ABERDEEN CITY COUNCIL

COMMITTEE	**Education, Culture and Sport**
DATE	**18th February 2010**
DIRECTOR	**Annette Bruton**
TITLE OF REPORT	**Effective Moving Protocol**
REPORT NUMBER	**ECS/10/13**

1. PURPOSE OF REPORT

To provide Schools and other Learning Establishments with a framework to plan the effective management of a move from one building to another, as a result of renovation, new building or other planned change to provision.
This protocol does not advise upon any move necessitated as a result of a sudden or emergency change to provision.

2. RECOMMENDATION(S)

It is recommended that the Committee:

- notes the contents of this report and
- endorse the effective moving protocol for schools and other Learning Establishments.

3. FINANCIAL IMPLICATIONS

There are no direct financial implications for the Council or any Services of the Council from this Report in itself, other than the provision of officer time to facilitate the protocol. This will vary from one project to another and, as noted in the protocol, should be identified and provided for during the planning of the move.

4. SERVICE & COMMUNITY IMPACT

The report fits with the vision in the Community Plan to develop Aberdeen as a 'City of Learning' and is in line with Priorities 1-6 within *Vibrant Dynamic and Forward Looking*.

5. OTHER IMPLICATIONS

There are no further implications which arise directly from this Report.

6. REPORT

6.1 Background
Where schools are decanted to another venue, as a result of closure, amalgamation, re-building or renovation, a clear plan is required to allow the move to take place as effectively as possible. This protocol provides advice as to how this might be achieved.

It should be appreciated that each move will have its own particular circumstances and this protocol, therefore, should be seen as advice and guidance and not prescriptive.

6.2 Decant Responsibility Matrix & Programme
The Decant Responsibility Matrix has been produced in this section as an *aide memoire* for all parties to enhance understand of the principle steps towards decant, who is responsible and in what timescale. This has been translated into a Decant Programme in bar chart format to set the tasks against the project calendar.
Timescales are indicative only and may be shorter due to needs of individual projects. Managers may wish to amend the matrix to change the order of specific actions and insert dates applicable to their project.
Additional actions may be appropriate for individual projects and priorities.
Where an action is allocated to a specific person/post, this should be entered into the matrix.
Where two or more schools are to be combined into the new location, close liaison between ISMM and School Action Group (SAG) will be required.
In circumstances where another school or Service is moving into a vacated building, close co-operation between the departing and incoming schools.

6.3 Risk Assessment Template and ICT Dimensions
Both these documents are designed to further assist establishments plan and carry out the move effectively. Again, these are primarily generic in nature and should be amended to meet the requirements of individual circumstances. The list of hazard areas (e.g. working at height) and associated control measures are not exhaustive. In some cases they may not be applicable. However, this will give the ISMM a basis to stimulate discussion and consideration of H&S matters during a time of potentially higher risk.

The risk assessment should be undertaken by suitably trained / competent employees in accordance with the ACC Risk Assessment Procedure (6.24 PR), see Zone under Health & Safety. There will need to be involvement of the different interested parties involved / affected by the move.

Consideration of a Risk Assessment to cover unforeseen circumstances at any stage in the project resulting in a contingency plan can be helpful.

6.4 Evaluation and Further Development
All these documents will be updated as schools feedback after decant has taken place and an evaluation completed.

7. REPORT AUTHOR DETAILS

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8. BACKGROUND PAPERS

Attached to this document are:
Appendix 1: Decant Responsibility Matrix, including Acronym Summary
Appendix 2 (a) and (b): Risk Assessment Template
Appendix 3: ICT Dimension

DECANT RESPONSIBILITY MATRIX

Appendix 1

Actions	**Responsibility**	**Time** (prior to/post decant)	**Dates**
Well before			
1. Identify ACC Removal Manager(s) (ACCMM) and produce a clear list of duties	ACC (Aberdeen City Council)	As soon as Committee decision is made	
2. Identify In-School Move Manager(s) (ISMM) and start date. Agree time allocation for ISMM to complete tasks and produce a clear list of duties, including completion of dates in this timeline	ACCMM + Head Teacher (HT)	As soon as ACC Move Manager is identified	
3. Identify budget code for costs of moving in the (should be clear from Committee paper)	ACCMM	As soon as ACC Move Manager is identified	
4. Identify & claim any additional time for school cover, based on need and equity.	ACCMM	As soon as ACC Move Manager is identified	
5. In relation to each Decant School provide a draft decant plan Make staff aware that they should not risk of any damage to health. 6.	ACCMM	> 6 months prior	
7. Liaise with ACC ICT to identify requirements, to include phones, servers etc.	ISMM	6 months prior	
8. Identify most appropriate in-school staff to assist with planning and form School Action Group	ISMM	6 months prior	
9. Expand decant plan to meet requirements of specific project, including notification to other users such as Breakfast Club, Out of School Club and Lets ec.	ACCMM + ISMM + SAG	6 months prior	
10. Refer to and use Risk Assessment (attached) as appropriate	All	On-going	

