

## Adult & Community Learning Handbook – Appendix B Health & Safety Guidance & Risk Assessment Form

THIS DOCUMENT IS CORRECT AT TIME OF PUBLICATION AND IS SUBJECT TO CHANGE – MAY 2018

### Health and Safety

Kirklees Adult Learning believes in the concept of the safe learner and that health, safety and welfare issues are key elements in providing a high quality learning environment.

Tutors and learners are entitled to have a safe working environment. Tutors must take responsibility for their own safety and for the safety of others, by ensuring compliance with their organisation's Health & Safety policy to meet fully their statutory obligations and to ensure that learning takes place in a safe, healthy and supportive environment.

Tutors must ensure they have received basic health and safety advice including the names of First Aiders and where the fire exits and first aid kit are to be found.

Where tutors have any concerns about Health & Safety they must speak with their line manager.

If there is an accident or "near miss" on the premises, inform your line manager and complete an Accident Report Form as set out by your organisation's procedures including the reporting process to Adult Learning and / or the HSE.

Tutors need to ensure learners are aware of the organisation's health and safety policy and any health and safety issues within their place of learning.

Tutors working in community venues are responsible for taking reasonable care of their own health and safety and that of their learners. Tutors are expected to be competent to undertake risk assessments and carry out basic First Aid where no other person in the organisation is able to do so.

There will be specific health and safety documentation relating to the premises where your course is held; it is essential that you familiarise yourself with these before starting your course. You must ensure that you or a responsible person carries out a risk assessment of all buildings / training venues **each term** prior to any new courses starting, including a basic check prior to the commencement of each session. Completed risk assessment forms per term must be sent 7 working days before course commencement for all existing venues or 14 working days for any new venue (not used for previously delivery and/or not used within the last 12 months) and include evidence in your course file of the daily checks.

Certain problems may arise once your course is underway; therefore, it is the tutor's responsibility to notify the appropriate person/department of anything that you feel may affect the health and safety of the learners.

It is also the tutor's responsibility to ensure that all learners know what to do in the event of an emergency. Informing learners of health and safety issues should take place during their induction, at the start of the course, and should cover the following:

- Inform learners where the fire exits are located
- Ensure learners know what to do if the building has to be evacuated
- Talk your learners through a fire drill at least once during the course, so that there will be no confusion if an emergency should occur
- Who to approach if first aid is required
- Where the toilets and hand washing facilities are
- Where the nearest telephone is located
- Who is allowed and not allowed in the classroom
- Expectation of respectful behaviour towards the tutor, other learners and their learning environment
- Looking after their personal possessions.

Learners should be given a copy of the Learners Introduction booklet which includes Health & Safety Information. Learners will be expected to confirm that they have received and understood this information.

### **Health and safety at your centre / course venue**

In order to ensure that the learning experience is positive it is important that tutors implement the following guidance:

#### **Risk Assessment Controls – Teaching Rooms**

- Tutors and learners should be aware of the possibility of slips, trips and falls.
- Staff and learners should be aware of risks posed by trailing cables from projectors, televisions, etc.
- Walkways must be kept clear of all obstructions
- Any spillage or debris that cannot be dealt with should be reported to the premises staff
- Do not stand on chairs or tables.

Tutors should check that:-

- Access routes are kept clear for both able and disabled persons
- The room has good housekeeping and there is no build-up of combustible materials
- HSE Poster visible / displayed
- Electrical sockets are not damaged
- Electrical equipment/leads are not damaged, nor in a dangerous location and must be within test date
- Computers and hardware are closed down after normal use
- Chairs and seating are in working order and faults are reported
- There is adequate lighting.
- First Aid box is adequately stocked.

Learners must not:-

- Lean out of windows or attempt to open windows. Contact premises staff for assistance
- Move or operate electrical equipment without staff supervision
- Misuse Health and Safety equipment
- Move furniture or equipment out of the rooms.

Tutors and learners must:-

- Have signed in the centre's / venue's visitor signing in book or followed appropriate signing in procedures.
- Have any personal electrical item/portable appliance tested before it is connected to the mains
- Obey safety instructions
- Know the emergency evacuation procedures
- Know the escape routes.

Tutors Must

- Report any identified risk to your manager and / or centre venue management
- If an incident should occur then fully complete your organisation's incident report form as soon as you are able to do so; follow their guidelines/policy
- Ensure you and your learners are all aware of emergency procedures (this should be covered at induction)
- Have an evacuation plan should the need arise to get your learners out the building.
- Ensure that the plan covers special arrangements for learners with a disability.

