEP 3 – Evaluate the risk level

- A risk is the likelihood of someone (or something) being harmed by the hazard.
- Once you have done this adequately, you can then decide on the appropriate action you are going to take or needed to eliminate the risk to people's health or safety. Use the matrix below to assess the risk before you control it.

LIKELY H O O D	Risk Matrix – Evaluation of Risks						
	Consequence or Severity						
		X	1	2	3	4	5
	Very likely	5	5	10	15	20	25
	Likely	4	4	8	12	16	20
	Possible	3	3	6	9	12	15
	Unlikely	2	2	4	6	8	10
	Very unlikely	1	1	2	3	4	5
		Near Miss	Minor Injury (Cuts and abrasions)	7 Day+ injury (Deep wounds, fracture, burns, temporary blindness)	Serious Injury (Fractures, loss of fingers, damaged eyes)	Major Injury / Death (Loss of limbs, sight, hearing)	

Green = Very Low Risk	Yellow = Medium Risk	Red = Very High Risk
Light Green = Low Risk	Amber = High Risk	

STEP 4 - Detail the control measures you will be implementing to control the hazard and reduce the likelihood of injury. Ask yourself:

- Can the hazard or risk be removed completely or done in an alternative way?
- If the risk cannot be eliminated, can it be isolated, controlled or reduced and how.
- Can protective measures be taken that will protect the entire people on the site?
- Protective work wear (PPE) should be considered as the last step to take and may not be the only solution.
- Use the matrix to assess the risk when you have control measures in place.

Write down your findings of your Risk Assessment. Pass on information about significant risks to those people identified as 'Who may be harmed' and record what measures you have to take to control those risks. Write it all down and remember to keep it simple. If actions are required, record on the form what is needed, by who & when. You only need to keep the actual risk assessment, not this guidance section.

STEP 5 – Review your findings

This allows you to learn by experience and to take account of any unusual conditions or changes that occur throughout. Update the Risk Assessment as and when required, such as if new work practice equipment is brought in or new staff employed or the working environment changes in any way. Ordinarily hand-written changes are quite acceptable, but remember to implement the changes required.

APPENDIX 2 – CLASSROOM/ROOM HEALTH & SAFETY CHECKLIST

Written risk assessments are not required for every classroom activity; this checklist is how Stonyhurst will ensure a safe learning environment for classrooms in low risk subjects. This checklist does not cover drama, sports facilities or special classrooms, including laboratories, IT, design technology or outdoor activities these areas will need a comprehensive risk assessment identifying all hazards and control measures to eliminate or reduce risk. See Appendix 3.

Members of staff are asked to use this checklist to help ensure ordinary classrooms met minimum health and safety standards and contribute to the whole-school risk assessment.

This checklist covers the most common areas of concern/risk in ordinary classrooms, but is not exhaustive.

Persons completing form	
Number/Name of Classroom	
Building	
Date Completed	

Questions to be answered:		Yes	No	Further Action Needed	N/A
Movement around the classroom (slips and trips)	Is the internal flooring in good condition?				
	Are there any changes in floor level or type of flooring that need to be highlighted?				
	Are gangways between desks kept clear?				
	Are trailing electrical leads/cables prevented wherever possible?				
	Is lighting bright enough within the classroom & for safe access and egress?				
	Are procedures in place to deal with the spillages e.g. Water?				
	For stand-alone classrooms e.g., external porta cabins: <ul style="list-style-type: none"> • Are access steps or ramps properly maintained? • Are access stairs or ramps provided with handrails? 				

Questions to be answered:		Yes	No	Further Action Needed	N/A
Work at height (falls)	Do you have an 'elephant-foot' step stool available for use where necessary?				
	Are steps/ladders used in the classroom?				
	Is a window-opener provided for opening high-level windows?				
Furniture and fixtures	Are permanent fixtures in good condition and securely fastened, e.g. cupboards, display boards, shelving?				
	Is furniture in good repair and suitable for the size of the user' whether adult or child?				
	Is portable equipment stable?				
	Where window restrictors are fitted to upper-floor windows, are they in good working order?				
	Are hot surfaces of radiators etc. protected where necessary to prevent the risk of burns?				
Manual Handling	Are members of staff required to lift heavy objects e.g. computers?				
Computers & similar equipment	Is your computer, desk and chair arranged so it is comfortable?				
	Does your computer chair provide good back support and is it adjustable?				
	Is your computer screen directly in front of you and in line with the keyboard? i.e. avoiding the need to twist your head/neck/back when using the keyboard/mouse?				
	How long do you use your computer for at any one time?				
Electrical equipment and services	Are fixed electrical switches and plug sockets in good repair?				
	Are all plugs and cables in good repair?				
	Have you visually checked portable electrical equipment e.g. computers before use?				
	Has damaged electrical equipment been taken out of service or replaced?				