11. Arrange survey by specialist removal subcontractors under supervision of ISMM (tendering where necessary)	ACCMM	5-4 months prior	
12. Consider implications of new school including: ▪ new school name (see protocol, currently draft) • new uniform • new stationery • new policies, procedures, aims, ethos • moving in/official opening ceremony • staged entry, if necessary • consideration of holding a ceremony acknowledging closure of previous school and/or opening of new school	ISMM + HT	4 months prior	
13. Identify a 'Rubbish' area(s) and procedures for removal.	ISMM	12 weeks prior	
14. Meeting of Janitors, ICT, FM, Community Group(s) and Head Teacher to discuss priorities/responsibilities and suitability of arrangements, including a minute of meetings identifying tasks allocated to specific people/services.	ISMM	12 weeks (minimum) prior and possibly on-going	
15. Finalise decant plan	ACCMM	10 weeks prior	
16. Circulate agreed final decant plan to all relevant parties including: • Staff (Union Representatives) • Parents • Pupils • ICT • Facilities Management • HR • Wider Community • Local Police • Public Transport Unit	ACCMM	10 weeks prior	
17. Identify and communicate with partner and direct services affected by the move	ACCMM	10 weeks prior	
18. Amend School Travel Plan,	ISMM	10 weeks prior	

including liaison with School Travel Plan Co-ordinator and bus companies, taxi firms etc.			
19. Update catalogue of resources, liaising with action groups	SAG	10 weeks prior	
20. Review plan regularly (weekly/monthly)	SAG	On-going	
21. Identify/number each room in new school and allocate them to purpose.	ACMM	10 weeks prior	
22. Inform staff of date by which personal items must be removed, including clearing computer hard drives and shared server folders	HT	10 weeks prior	
23. Establish what will be provided in the new school and what will be taken from existing school and interim storage area (use container in school ground if insufficient storage space in school)	ISMM	10 weeks prior	
24. Arrange for regular removal of rubbish.	ISMM + ACCMM	On-going	
25. 3Rs and Facilities Management to liaise with new Facilities Management Operator (Non-ACC) to produce working systems, employment changes (TUPE), staff manual and induction.	ISMM + ACCMM	10 weeks prior	
26. Prepare arrangements for archiving of materials (history of school, photos, press cuttings, School registers, exam details, financial matters etc.) and establish legal position re length of retention	ISMM	10 weeks prior	
27. Prepare arrangements for confidential records (PPRs confidential pupil files etc) and paperwork to go to new school/establishment by separate arrangement	ISMM	10 weeks prior	
28. Arrange for disposal of confidential waste – supply of shredder bags	ISMM + ACCMM	10 weeks prior	

29. Identify items not required in new school/establishment which may be of use to other schools - contacts for disposal of useful rubbish	ISMM + Facilities Management	10 weeks prior	
30. Liaise with Human Resources over Job Matching/ER/VS and other conditions of service of teaching and support staff, including facilities. This should also involve Service Managers and Education officers where appropriate.	HT + ACCMM + HR	10 weeks prior	
31. Staff visit new school or earlier if appropriate (e.g. new-build school)	ACMM + ISMM	10 - 8 weeks prior	
32. Make application to Scottish Government for as many closure days as required. Use risk assessments to make case for more than usual 3 days.	ISMM	8 weeks prior	
33. Make list of H&S matters that might be an issue during the whole of the planning and moving, carrying out risk assessments as necessary.	ISMM	8 weeks prior	
34. Make arrangements for staff and pupil induction.	HT	8 weeks prior	
35. Ensure ordering of usual day-to-day items for the new school e.g. jotters, pencils etc.	HT	8 weeks prior	
36. Assess need for special moving arrangements e.g. chemicals, radioactive sources, large/weighty objects, fragile objects	ACCMM	8 weeks prior	
37. Use ICT to scan as much information as possible from paper to digital and consider retention of hard copies	ISMM	8 weeks prior	
38. Arrange provision of additional janitors or similar at the old and new schools on the moving and unpacking	ISMM	4 -6 weeks prior	

