



# Rockland St Mary and Surlingham Primary Schools

## Curriculum and Activities Safety Code of Practice

Key stages 1 and 2 in science, design and technology, art and design and physical education and other School practical or physical activities.

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## 1. Introduction

This Code of Practice (COP) outlines the safe working practices necessary to ensure suitable control of the risks associated with school curricular activities in the following subject areas across key stages 1 and 2: science, design and technology, art and design and physical education. It also addresses hazards which may arise through a practical or physical activity undertaken by pupils. Some of the hazards covered within the COP may be associated with activities currently not undertaken at the School. They have been included to ensure awareness in case new activities are planned. The risk assessment at annex A does reflect current activities.

## 2. Responsibilities

The **Head teacher** is responsible for -

- Ensuring the School health and safety policies and procedures and Codes of Practice are adopted, monitored and brought to the attention of all relevant staff.

**All staff** at the School are responsible for-

- Following the safety measures as set out within this Code of Practice and associated health and safety policies and procedures.
- Ensuring that no activity is undertaken as part of the curriculum subjects which presents a hazard to any person without a suitable and sufficient risk assessment being undertaken, recorded and resultant safety measures being implemented.

The **Health and Safety Officer for the SET** is responsible for-

- Annual review of the COP and associated risk assessment in conjunction with the Head Teacher.
- Providing safety advice and support to any member of staff.

## 3. Risk Assessment

3.1 The Curriculum Risk Assessment (annex A) sets out the most significant general hazards and identifies the "standard" control measures.

3.2 The Risk Assessment will be reviewed annually, following a serious accident or near miss or significant change to arrangements which may have an impact on the safe delivery of the subjects.

3.3 All staff must ensure they are able to evidence risk assessment in the planning of any lesson or activity which presents a hazard to pupils.

#### **4. Primary Curriculum Subjects (Key Stages 1 and 2)**

This part of the Code covers the basic work carried out in science, design and technology, art and design, ICT and PE in key stages 1 and 2.

Teachers should also seek guidance on suitable risk assessment and controls from the Health and Safety Officer should they propose to undertake anything other than basic work at key stage 2 in science, design and technology, art, drama or PE.

#### **4.1 Science**

In addition to the control measures described in the Curriculum Risk Assessment teachers should refer to the [Primary resources available on the CLEAPSS website](#).

The teacher must ensure that any activity involving hazardous substance, heating, freezing, electricity or sharps has a risk assessment in place. A model risk assessment provided by CLEAPSS would be suitable.

##### **4.1.1 Chemicals**

Any chemicals or other hazardous substances stored at the School, even on a temporary basis, must be kept in a locked cupboard. An inventory of any chemicals held must be maintained and safety data sheets available in the school office.

In general there are few risks to using or investigating chemicals in primary science activities. Controls for specific chemicals/curriculum activities are contained in 'Using Chemicals Safely' (CLEAPSS document G5p).

It is unusual for a primary science activity to require eye protection. However, this must be established through risk assessment. If eye protection is needed, teachers must consider whether the activity is appropriate for the primary environment. A

suitable control measure may be for demonstration rather than pupil participation in the activity.

#### 4.1.2 Animals

If the school has or plans to keep animals at the premises this must be subject to a bespoke risk assessment. The Health and Safety Officer will assist with this.

These CLEAPSS documents provide guidance on animals in schools:

- ‘Housing and Keeping Animals’ (L56)
- ‘Bringing Pets and Other Animals into Schools’ (PS 55)
- ‘Farm animals in school and on visits (Primary)’ (PS 86A)
- ‘Incubating and Hatching Eggs’ (L71)
- ‘Aquaria in Primary Schools: Electrical Safety’ (L124)
- ‘Giant African Land Snails’ (L197)
- ‘Giant Millipedes’ (L201)
- ‘Bees and Beekeeping in Schools’ (PS 87)

#### 4.1.3 Plants

Some pupils may be particularly vulnerable to certain plants, e.g. those with allergies or asthma. The plants listed below are classed as poisonous. However, instances of serious harm are extremely rare. Any outside activity or introduction of vegetation into the classroom must be attentive to this list.