Remember:-

- If in doubt, ASK your tutor/line manager.

## HEALTH & SAFETY GOOD PRACTICE

### Floors and passageways

Floors should be smooth and level with no broken or uneven surfaces  
No obstacles lying around  
Carpet and tiles in good repair  
Passageways should be clearly defined, well-lit and unobstructed

### Stairs and Landings

Should be well maintained with non-slip surfaces  
Should have good hand rails  
Should be well lit  
Should be free of obstacles  
Step edges clearly marked

### Fire and Bomb Provisions

Fire and bomb instruction regularly issued, updated and displayed  
Fire doors and escape routes clearly marked and have easy access  
Fire doors and escape routes not obstructed  
Firefighting equipment test date (within 1 year)  
Fire Certificate (if appropriate)  
Fire drill (last logged practice)  
Emergency Evacuation Plan

### First Aid Facilities

First aid box – adequate for need  
Instructions should be displayed and updated  
Number of trained first aiders (ratio 1:50)  
An accident book is in place  
HSE reportable incidents are monitored and addressed

### Teaching Environment

Teaching areas should be kept tidy  
Teaching areas should be of a reasonable temperature  
Teaching areas should be well lit

### Electrical Equipment

Checks are made for trailing wires, telephone cables, any plugs with obvious damage  
VDU assessments are made

### Welfare

Washrooms and toilets clean and tidy  
Soap, barrier cream and hot water available  
Canteen or eating area available with facilities for boiling water  
Drinking water available

### Storage Facilities

Walkways not obstructed by materials and boxes  
Training should include manual handling  
Manual handling assessment carried out  
Storage racking should be firm and secure  
Storage facilities should be adequate

### Prohibitions – Equipment and machinery – Procedures in place to ensure:

Proper use of dangerous machines and machine maintenance  
Clear guidance on equipment/machinery which the learner is not allowed to use under any circumstances  
Clear guidance on equipment/machinery which the learner is allowed to use under supervision after training  
Clear guidance on equipment which the learner is allowed to use on his/her own

### Prohibition Areas within the Workplace – Procedures in place to ensure:

Learner is aware of any areas that the learner is not allowed to go under any circumstances

### Prohibitions – Chemicals/Substances – Procedures in place to ensure awareness of:

Any chemicals/substances that the learner is not allowed to use under any circumstances  
Any chemicals/substances that the learner is allowed to use under supervision  
Any chemicals/substances that the learner is allowed to use on his/her own  
COSHH regulations

### Personal Protective Clothing/Equipment (PPE)

PPE assessment procedure in place  
PPE issued in accordance with assessment  
Training given in PPE use  
Ensuring learners are aware of their obligation to use PPE, where necessary

## RISK ASSESSMENT FORM (HS1)

Risk Assessment forms must be sent 7 working days before course commencement for existing venues or 14 working days for new venues/any venue not currently being used for KACL provision

| <b>Course &amp; Venue Information</b>   |  |
|---|--|
| Name of Organisation:   |  |
| Venue:  |  |
| Date of visit:  |  |
| In attendance:  |  |
| Course Title:   |  |
| Details of activities to be undertaken during the course:                       |  |
| Proposed Course Dates:  |  |
| AL Course Code:   |  |
| Tutor:  |  |
| Has the tutor had appropriate DBS check?  |  |
| Will there be a volunteer working with the class?                               |  |
| Has the tutor and/or volunteer completed the appropriate safeguarding training? |  |
| Has the tutor and/or volunteer completed appropriate Prevent training?          |  |
| Are all tutor details including certificates held in the KACL office            |  |

| <b>1. Who is at risk, where the activity takes place?</b> | <b>Tick</b> |
|---|-------------|
| KC employee   |             |
| Persons with a disability                                 |             |
| Young persons   |             |
| Children / pupils   |             |
| New and expectant mothers                                 |             |
| Contractor  |             |
| Visitor / Member of the Public                            |             |
| Client / service user                                     |             |