days			
39. Obtain storage boxes	ACMM + ISMM	4 weeks prior	
40. Label fragile materials. Max weight 20 Kg.	SAG	4 weeks prior	
41. Ensure the exact last date in old school and exact first day in new school is known and publicised	ISMM + ACMM	4 weeks prior	
42. Liaise with other relevant parties - Service Managers, 3Rs Project Officers, Facilities Management, Staff (Union Representatives), Parents, Pupils, ICT, Facilities Management, HR, Wider Community	ISMM	4 weeks prior	
43. Complete Business Continuity Plan and forward to Operational Support Manager (Culture & Learning). This may be very similar to BCP of original building.	HT	4 weeks prior	

Just before

44. Notify H & S Section to arrange for operator of facility and Health & Safety Advisor (ACC) to carry out initial Fire Risk Assessment	ACMM	2 weeks prior	
45. Finalise emergency evacuation plan for the new school	HT + ISMM	2 weeks prior	
46. Ensure all employees have received or are scheduled to receive suitable information and training in respect of any new equipment or plant (e.g. fire alarms, gas installation, new machinery, LEV, computers, etc.)	ISMM	2 weeks prior	
47. Ensure suppliers/contractors of maintenance contracts are notified of move.	ISMM	2 weeks prior	
48. Ensure all staff have visited new school	ISMM	2 weeks prior	

49. Produce and publicise plan of staff duties on the moving day(s)	ISMM	2 weeks prior	
50. Ensure staff welfare arrangements are in place in new school (toilets, refreshments, rest areas, first aid facilities etc)	ISMM	2 weeks prior	
51. Re-publicise emergency evacuation plan and carry out practice where appropriate before any other work begins in new building (be aware some staff may wish access to school, even during their holidays)	ISMM	1 week prior	
52. Ensure pupils have been inducted in arrangements for new school	HT	Last day before move	

Moving in, Unpacking and Just after

53. Hold staff meeting (all staff) to welcome to new school, including emergency evacuation plan and carry out practice where appropriate, including staff induction	ISMM		
54. Ensure all boxes get uplifted and check nothing of value remains on vacated site	ACCMM		
55. Ensure all boxes are delivered to correct rooms	ISMM		
56. Carry out Workplace Inspection before allowing children in (including Care Commission where appropriate), in line with ACC Workplace Inspection Guidance	ISMM + HT and H& S Rep		
57. Ensure adequate time to unpack is provided (2 days but longer only in exceptional circumstances)	ISMM		
58. Identify holding area for empty boxes	ISMM		
59. Ensure all packing boxes are unpacked and made available for removal by removal contractors. Boxes cannot be	ISMM		

retained as storage boxes.			
60. Remind pupils and staff of arrangements in new building	HT	Day of opening for children	
61. Carry out a planned emergency evacuation, record outcome and amend procedure if necessary	HT	Day of opening for children	
62. Notify H & S Section to arrange Health & Safety Advisor (ACC) to carry out Fire Risk Assessment.	ACMM	2 weeks prior	
63. Assess how move has gone and identify problems and outstanding issues, informing appropriate staff	ISMM	ASAP	
64. Centralise storage boxes for uplift on agreed date	ISMM	ASAP	
65. Arrange removal of empty boxes	ISMM	ASAP	

Well after

66. Survey all staff (not just within school) on what to identify aspects which went well and what could have been done better	ISMM	1 month after	
67. Contribute to review of Protocol	ISMM	1 month after	

Acronym Summary

ACC - Aberdeen City Council

HT - Headteacher

ACCMM - Aberdeen City Council Removal Manager(s)

ISMM - In-School Move Manager(s)

SAG - School Action Group

ICT - Information and Communications Technology

FM - Facilities Management

HR - Human Resources

TUPE - Transfer of Undertakings (Protection of Employment) Regulations

PPR - Pupil's Progress Record

ER - Early Retirement

VS - Voluntary Severance

H&S - Health and Safety

BCP - Business Continuity Plan

LEV - Local Exhaust Ventilation

APPENDIX 2 (a)

ABERDEEN CITY COUNCIL

Risk Assessment (General)

TEMPLATE

Line Manager name:		**Line Manager signature**	**Assessment No:**
Date:	**Assessed by:** **Signature:**	**Location:** **Activity:** School Move Project	**Review date:** January 2009