Plants listed in the tables below are simply because they are classed as poisonous.

Garden and hedgerow plants	
Black bryony	Ivy berries
Black nightshade – especially unripe berries	Larkspur leaves and seeds
Bluebell	Lily of the Valley
Bracken	Lupin
Buttercup	Mistletoe leaves and berries
Christmas rose	Monkshood or aconite
Cuckoo-pint	Potato – except the tubers
Daffodil – all, especially bulbs	Ragwort
Deadly nightshade	Rhubarb – except leaf stalks
Foxglove	Snowdrop – all, especially bulbs
Giant hogweed	Tomato – except fruits
Hemlock	Tulip bulbs
Henbane	White bryony
Iris and ‘flags’, all but especially rhizomes	Woody nightshade – all, especially berries
House plants	

Castor oil plant seeds	Hyacinth bulbs
Dumb cane	Poinsettia leaves and flowers
<b>Trees and shrubs</b>	
Broom seeds	Privet – all, especially berries
Cherry laurel leaves and fruits	Rhododendron leaves and flowers
Holly berries	Snowberry fruits
Horse chestnut leaves, flowers and 'conkers'	Spindle tree
Laburnum – all, especially seeds	Yew – all, especially seeds
<b>Vegetables and fruit</b>	
Beans – French and red kidney, raw or undercooked	Rhubarb – leaves
Potato – all green parts, including tubers	Tomato – leaves

#### **4.1.4 Ponds and Environmental Areas**

Use of a pond is subject to the Standard Operating Procedure at Annex C and the approval of the Head Teacher for the proposed activity. This SOP must be provided to any external group allowed to access a pond at a Trust School.

#### **4.2 Design and Technology**

Activities involving moving machinery, heavy items or sharps are not undertaken at the School. Should a lesson or activity be planned it must be supported by a risk assessment. Teachers should also refer to [Primary technology resources available on the CLEAPSS website](#) and 'Tools and Techniques in Primary D&T' (CLEAPSS document DL111).

##### **4.2.1 Food Preparation**

Staff involved in teaching any aspect of food handling must be suitably competent. The Chartered Institute of Environmental Health (CIEH) Level 2 Awards in Food Safety are the recommended qualifications for all food handlers.

#### **4.3 Art and Design**

Activities involving any equipment or substances likely to cause harm must be subject to a risk assessment by the teacher.

### **4.3.1 Kiln**

Should a kiln be used, the model risk assessment for use of the kiln at Annex B should be used. No staff should attempt to use a kiln unless they have been trained in the safe operation of the equipment. No combustible items such as plastic, paper or cardboard may be stored within the kiln cupboard.

### **4.3.2 Plaster of Paris**

See 'Using Plaster of Paris in Primary Schools' (CLEAPSS document PS 72).

### **4.3.3 Glues and Adhesives**

The use of glues and adhesive must be supported by a risk assessment. See 'Glues and Adhesives' (CLEAPSS document PO16).

## **4.4 Physical Education**

In addition to the control measures set out within the Risk Assessment at annex A, teachers should refer to 'Safe Practice in Physical Education and School Sport', 2016 edition, published by the Association for Physical Education (AfPE).

### **4.4.1 Inspection of PE Equipment**

If wall apparatus is installed it should be checked annually by a specialist contractor. The apparatus may only be used under supervision and after a pre use safety check has been undertaken by a member of staff. All other equipment must similarly be checked before use.

### **4.4.2 Personal Effects (Jewellery etc)**

Jewellery, i.e. watches, rings, earrings, bracelets, necklaces etc. (including jewellery worn through the ears, nose, eyebrows, lips and other exposed areas of the body) should not to be worn in PE lessons. Belts with metal buckles should not be worn and long hair should be secured, as appropriate to the activity. Pupils should be consistently reminded of these requirements and a check carried out to ensure compliance before activity begins.

