

Education Department Policy

Title	Science To ensure the safe teaching and learning in Science lessons in Primary and Secondary Schools
Issued	January 2014
Last Updated	January 2016
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1 POLICY

Science is a core subject of the Jersey Curriculum. All pupils should be taught the essential aspects of the knowledge, methods, processes and uses of science.

The Jersey Curriculum for science aims to ensure that all pupils:

- Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.
- Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.
- Are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Practical experiments and fieldwork have a central role in promoting understanding and in developing a sense of excitement and curiosity about natural phenomena and as such should be a significant part of science teaching. It is of utmost importance that due regard is paid to the safe delivery of the science curriculum.

Education has fully adopted the guidance provided by CLEAPSS as the recognised standard for Health and Safety in Science. The Department will however retain the decision making process and where applicable modify the guidance to meet local needs or interpretations.

The CLEAPSS Guidance provided in L222 'Model Health and Safety Codes of Practice in Science for Local Authorities' is to be used as the main source of reference and advice on safety matters by staff teaching Science in Education. The cited guidance document provides model codes of practice for Science in both Primary and Secondary schools. For Primary schools CLEAPSS document L222 references the Association for Science Education ASE booklet 'Be Safe! Health and Safety in primary school science and technology' which should also be adopted. All CLEAPSS material is available electronically from their website www.cleapss.org.uk. The required user name and password for this site is published in the termly newsletter which is circulated to schools. Education pays a yearly subscription to CLEAPSS for this support and guidance for all schools and colleges.

Education will appoint a Radiation Protection Officer who will liaise with Radiation Protection Supervisors in Secondary School Science departments and the Radiation Protection Advisor at CLEAPSS to provide appropriate support and guidance for the safe use and storage of radioactive materials.

The disposal of trace radioactive materials is managed by the Department for Infrastructure who also have access to the radiation protection advisor's service for safe handling and shipping of waste chemicals.

Science in Secondary settings must only be taught by appropriate teachers or responsible adults who would be deemed competent to do so by virtue of their qualification, knowledge and experience.

2 RISK ASSESSMENT(S)

Risk assessments addressing all 'significant' risk shall be undertaken as appropriate and these should refer to 'safe systems of work' in place and will include details relating to:

- the use of apparatus and any other equipment, including personal protective equipment
- manual handling of equipment/apparatus
- science preparation and storage areas with attention to detail relating to good housekeeping standards
- safe use of apparatus by teachers and pupils for experimental and/or demonstration purposes
- indoor physical environment especially when the space has other uses e.g. as science classrooms, dining hall or normal classroom
- outdoor physical environment including the effects of inclement weather / exposure to sun
- specific on and off site science activities, including transport arrangements
- minimum qualification levels required of teaching staff and the use and training of non-specialist teachers
- supervision arrangements
- use of supply teacher cover
- use of volunteers
- age, physical capability and behaviour of pupils
- teaching group size
- non-participation by pupils
- special medical needs of pupils e.g. asthma, peanut allergy
- dress code, including footwear, jewellery, long hair and lab coats
- potential risks to new or expectant mothers
- infectious diseases

Additional guidance may be sought direct from CLEAPSS in the event of a 'non-routine' teaching practice being planned or undertaken.

An assessment of first aid arrangements must be made and measures put into place to ensure suitable provision is made. This should include off-site provision.

3 RESPONSIBILITIES OF HEADTEACHERS AND HEADS OF SERVICE

Heads are responsible for ensuring that:

- All teachers who teach Science should have access to a copy of the most up to date **CLEAPSS** guidance (see section 6 below).
- All Primary school teachers who teach Design and Technology have access to a copy of the most up to date **ASE** guidance – 'Be Safe' (see section 6 below).
- All Science teachers are aware of the sources of competent advice and assistance available to them.
- Staff should receive the appropriate training, instruction, information, supervision and guidance.
- 'Safe systems of work' are in place, including regular inspections of the working/technicians preparation and teaching environment and equipment.

- The workplace is a safe environment for all users: pupils, students, staff, cleaners and contractors.
- A 'structured and systematic' internal review of the Science department/Faculty 'safe systems of work' is undertaken by the College/Schools Management.
- 'Suitable and sufficient' risk assessments have been undertaken identifying all 'significant' hazardous teaching undertakings and that risk assessments are directly 'linked' to the lesson planning process as deemed appropriate. In addition 'suitable and sufficient' measures are in place to control the identified risks to health and safety to an 'acceptable' level covering all relevant persons.
- The First Aid risk assessment takes account of the special risks inherent in the provision of the science curriculum and competent qualified persons are readily available with suitable and sufficient resources.
- Accidents are properly recorded and investigated, including those within the Technicians area and 'off-site' locations.
- The equipment and environment are maintained, inspected and tested to the appropriate standards including the elimination or control of hazards 'so far as is reasonably practicable'.
- The required and stipulated standards are enacted and adhered to and all applicable Education, College, Schools, policies and procedures complied with.

4 RESPONSIBILITIES OF STAFF

The School Senior Leadership Team (SLT) and specifically the Departmental/Faculty Heads are responsible for complying with Education and College/Schools standards and procedures, including the reporting of deficiencies or non-compliances to the appropriate person for remedial action as soon as possible.

Staff are responsible for informing their line manager immediately in the case of accident and/or emergency in compliance with College/School and/or Education policy. All Science Departments shall develop a 'suitable and sufficient' Emergency Management Plan (EMP) interfaced with the overarching EMP of the College/School

Staff are responsible for complying with the standards and with local procedures and reporting deficiencies to the appropriate person for remedial action as soon as possible.

5 SOURCES OF ADVICE AND ASSISTANCE

The Education Department's Head of Facilities Management can be contacted via Education Main Reception on 445504.

- General advice and assistance on health and safety issues including risk assessment training and the provision of model risk assessments
- Training from CLEAPSS requested through Education

6 FURTHER INFORMATION

- L222 Model Health and Safety Codes of Practice in Science for Local Authorities CLEAPSS July 2007 <http://www.cleapss.org.uk>
- DL222 is an electronic version of the above document which can be amended for use by individual schools.
- Be Safe! Health and Safety in school science and technology for teachers of 3 to 12 year olds. Fourth edition 2012 ASE The Association for Science education ISBN: 978 0 86357 426 9 www.ase.org.uk

Issued by:	Education Department
Authors:	Professional Advisor to Schools Head of Facilities Management
First Issued:	15 th January 2014
Last Updated:	January 2016 (Updated to reflect new Department name and job titles/contacts.)