What has the potential To cause harm (hazards) and what harm might result?	**Who and how many people might be at risk?**	**What measures are already in place?**	**Severity**	**Likelihood**	**Risk rating**	**What further action (s) needs to be taken to reduce risk**	**By whom and by what date**
EXAMPLES OF HAZARDS **Working at Height** Poor general storage > poor manual handling technique, Falling objects. > contact injuries	EXAMPLES Employees Others (e.g. pupils)	EXAMPLES OF Control measures Prohibit storage on top of cupboards ▪ System to ensure that: - shelves are not overstocked - seldom used items are stored on upper shelves - heavy items stored at waist height. ▪ Suitable access equipment provided Information, training instruction				Implement Storage policy (e.g. "heavy box – middle shelf", subject to object handling assessment) Review storage arrangements of items to be moved to new premises	
Falls from height	Employees Others (e.g. pupils)	***Avoid working at height*** Shelving placed at a height so that access equipment – (ladders, steps, kickstools) do not need to be used. Review storage arrangements – e.g. frequently used items are easily accessible. ***If need to work at height*** Provision of suitable access equipment					

APPENDIX 2 (a)

What has the potential To cause harm (hazards) and what harm might result?	Who and how many people might be at risk?	What measures are already in place?	Severity	Likelihood	Risk rating	What further action (s) needs to be taken to reduce risk	By whom and by what date
		> e.g. ladders, steps, kickstools. Segregate area where work taking place if necessary. Trained staff to access high areas (e.g. janitorial staff)					
Manual handling of loads (incl. lifting, putting down, pushing, pulling, carrying or moving by hand or bodily force). Unsafe moving and handling of inanimate loads - > back / musculo-skeletal disorders Unsafe moving and handling of people -> injury to person being moved; injury to handler	Employees Others (e.g. pupils)	▪ Minimal lifting policy ▪ Storage systems as per Manual Handling Operation Regulations 1992 (MHOR) ▪ Adequate provision of handling aids (lifting tables/trolleys; load lifters; slings etc.) ▪ Employees have information instruction and training in safe manual handling at induction and annual refresher ▪ Manual handling tasks are risk assessed under MHOR ▪ Workplace supervision ▪ Minimal lifting policy ▪ Service user care plans identify mobility issues and required interventions are assessed as per people handling guidance ▪ Service user care plans are reviewed at least annually, and with any change in the service				Develop procedures for loading / unloading crates. > e.g. bring contents to crate.	

APPENDIX 2 (a)

What has the potential To cause harm (hazards) and what harm might result?	Who and how many people might be at risk?	What measures are already in place?	Severity	Likelihood	Risk rating	What further action (s) needs to be taken to reduce risk	By whom and by what date
		user's condition ▪ Staffing levels meet care requirements ▪ Adequate provision of handling aids (hoists, slide sheets, turntables etc.) ▪ Key employees receive information instruction and training in people handing at induction and refreshed annually. ▪ Workplace supervision					
Hazardous Substances Poor storage -> falling objects	Employees (e.g. Teachers Technicians)	Hazardous substances are stored correctly, e.g. leaks contained with provisions to prevent adverse chemical reactions occurring in a secure store to prevent unauthorised access away from sources of ignition.					
Spillages of chemicals > Slips / burns / contamination	Employees (e.g. Teachers Technicians)	Spill kit available in Technicians room. Procedures in place for spillage situations and possible evacuation in accordance with assessments undertaken in accordance with the Control of Substances Hazardous to Health Regulations 2002 (COSHH). Suitable personal protective equipment is issued for the task being undertaken where necessary.				Are spill kit/s adequate to deal with potential spillages in departments? Packaging / transportation of substances as per safety data sheet. Warning labels used. Avoid packing in crates. Instructions given to removal contractor.	
Local exhaust ventilation failure Defective equipment > build up of fumes / vapour	Employees (e.g. Teachers Technicians)	Local Exhaust Ventilation (LEV) is in use e.g. associated with fume cupboards LEV is regularly tested, maintained and records kept in accordance with the COSHH.				System meets performance specifications given in HSG 37 and Health and Safety Executive (HSE) Control guidance Sheet 201- "Fume Cupboard"	

APPENDIX 2 (a)