When ears, etc. are newly pierced studs and rings cannot be removed for around four to six weeks while the piercing heals. In such cases AfPE guidance should be followed:

- All personal effects should be removed
- If they cannot be removed, staff need to take action to try to make the situation safe
- If the situation cannot be made safe, the pupil(s) concerned should not actively participate

Taping over ear studs is sometimes used to make the situation safe. However, the adult in charge should be confident that this strategy will be effective.

Teachers must not remove or replace earrings. They cannot be responsible for the consequences of removing or replacing earrings. Parents cannot transfer this responsibility to teachers.

#### **4.4.3 Trampolining**

Because of the highly technical nature of trampolining and the potential risks associated with rebound jumping, trampolining and trampettes are not considered suitable for use in the School.

#### **4.4.4 Ball Games**

Many ball games have adapted rules to encourage the development of skills in younger players, e.g. High Fives, Netball, Mini Soccer and Tag Rugby. Teachers should make themselves aware of these or seek guidance from the afPE document.

#### **4.4.5 Backward and Forward Rolls**

Forward and backward rolls should not be taught to pupils under national curriculum year 2. Care is needed where weight is projected either directly forwards (forward roll) or backwards (backward roll) with the body in a tucked position. The risk is of hyper-flexion of the neck due to body weight being exerted against the back of the head.

Pupils must be assessed in relation to any known health issues as well as for the required strength in the arms before the forward roll is attempted, and to break the roll down into component parts. Until the ability to support body weight through the arms is evident, the forward roll should not be attempted unless compensatory safe physical support is provided.

Progressive, developmental practices should be planned before attempting these moves in standard curriculum settings.

#### **4.4.6 Swimming**

If swimming lessons are taken off site, copies of the Normal Operating Procedures and Emergency Action Plan for the venue should be obtained. The accompanying staff must be familiar with any expectations of staff or pupils within these documents and adhere to the expectations of the host venue.

#### **4.4.7 Individual and Special Needs**

'Safe Practice in Physical Education and School Sport' provides detail on safe practice in PE for pupils with speech and language, sensory, physical, behavioural and cognitive or a combination of two or more of these special needs. Staff should follow this guidance.

#### **4.4.8 Forest School**

A Forest School will have bespoke policies and activity based risk assessments. These documents will be held by the School Leader. Any staff participating in practical activities of a Forest School should familiarise themselves with the safety documents.



## Curriculum higher risk activities risk assessment

<b>Location</b>	On school premises	<b>Assessment date</b>	15 <sup>th</sup> June 2018
		<b>Assessor</b>	C Lloyd, Health and Safety Officer
<b>Activity</b>	Pupils participating in activities which present the risk of harm through the equipment or substances used or the physical nature of the activity	<b>Routine review</b>	Reviewed 9 <sup>th</sup> September 2019

Hazards	Who might be harmed /how	Existing risk controls	Outcome risk rating
Slip, trip, fall and/or impact	Pupils falling over when running inside or outside or using the outside climbing/activity structures. Pupils falling from height when using climbing apparatus	<ul style="list-style-type: none"> <li>Supervision of playtime and lessons when structures are used</li> <li>Playing field has suitable surface for running and activities</li> <li>Play areas not used if risk of ice</li> <li>Outdoor and indoor apparatus is annually checked by specialist contractor and or/SET H&amp;S Officer</li> <li>Risk assessment of outdoor activities e.g. use of play equipment with restrictions on use of climbing equipment</li> <li>Once a term safety inspection of whole school site by SET Health and Safety Officer</li> <li>Pre use checks by teaching staff before lessons</li> <li>Surface of main hall checked before activities for STF hazards</li> <li>For use of any indoor apparatus as part of PE, a teacher who is subject competent will supervise</li> </ul>	Adequate (9)
Physical injury, medical condition, exhaustion	Pupils when physically active and suffer mechanical injury, allergic or harmful reaction	<ul style="list-style-type: none"> <li>Staff alert to hot weather and the effects of heat-activities moderated and sun protection measures taken</li> <li>Staff aware and alert to pupils who have known allergies or medical conditions</li> <li>Supervision of activities</li> <li>First aid provisions at the School</li> <li>PE activities are appropriate to age and physical ability of pupil.</li> </ul>	Acceptable (2)
Hazardous substance/poisoning	Pupils through exposure to a harmful substance	<ul style="list-style-type: none"> <li>Any lesson or activity using a substance with the potential for harm is subject to risk assessment and COP. Controls applied by the teacher including moderation of the activity according to the age and experience of the pupils.</li> <li>Any activity involving an area of vegetation will be checked for presence of any harmful plants etc.</li> </ul>	Acceptable (3)