Questions to be answered:		Yes	No	Further Action Needed	N/A
Fire/ Lockdown	If there are fire exit doors in the classroom, are they: <ul style="list-style-type: none"> • Unobstructed; • Kept unlocked; • Easy to open from the inside? 				
	Is firefighting equipment in place in the classroom?				
	Are fire evacuation procedures known/displayed?				
	Are you aware of the evacuation procedure and arrangements for yourself and for pupils?				
	Are you aware of the lockdown procedure and arrangements for your classroom?				
Workplace environment (ventilation, heating & lighting)	Does the classroom have natural ventilation?				
	Can windows be opened to improve ventilation if required?				
	Can reasonable room temperature be maintained during use of the classroom?				
	Are measures in place, for example blinds to protect from glare and heat from the sun?				
Shared areas e.g. Corridors, stairways	Are handrails stable and secure?				
	Are stairs in good order? E.g. no loose carpets or treads?				
	Are fire doors kept closed along corridors?				
	Is the floor in good condition? E.g. does not cause and slips or tripping hazards?				

Additional hazards or issues not listed above:	Detail the action required

APPENDIX 3 – RISK ASSESSMENT FORM

Task Description

Date of Risk Assessment

Review Date of Risk Assessment

Name and Signature of Person Completing Assessment

Identify Hazard	Who might be harmed and how?	Risk rating (Low, Medium, High)	Control Measures	Risk rating with control measures	Detail of action taken inc. dates

APPENDIX 4 – METHOD STATEMENT FORM

METHOD STATEMENT FORM No. 	Client: Contract: Date:									
WORK ACTIVITY: DURATION OF WORK: START DATE: COMPLETION DATE.....										
SITE PERSONNEL: Responsible Person's Name: <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Operative's Names</td> <td style="width: 33%;">1)</td> <td style="width: 33%;">4)</td> </tr> <tr> <td></td> <td>2)</td> <td>5)</td> </tr> <tr> <td></td> <td>3)</td> <td>6)</td> </tr> </table>		Operative's Names	1)	4)		2)	5)		3)	6)
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	3)	6)								
EMERGENCY CONTACT TELEPHONE No 										
<table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">Have all site personnel received appropriate training and information?</td> <td style="width: 10%; text-align: center;"><input type="checkbox"/> Yes</td> <td style="width: 20%; text-align: center;"><input type="checkbox"/> No</td> </tr> <tr> <td>If Sub-Contractors, have they been assessed for competence?</td> <td style="text-align: center;"><input type="checkbox"/> Yes</td> <td style="text-align: center;"><input type="checkbox"/> No</td> </tr> </table> <div style="text-align: right; margin-top: 5px;">(Delete as appropriate)</div>		Have all site personnel received appropriate training and information?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	If Sub-Contractors, have they been assessed for competence?	<input type="checkbox"/> Yes	<input type="checkbox"/> No			
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If Sub-Contractors, have they been assessed for competence?	<input type="checkbox"/> Yes	<input type="checkbox"/> No								

PLANT/EQUIPMENT (<i>Itemise below</i>)	MATERIALS (<i>Itemise below</i>)																																				
RISK ASSESSMENT: Specific Risk Assessments to be attached to this Method Statement and must cover all medium to high risk elements of work encompassed by this Method Statement																																					
METHOD STATEMENT: Details given must identify the control measures identified by the site-specific risk assessments, and explain how they will be implemented, maintained and emphasize the appropriate use of: -																																					
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Communication</td> <td style="width: 33%;"><input type="checkbox"/></td> <td style="width: 33%;">Pedestrian Segregation</td> <td style="width: 33%;"><input type="checkbox"/></td> <td style="width: 33%;">Sub-Management Structure</td> <td style="width: 33%;"><input type="checkbox"/></td> </tr> <tr> <td>Emergency Exit Routes</td> <td><input type="checkbox"/></td> <td>Permits to Work</td> <td><input type="checkbox"/></td> <td>Support Systems</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Induction Talks</td> <td><input type="checkbox"/></td> <td>P.P.E.</td> <td><input type="checkbox"/></td> <td>Traffic Management</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Liaison</td> <td><input type="checkbox"/></td> <td>Phasing</td> <td><input type="checkbox"/></td> <td>Welfare Arrangements</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Material Management</td> <td><input type="checkbox"/></td> <td>Risk Assessments</td> <td><input type="checkbox"/></td> <td></td> <td></td> </tr> <tr> <td>Means of Access/Egress</td> <td><input type="checkbox"/></td> <td>Signage</td> <td><input type="checkbox"/></td> <td></td> <td></td> </tr> </table>		Communication	<input type="checkbox"/>	Pedestrian Segregation	<input type="checkbox"/>	Sub-Management Structure	<input type="checkbox"/>	Emergency Exit Routes	<input type="checkbox"/>	Permits to Work	<input type="checkbox"/>	Support Systems	<input type="checkbox"/>	Induction Talks	<input type="checkbox"/>	P.P.E.	<input type="checkbox"/>	Traffic Management	<input type="checkbox"/>	Liaison	<input type="checkbox"/>	Phasing	<input type="checkbox"/>	Welfare Arrangements	<input type="checkbox"/>	Material Management	<input type="checkbox"/>	Risk Assessments	<input type="checkbox"/>			Means of Access/Egress	<input type="checkbox"/>	Signage	<input type="checkbox"/>		
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The cross-referencing of information in this policy should also be made to:

- Health and Safety Policy
- Security Policy
- Trips and Visits Policy

LDS