What has the potential To cause harm (hazards) and what harm might result?	Who and how many people might be at risk?	What measures are already in place?	Severity	Likelihood	Risk rating	What further action (s) needs to be taken to reduce risk	By whom and by what date
		Including:- • Weekly checks. • Monthly monitoring using an anemometer. • Defect reporting system. • Examined and tested against performance standard at least every 14 months – HSG 54 (HSE guidance). • Suitable personal protective equipment is issued for the task being undertaken where necessary. Appropriate cleaning measures have been made for removing settled dust with minimum disturbance.				Arrange in conjunction with Facilities Section for LEV systems to be examined and tested at least once every 14 months and that a suitable maintenance programme is established in accordance with COSHH. Arrangements required to be put in place for decommissioning of LEV plant?	
Lack of first aid provision	Employees (e.g. Teachers Technicians)	Workplace specific risk assessments identify the requirement for first aid provision Training provided for:- • Designated First Aiders • Appointed Persons First aid boxes provided and contents maintained by registered / appointed person				Pupil Support Assistants are First Aid trained. Additional training may be required in relation to chemical related injuries – See specific data sheets / COSHH assessments.	
Dust, Fumes, mists, vapour -> collapse / respiratory effects,	Employees (e.g. Teachers Technicians) Others (e.g. pupils)	Are hazardous substances necessary can their use be avoided, or substituted with a less hazardous substance? Suppliers data sheets are available for all hazardous substances used upon the premises identifying the hazards and associated risks.				Have assessments in relation to specific chemicals, novel activities, project work, etc been completed as required under COSHH and monitored and reviewed as necessary. Scottish Schools Equipment	

APPENDIX 2 (a)

What has the potential To cause harm (hazards) and what harm might result?	Who and how many people might be at risk?	What measures are already in place?	Severity	Likelihood	Risk rating	What further action (s) needs to be taken to reduce risk	By whom and by what date
		Can the creation of dust, fumes, mists, vapours be avoided or isolated? E.g. use of fume cupboards. Training , written information and instructions has been given to everyone, using and coming into contact with hazardous substances, with arrangements for refresher training as appropriate. Details are available regarding the identity of the substances generated. Measurements have been undertaken to ascertain the level of exposure to individuals.				Research Centre (SSERC) information, CD ROMs available. Disposal arrangements for chemicals in accordance with safety data sheets / SSERC guidance.	
Workplace Stress Unreasonable workload/ work patterns	Employees (e.g. Teachers Technicians)	▪ Written job descriptions ▪ Agreed performance targets ▪ Flexi Time ▪ Work rotation ▪ Prescribed breaks ▪ System of continuous performance monitoring ▪ Local systems in place to respond to individual employee concerns					
Lack of control over workload	Employees (e.g. Teachers Technicians)	▪ Written policies and procedures in place to support employees ▪ Employees have information about support systems ▪ Employees are instructed on how and when to access support ▪ Regular performance review meetings				Timeline / Plan for school move.	

APPENDIX 2 (a)

What has the potential To cause harm (hazards) and what harm might result?	Who and how many people might be at risk?	What measures are already in place?	Severity	Likelihood	Risk rating	What further action (s) needs to be taken to reduce risk	By whom and by what date
		▪					
Unsatisfactory workplace relations	Employees (e.g. Teachers Technicians)	▪ Written policies and procedures e.g. bullying & harassment; discrimination ▪ Systems are in place to assist managers to deal with unacceptable workplace behaviour ▪ Systems are in place to assist employees to report unacceptable workplace behaviour ▪					
Poor understanding of role/conflicting roles	Employees (e.g. Teachers Technicians)	▪ Employees receive information in respect of the organisation's structure and purpose ▪ Employees receive information in respect of their roles and responsibilities ▪ There are systems in place to address concerns raised by employees ▪					
Poorly communicated organisational change	Employees (e.g. Teachers Technicians	▪ Employees receive timely information of any proposed changes ▪ There is a system to ensure adequate employee consultation on changes ▪ Employees have opportunities to influence proposals ▪ Ongoing Team Briefing ▪ Employees receive training in support of any changes in their jobs ▪ Employees can access appropriate support during times of					

APPENDIX 2 (a)