Hazards	Who might be harmed /how	Existing risk controls	Outcome risk rating
		<ul style="list-style-type: none"> <li>• Supervision during the lesson or activity</li> <li>• Teacher is competent in the curriculum use of the substance.</li> <li>• No eating or drinking in area where substances are present.</li> <li>• Hand hygiene practiced as part of the activity</li> <li>• Area checked and left in safe condition after use. Harmful substances locked away.</li> <li>• Use of harmful substances to be reviewed to determine safer alternatives.</li> </ul>	
Sharps or entrapment/ impact by or in machinery	Pupils through use of a sharp piece of equipment	<ul style="list-style-type: none"> <li>• Any lesson or activity using equipment, such as scissors, with the potential for harm is subject to risk assessment and COP. Controls applied by the teacher including moderation of the activity according to the age and experience of the pupils</li> <li>• Supervision of activities</li> <li>• Teacher is competent in the curriculum use of the equipment.</li> <li>• Pre use checks of any equipment by teacher</li> <li>• Any defective equipment is not used</li> <li>• Area checked and left in safe condition after use</li> <li>• No powered equipment used by students</li> </ul>	Acceptable (3)
Choking	Pupils through swallowing items used in the activity	<ul style="list-style-type: none"> <li>• Any lesson or activity using small items, such as marbles, with the potential for harm is subject to risk assessment and COP. Controls applied by the teacher including moderation of the activity according to the age and experience of the pupils</li> <li>• Supervision during the lesson or activity</li> <li>• Area checked and left in safe condition after use</li> </ul>	Acceptable (4)
Drowning	Pupils through entering a Trust school pond.	<ul style="list-style-type: none"> <li>• There is no pond at the school therefore if staff take children to another school to undertake pond dipping activities, they must ensure the children are supervised at all times.</li> <li>• Standard operating procedure for pond related activities.</li> </ul>	Acceptable (4)

## Methodology for determining the level of risk

		Consequence				
		Extreme (5) Death or permanent disablement	Major (4) Partial disablement Severe Injury	Moderate (3) Medical Treatment	Minor (2) First Aid Treatment	Insignificant (1) No Injuries
Likelihood	Almost Certain (5)	25	20	15	10	5
	Likely (4)	20	16	12	8	4
	Possible (3)	15	12	9	6	3
	Unlikely (2)	10	8	6	4	2
	Rare (1)	5	4	3	2	1

Action levels		How the risk should be managed
16-25	<b>Unacceptable</b>	Use or activity to stop/ not go ahead, substantial and possibly immediate improvements or additional control measures needed.
10-15	<b>Significant</b>	Use or activity to stop/ not go ahead. Improvement or additional control measures needed.
05-09	<b>Adequate</b>	Use or activity may continue or go ahead BUT risks may be further reduced by some improvement to safety arrangements.
01-04	<b>Acceptable</b>	No further action, but ensure controls are maintained and reviewed.