| <b>2. Health and Safety &amp; the General Learning Environment</b>  | <b>Y</b> | <b>N</b> | <b>N/A</b> |
|---|----------|----------|------------|
| A. Are there procedure's for signing in & checking ID's for learners & visitors   |          |          |            |
| B. Is the building open access i.e. can anyone walk in unchallenged?  |          |          |            |
| C. Does the general location of the premises feel safe?   |          |          |            |
| D. Is there a telephone accessible to the tutor?  |          |          |            |
| E. How close are the premises to a bus stop? (walk time)  |          |          |            |
| F. Is the external area well-lit?   |          |          |            |
| G. Are fire/smoke alarms fitted?  |          |          |            |
| H. Are exit routes clearly marked – inside and outside?   |          |          |            |
| I. Are escape routes adequate & suitably maintained (clear of obstruction)?   |          |          |            |
| J. Is the inside of the building free from obstructions?  |          |          |            |
| K. Is the lighting inside the building adequate?  |          |          |            |
| L. Have you seen/requested sight of the properties Fire Risk Assessment?  |          |          |            |
| M. Are there satisfactory fire safety precautions in place? (e.g. fire extinguishers easily available and maintained within the last year, fire blankets) |          |          |            |
| N. Are alarms tested on a regular basis?<br>What day /time?   |          |          |            |
| O. Do clear evacuation procedures exist?  |          |          |            |
| P. Are emergency evacuation procedures tested as appropriate?   |          |          |            |
| Q. Is there a well-stocked first aid kit?   |          |          |            |
| R. Is there a relevant person adequately trained in first aid?  |          |          |            |
| S. Are toilets and washing facilities adequate?   |          |          |            |
| T. Is drinking water available?   |          |          |            |
| U. Are hazardous substances an issue?   |          |          |            |
| V. Is manual handling an issue?   |          |          |            |
| W. Is there evidence that the electrical equipment is safe and has been checked?  |          |          |            |
| X. Is the heating / ventilation adequate?   |          |          |            |
| Y. Is noise an issue?   |          |          |            |
| Z. Is furniture fit for purpose for learners?   |          |          |            |
| AA. Adequate disabled access?   |          |          |            |
| BB. All relevant posters displayed?   |          |          |            |
| <b>ADDITIONAL NOTES:</b>  |          |          |            |
|   |          |          |            |

| 3. Detailed Learning Environment & Activity Assessment   | Y   | N | N/A |
|--|-----|---|-----|
| How many teaching rooms are there?<br>Name / number : Room 1 _____<br>Name / number : Room 2 _____<br>Name / number : Room 3 _____<br>Name / number : Room 4 _____           |     |   |     |
| Room 1   |     |   |     |
| A. Is there level access/ramp into the teaching room?  |     |   |     |
| B. If no, how many steps are there?  | No: |   |     |
| C. Do the steps have handrails?  |     |   |     |
| D. Is there colour contrast on the steps?  |     |   |     |
| E. Is there adequate space for wheelchair movement throughout?   |     |   |     |
| F. Is the floor level and free from fixed obstructions?  |     |   |     |
| G. Is noise an issue?  |     |   |     |
| H. Is the teaching room comfortable?   |     |   |     |
| I. Approximately how many people can the room accommodate?   | No: |   |     |
| J. Are there enough tables?  |     |   |     |
| K. Are the tables at the right height for the chairs?  |     |   |     |
| L. Are the chairs appropriate for the learners?  |     |   |     |
| M. Are there any tea/coffee making facilities?   |     |   |     |
| N. Is there a rest area?   |     |   |     |
| O. Is there a crèche room?   |     |   |     |
|  |     |   |     |
|  |     |   |     |
| Room 2   |     |   |     |
| A. Is there level access/ramp into the teaching room?  |     |   |     |
| B. If no, how many steps are there?  | No: |   |     |
| C. Do the steps have handrails?  |     |   |     |
| D. Is there colour contrast on the steps?  |     |   |     |
| E. Is there adequate space for wheelchair movement throughout?   |     |   |     |
| F. Is the floor level and free from fixed obstructions?  |     |   |     |
| G. Is noise an issue?  |     |   |     |
| H. Is the teaching room comfortable?   |     |   |     |
| I. Approximately how many people can the room accommodate?   | No: |   |     |
| J. Are there enough tables?  |     |   |     |
| K. Are the tables at the right height for the chairs?  |     |   |     |
| L. Are the chairs appropriate for the learners?  |     |   |     |
| M. Are there any tea/coffee making facilities?   |     |   |     |
| N. Is there a rest area?   |     |   |     |
| O. Is there a crèche room?   |     |   |     |
| <b>ADDITIONAL NOTES including appropriateness of room for courses being/proposed to be taught with particular reference to activities which will be carried out.</b><br><br> |     |   |     |