What has the potential To cause harm (hazards) and what harm might result?	Who and how many people might be at risk?	What measures are already in place?	Severity	Likelihood	Risk rating	What further action (s) needs to be taken to reduce risk	By whom and by what date
		organisational change ▪					
General Welfare Arrangements Poorly controlled indoor temperature -> uncomfortable working conditions	Employees (e.g. Teachers Technicians	▪ Thermostatically controlled radiators ▪ Air cooling plant where necessary ▪ Hot plant or pipes insulated ▪ Workstations situated away from sources of radiant heat ▪ Shaded windows/ blinds ▪ Fans available for use in extremely hot weather ▪ PPE provided as assessed necessary ▪ Workplace thermometers ▪					
Inadequate workplace lighting -> eye strain		▪ Natural lighting via windows – regularly cleaned ▪ General lighting meets lux requirements for workplaces ▪ Local lighting provided at workstations as assessed necessary ▪ System for regular replacing repairing and cleaning of light s ▪					
Inadequate workplace ventilation -> uncomfortable work conditions		▪ Natural ventilation via windows ▪ Mechanical ventilation systems - regularly cleaned tested and maintained ▪ Regular breaks for employees working in humid environments					
Inadequate cleanliness of floors furnishings and fittings -> slips trips falls		▪ All surfaces are capable of being kept clean ▪ Systems in place to ensure regular cleaning ▪ Employees instructed on good housekeeping practices					

APPENDIX 2 (a)

What has the potential To cause harm (hazards) and what harm might result?	Who and how many people might be at risk?	What measures are already in place?	Severity	Likelihood	Risk rating	What further action (s) needs to be taken to reduce risk	By whom and by what date
Inadequate work space -> fatigue; bumps and trips		▪ Work areas give enough space for people to get to from and around the workstation with ease ▪ Clear signage where obstructions such as low beams are present. ▪					
Poor storage -> falling objects		▪ Shelving and racking is stable and strong enough for loads placed on it ▪ ***Avoid stacking crates*** ▪ Limits are set for the height of stacks / crates if they have to be stacked. ▪ Regular inspection of stacks ▪ Storage is under lock where possible to prevent unauthorised access by vulnerable persons e.g. pupils ▪				Designated / special crates for computer equipment – Provided by ITC or removal contractor? Max. number of crates No crates to be stacked by teachers. Crates to be lidded. Designated storage areas to be identified and used.	
Collision with transparent surfaces e.g. windows and doors -> bumps and cuts		▪ Transparent surfaces at shoulder level or below on doors gates and side panels are of a safety material or barriered off ▪ Transparent surfaces at waist level or below on windows walls and partitions are of a safety material or barriered off (not glass houses) ▪ Transparent surfaces on uninterrupted surfaces e.g. patio doors floor to ceiling windows, are marked to make them apparent ▪					
Inadequate provision of sanitary facilities		▪ There are sufficient facilities for numbers of staff on site ▪ Male / female toilets provided separately					

APPENDIX 2 (a)

What has the potential To cause harm (hazards) and what harm might result?	Who and how many people might be at risk?	What measures are already in place?	Severity	Likelihood	Risk rating	What further action (s) needs to be taken to reduce risk	By whom and by what date
		▪ Hand washing facilities with liquid soap provided ▪ Provision of paper / roller hand towels ▪ Shower facilities nature of work requires this ▪					
Inadequate rest / meal break facilities -> employee fatigue		▪ Rest rooms big enough to accommodate sufficient chairs and tables ▪ Seats have backrests ▪ Kettles microwaves vending machines or canteen facilities are provided ▪ There is provision for new and expectant mothers incl. the facility to lie down ▪ There is a no smoking policy in respect of all council premises					
Workplace fatigue and dehydration		▪ Work pattern includes adequate break periods ▪ Ready access to clean cold drinking water – mains / water dispensers ▪ Bottled water provided for off site workers ▪ Disposable drinking cups are provided ▪ Dedicated wash facilities are provided for non disposable cups ▪					
Lack of accommodation for clothing/ changing facilities		▪ Accommodation is provided for personal and work clothing – individual hooks pegs or lockers ▪ Lockers are lockable ▪ There is dedicated accommodation for clothing that becomes dirty, damp or contaminated					

APPENDIX 2 (a)