**Model risk assessment for the use of a School kiln**

HAZARDS	HOW THE HAZARD MAY HARM
Radiant heat	Infra red radiation from hot surfaces may damage eyes
Burns	<p>Exterior of the kiln can reach a temperature capable of causing a burn, particularly to children.</p> <p>Opening of the kiln door may release high temperature air</p>
Fire	The storage of combustible items on or near the kiln may cause a fire
Electric shock	Electric cables may deteriorate through heat
Toxic fumes	Some glazes may give off fumes, particularly if firing is not at the correct temperature
<b>CONTROL MEASURES TO BE EMPLOYED</b>	
Operator	<ul style="list-style-type: none"> <li>• One member of staff will be the designated lead for use of the kiln. That person will provide training to staff.</li> <li>• <b>Only staff approved by the designated lead are allowed to use the kiln.</b></li> <li>• Operating instructions displayed</li> </ul>
Pupils	<ul style="list-style-type: none"> <li>• Pupils are not allowed in close proximity to the kiln during the firing process or at anytime when the kiln may still be hot.</li> <li>• The kiln room will be kept locked at all times</li> </ul>
Equipment	<ul style="list-style-type: none"> <li>• The kiln will be checked and serviced annually.</li> <li>• Pre use visual check of the kiln and area by staff including a check for combustible items.</li> <li>• Once a term inspection by the SET Health and Safety Officer.</li> </ul>
Fire	<ul style="list-style-type: none"> <li>• Detection within the room</li> <li>• Fire separated from school area</li> <li>• No combustible storage</li> </ul>
Toxic fumes and heat	Ventilation provided

## Standard operating procedure for a school pond.

### Activity- use of the pond by the School or other group authorised by the Head Teacher

These procedures must be applied by anyone supervising an activity when children use the pond

<b>Hazards</b>	<ul style="list-style-type: none"> <li>• Water immersion leading to drowning or hypothermia.</li> <li>• Infection from contaminated water.</li> <li>• Scratches and cuts from vegetation.</li> <li>• Slips and fall.</li> </ul>
<b>Supervision</b>	<ul style="list-style-type: none"> <li>• Children are not allowed in the pond enclosure without a supervising adult being present.</li> <li>• The ratio of adults to children must be such that each adult can easily supervise those for whom they are responsible.</li> <li>• The teacher or supervising adult must ensure the ratio allows for clear sight of everyone.</li> <li>• Special consideration must be made with regard to any additional support needed for a specific child or due to the general behaviour of individuals or the group.</li> <li>• As a benchmark the level of supervision should not exceed 15 children: 1 supervisor and 7:1 for pre-school.</li> <li>• The gate must be left unlocked while in use in case additional assistance is needed.</li> <li>• Children must not stand to pond dip; this must be from a flat or kneeling position.</li> <li>• Observation of the whole group must be maintained rather than those supervising being drawn into a position whereby sight of those further away is lost.</li> <li>• Any existing wounds which may come into contact with pond water should be suitably dressed with a waterproof plaster or a surgical glove if on the hand.</li> <li>• Hands must not be put into mouths, no eating or drinking until hands are washed.</li> </ul>
<b>System</b>	<ul style="list-style-type: none"> <li>• Check before the children enter for any obvious hazards and that the sides are not too slippery. Ensure the children can not follow you in when checking.</li> <li>• Provide a safety briefing to the children before entry.</li> <li>• Allow entry through the gate.</li> <li>• If more than one supervisor, one lead the group in, one to the rear.</li> <li>• If just one supervisor, remain at the rear to maintain sight of the whole group in front of you.</li> <li>• After use, lock the gate and arrange hand washing.</li> </ul>
<b>Safety briefing</b>	<ul style="list-style-type: none"> <li>• No running or pushing.</li> <li>• Kneel or lie down when pond dipping.</li> <li>• Do not put hands into mouths.</li> <li>• No eating or drinking.</li> </ul>
<b>Emergency procedure-child in pond</b>	<ul style="list-style-type: none"> <li>• Rescue from side of pond using the throw bag if the child is able to reach it.</li> <li>• Depth does allow an adult to wade in if needed.</li> <li>• Initiate first aid response if appropriate, sending for help if needed.</li> </ul>