| <b>4. Equipment checks</b>  | <b>Y</b> | <b>N</b> | <b>N/A</b> |
|---|----------|----------|------------|
| A. Digital projector?   |          |          |            |
| B. Interactive whiteboard?  |          |          |            |
| C. Laptop provided for use with projector/whiteboard?   |          |          |            |
| D. Blackout curtains / blinds?  |          |          |            |
| E. Secure equipment store?  |          |          |            |
| F. How many computers/laptops, etc?   | No:      |          |            |
| G. Is Internet available?   |          |          |            |
| H. Is Wi-Fi available and password protected?   |          |          |            |
| I. Do all PC's, laptops, tablets and any other portable devices have the appropriate filters and/or firewalls in place to restrict web content? |          |          |            |
| <b>ADDITIONAL NOTES</b>   |          |          |            |
|   |          |          |            |

| <b>5. Disability Access</b>  | <b>Y</b> | <b>N</b> | <b>N/A</b> |
|--|----------|----------|------------|
| A. Are there designated parking spaces for people with disabilities? |          |          |            |
| B. Is there a level or ramped access into the building?              |          |          |            |
| C. If no ramp to entrance, how many steps are there?                 | No:      |          |            |
| D. Do the steps have handrails?                                      |          |          |            |
| E. Is there colour contrast on the steps?                            |          |          |            |
| F. Is there a designated and fully equipped non ambient toilet?      |          |          |            |
| G. Is there adequate space for wheelchair movement throughout?       |          |          |            |
| H. Are hearing induction loops available for use?                    |          |          |            |
| <b>ADDITIONAL NOTES:</b>   |          |          |            |
|  |          |          |            |



**General Risk and Activity Assessment:**

| Ref No | Hazard/Risk | Who is at risk? | Control Measures | Likelihood | Severity | Risk Rating | Any further action |
|--------|-------------|-----------------|------------------|------------|----------|-------------|--------------------|
|        |             |                 |                  |            |          |             |                    |
|        |             |                 |                  |            |          |             |                    |
|        |             |                 |                  |            |          |             |                    |
|        |             |                 |                  |            |          |             |                    |

**Likelihood:**


- 1 - Highly unlikely
- 2 - Unlikely
- 3 - Likely

**Severity/consequences:**

- 1 - Slightly harmful
- 2 - Harmful
- 3 - Extremely harmful

**Risk rating (SC x L):**

- 1 Trivial risk    6 Substantial Risk
- 2 Tolerable risk    9 Intolerable Risk
- 3-4 Moderate risk

| <b>Follow-up Action</b>  |               |         |                          |                            |
|---|---------------|---------|--------------------------|----------------------------|
| Action Point No   | Action agreed | By whom | Date to be completed by: | Sign & date when completed |
|   |               |         |                          |                            |

Assessment Date:

Review Date (if applicable):

**Signed by Assessor/s**

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## HAZARDS

Access (confined spaces, etc)  
Adverse weather  
Animals  
Ergonomics  
Falling objects/materials  
Fire  
Ground condition  
Hazardous: material/substance/vapour  
Hot works  
Inadequate supervision/instruction/training  
Lighting  
Lone Working  
Live Services (gas/electric/water)  
Machinery/equipment  
Manual Handling  
Noise  
Physical/mental condition  
Pressure systems  
Radiation  
Sharps (broken glass, needles etc.)  
Traffic/vehicles/plant  
Vibration  
Visitors/people  
Working at heights  
Workplace conditions  
Misuse of equipment

## RISKS

Amputation  
Bites  
Asphyxia  
Burns/scalds  
Crushing  
Cut, scratch, abrasion  
Ejection  
Electrocution  
Entanglement  
Explosion  
Extremes of temperature  
Eye injury  
Exposure/contact-harmful substances  
Fall from height  
Fatality  
Fire  
Fractures  
Hearing loss  
Hit by moving, flying or falling object  
Hit something fixed or stationary  
Infection  
Inhalation  
Ingestion  
Musculo skeletal injury  
Personal safety  
Personal discomfort  
Physical assault/Verbal Abuse  
Puncture  
Slip, trip or fall on the same level  
Traffic accident  
Trapped  
Vibration Disorder  
Work Related Upper Limb Disorders –  
(WRULD)  
Safeguarding  
Radicalisation