What has the potential To cause harm (hazards) and what harm might result?	Who and how many people might be at risk?	What measures are already in place?	Severity	Likelihood	Risk rating	What further action (s) needs to be taken to reduce risk	By whom and by what date
		▪ There are drying facilities in workplaces where work clothing becomes wet ▪ PPE storage is as per PPE assessment ▪					
Lack of first aid provision		▪ Workplace specific risk assessments identify the requirement for first aid provision ▪ Training provided for - registered first aiders - appointed persons ▪ First aid boxes provided and contents maintained by registered / appointed person (Work base & ACC vehicles)					
Inadequate separation of pedestrian and vehicular traffic -> collision		▪ Walkways marked off ▪ Barriers and handrails provided ▪ Safety signage in situ ▪ One way traffic systems				Designated area in car park for removal vehicle/s.	
Obstructions > trips and falls > compromised fire exit routes		▪ Areas isolated during packing / unpacking / housekeeping / maintenance procedures ▪ Safety signage ▪ Employees trained in general safety awareness /good housekeeping arrangements ▪ Regular checks of fire exit routes				Designated storage areas to be identified and used. Provision of skips to hold rubbish / collection schedule.	
Unprotected stairwells ->persons/ objects falling from height		▪ Stairwells enclosed by doors leading onto landing ▪ Balconies protected e.g. roped/netted					
Inadequate cleaning procedures -> slips trips falls		▪ Cleaning materials appropriate to flooring surfaces ▪ Housekeeping trained in housekeeping procedures ▪ Employees trained in good					

APPENDIX 2 (a)

What has the potential To cause harm (hazards) and what harm might result?	Who and how many people might be at risk?	What measures are already in place?	Severity	Likelihood	Risk rating	What further action (s) needs to be taken to reduce risk	By whom and by what date
		housekeeping practice					
Hot Surfaces Contact with radiators and pipework -> burns		▪ Radiators fixed to wall ▪ Thermostatic control ▪ Low surface temperature heat emitters or ▪ Radiator guards ▪ Exposed pipework covered with insulating material ▪ Vulnerable persons are supervised ▪ Beds not placed in proximity to radiators ▪ Annual programme of inspection for signs of damage to radiators ▪ Safety signage ▪					
Radio active materials Exposure to radioactivity as a result of		▪ Written policy re radioactive sources in educational establishments ▪ A radiation protection supervisor appointed in school ▪ Radiation Protection Advisor (RPA) is available for advice – SSERC					
Inappropriate storage of radioactive sources		▪ Radioactive materials held, comply with the SEED approved list ▪ Radioactive sources are stored in suitable receptacles within a locked store ▪ The store is at least 2 m from where staff work/ 1 m from where pupils sit ▪ The store is marked with appropriate hazard warning signage ▪ Gamma sources are situated at least 20cm back from the cabinet					

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		door ▪ Up to date records are maintained of all radioactive materials held in store ▪					
Misuse of radioactive sources		▪ The document "Working with Radioactive Substances Record & Management List" is completed monthly ▪ Radioactive sources are leak tested at least very 2 years ▪ A suitable Perspex screen is used to screen beta radiation ▪ Children under the age of 16 are not permitted to work with radioactive sources ▪ Risk assessments are carried for AH investigative work with sources					
Inadequate waste disposal procedures		▪ Arrangements are in place with SSERC re the disposal of spent sources. Involvement of RPA. ▪ Science / janitorial staff are informed of waste disposal procedures.				Contract with SSERC management by Facilities Manager Neighbourhood Services (North Area).	
Electricity at Work Trailing cables > cable damage; trips and falls		▪ Cable protectors provided for use. ▪ Work area isolated where necessary					
Unauthorised access to electrical installations / equipment		▪ Electrical cupboards and switchgear under lock and identified with hazard warning signage ▪ No storage / controlled storage in switchgear cupboards ▪ Hand tools stored under lock when not in use. ▪ Electrical appliances disconnected by appropriately trained person				3Rs Project to provide guidelines / produces for isolation / shut down	

APPENDIX 2 (a)

What has the potential To cause harm (hazards) and what harm might result?	Who and how many people might be at risk?	What measures are already in place?	Severity	Likelihood	Risk rating	What further action (s) needs to be taken to reduce risk	By whom and by what date
Gas installation Gas leaks-> Carbon monoxide poisoning, fire, explosion - resulting from: Poor installation and maintenance practices (plant and equipment)		▪ Plant serviced, maintained decommissioned by CORGI registered contractors. ▪ Annual service contracts in place ▪ System to ensure control of contractors ▪ Permit to work procedures ▪ Smoking policy is enforced				3Rs Project to provide guidelines / produces for isolation / shut down	

Appendix 2 (b)

ABERDEEN CITY COUNCIL

Risk scoring and rating table

Severity (S)

This is the degree of harm that may be caused

1.	NIL	No risk of injury or harm.
2.	LOW	Causing a minor injury which would allow the person to continue work after first aid treatment on site or at a local surgery.
3.	MEDIUM	Causing injury or harm capable of keeping a person off work for more than three days or more and reportable under Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 RIDDOR.
4.	MAJOR	Causing a major injury reportable under RIDDOR.
5.	HIGH	Causing a death to one or more people.

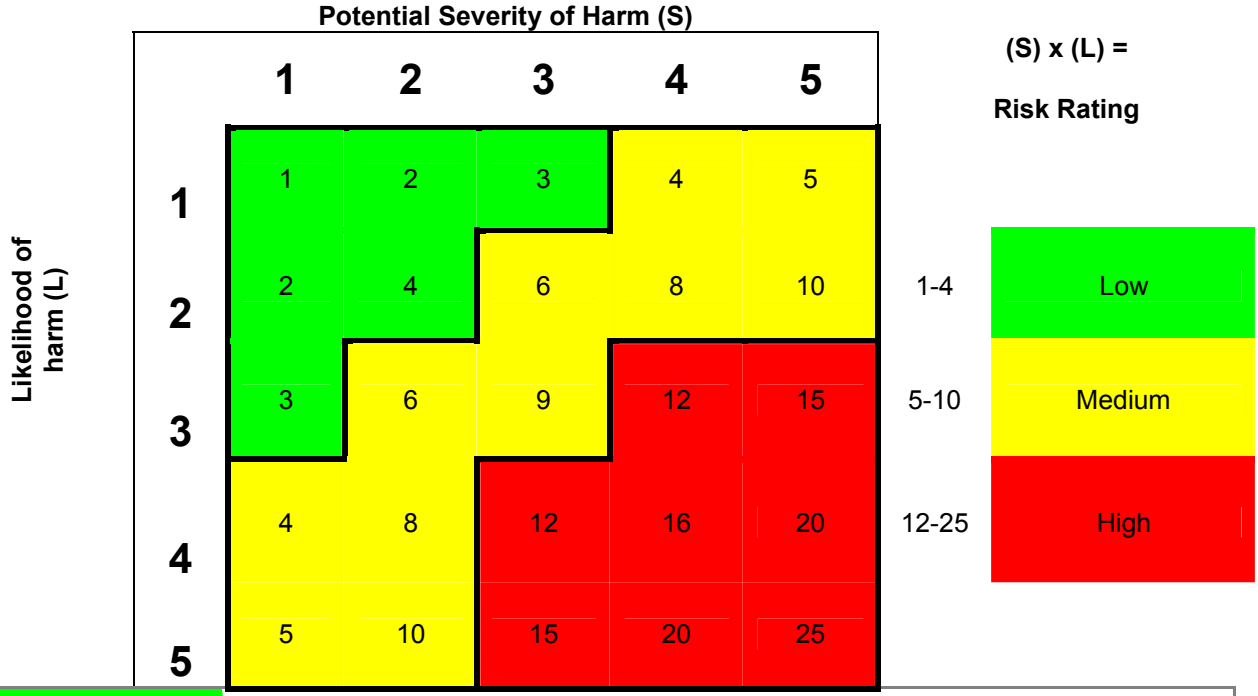
Likelihood (L)

This is the likelihood that an event will occur

1.	HIGHLY UNLIKELY	Only under a very rare combination of circumstances /conditions could there be any likelihood of an accident or illness.
2.	UNLIKELY	Possible occurrence if other factors were present the incident might occur but the probability of this is low.
3.	LIKELY	The accident may happen.
4.	HIGHLY LIKELY	If the prevailing circumstances continue it is probable an accident will occur.
5.	NEAR CERTAIN	If the work continues as it is, there is almost a 100% certainty an accident will happen.

SEVERITY **(S)** x LIKELIHOOD **(L) =** RISK RATING (**RR)**

The risk rating based on existing situation **including control measures** present at the time of assessment can be evaluated as follows:



1 – 4 Low	Review on change of process or if circumstances change. Any small and/or easy methods to improve should be made to ensure continuous improvement of risk management.
5 – 10 Moderate	Examine areas of exposure in the activity; decide timescales for completion of all agreed actions and record on action plan. Provide additional monitoring of agreed controls until they are fully implemented. Closely monitor effectiveness of new controls put in place
12 –25 Unacceptable STOP!	Until effective interim controls are agreed and implemented, and an action plan to permanently reduce the risk to an acceptable level has been agreed do not recommence