



## **Science**

### **Compliance Code**

## Contents

1.0 Introduction	3
2.0 Responsibilities	3
2.1 Delegated Responsibilities	3
3.0 CLEAPSS	3
4.0 Management Issues	3
4.1 Class Management	4
4.1.1 Class Supervision/ Behaviour	4
4.1.2 Class Sizes	4
4.2 Curriculum Risk Assessments	4
4.2.1 Adapting and Recording Risk Assessments	4/5
4.3 H&S Training	5
5.0 Inspection of Workplace and Work Equipment	5/6
5.1 Types of Inspection, Maintenance and Testing of Work Equipment	6
5.1.1 Level 1	6
5.1.2 Level 2	6
5.1.3 Level 3	6
6.0 Emergency procedures	7
6.1 Isolation of Services	7
6.1.1 Gas	7
6.1.2 Electricity	7
6.2 Chemical Spills	7
6.3 First Aid	7
7.0 Hygiene	8
8.0 Monitoring the Science department	8
8.1 Maintenance of Science Equipment	8
9.0 Working with Chemicals	8
10.0 Handling, Storage and Use of Compressed Gas Cylinders	8
11.0 Managing Ionising Radiations and Radioactive Substances	9
11.1 Radiation Roles and Responsibilities	9
11.1.1 Radiation Protection Supervisor RPS (Schools)	9/10
11.1.2 CLEAPSS Radiation Protection Adviser (RPA)	10
11.1.3 Radiation Protection Officer (RPO)	10
11.2 Technician Functions and Competence	10
11.3 Pregnant Women and New Mothers (Staff or Students)	10
11.4 Restrictions on Practice	10/11
11.5 Standard Operating Procedures and Contingency Plans	11
11.6 Standard School Holding	11
11.7 Model Risk Assessments	11
11.8 Record Keeping and Auditing	11/12
12.0 Microbiology	12
13.0 Pupils as Subjects of Experiments	12
14.0 Body Fluids and Cells	12/13
14.1 Surely that's banned?	13
15.0 Disposal of Chemicals and other Laboratory Wastes	13
15.1 Chemical Waste	13
15.2 Microbiological Waste	14
15.3 Radioactive Waste	14
16.0 Air Guns and Starting Pistols	14

Annex A – Level 2 inspection guidance checklist

## **1. Introduction**

This compliance Code covers science education in all Secondary Schools associated with West Norfolk Academies Trust.

## **2. Responsibilities**

Headteachers, where appropriate through Heads of Department, teachers, technicians and other support staff, have a responsibility to ensure that the requirements stated within this compliance code are met within their school.

The Headteacher is responsible for monitoring the implementation of the Compliance Code and for ensuring that a copy of the is made available to the Head of Science electronically

The Head of Science is responsible for ensuring the Compliance Code and any updates to it is brought to the attention of all staff in the department and for ensuring that it is complied with.

The Head of Science, through discussion with the Site Manager or Trust Estates Manager, is to ensure that the control measures identified within the Site General Risk Assessment are implemented and reviewed annually for their area of responsibility. Any unforeseen hazard is to be included in the Site General Risk Assessment as and when identified along with suitable control measures.

### **2.1 Delegated Responsibilities**

Inspection, servicing and maintenance of department equipment is delegated to the site manager who is responsible for ensuring that issues identified from servicing, inspection and testing reports is communicated to the head of department in a timely manner.

An assessment of the findings is to be conducted with mitigating control measures implemented until such time that equipment can be repaired/ replaced. Where an increased risk is identified this, along with additional control measures, is to be included in the Site General Risk Assessment.

## **3. CLEAPSS**

CLEAPSS is an advisory service providing support in science and technology for schools for a consortium of local authorities and their schools that includes West Norfolk Academies Trust.

Model risk assessments and other documentation provided by CLEAPSS underpin this Compliance Code and references to relevant areas of CLEAPSS guidance are provided where appropriate.

## **4. Management Issues**

This section considers the management issues required to run a safe and healthy science department. The information should be used to develop local procedures and delegate responsibilities to individual staff members. It will be necessary to consult relevant sections of this Compliance Code and CLEAPSS documentation and guidance to ensure all aspects are covered.

## **4.1 Class Management**

### **4.1.1 Class Supervision/Behaviour**

School rules for pupils participating in science should be displayed prominently in each laboratory and staff must ensure that they are enforced. A model list of laboratory rules for students is contained in 'Customisable Model Health and Safety Policy for Science Departments' (CLEAPSS document L223).

In general, pupils must not be left unsupervised in a laboratory. Staff wanting to leave a class briefly must assess whether this is safe, if necessary arranging temporary supervision by a neighbouring member of staff.

The use of laboratories as general teaching areas, registration or detention by, for example, non-specialist teachers, is not recommended. Where it cannot be avoided it is essential that the Head of Science is consulted, an assessment of risks undertaken and any additional precautions implemented before the laboratory is used in this way. It may, for example, be necessary to draw up simple guidelines. Particular attention needs to be paid to access to chemicals, equipment and gas taps (unless isolated).

Laboratories should be locked when not being used, e.g. at lunchtimes and before and after school.

Food and Drink is not permitted within Laboratories at any time.

### **4.1.2 Class Sizes**

There is no statutory limitation on class size. Similarly, there are no regulations covering the size of individual laboratories but adequate space is clearly needed for safe practical work. For 30 pupils at key stages 3 and 4 an area of around 90 m<sup>2</sup> is recommended; below 70 m<sup>2</sup> a laboratory will usually be appropriate for groups of 25 or fewer.

If, in a teacher's professional judgement, a class is too large to attempt a particular piece of practical work safely, then other strategies must be considered. These might include abandoning that particular practical, having only part of a class doing practical work at any one time, or adopting pupil-assisted teacher demonstrations, etc.

Teachers who are concerned that risks in practical work are unacceptable because of the class size should report their concerns to the Head of Science and, if necessary, the Headteacher. If the risks cannot be made acceptable, the activity must cease until it can be resumed safely. See also 'Science Class Sizes, Laboratory Sizes and Possible Effects on Safety' (CLEAPSS document PS009).

## **4.2 Curriculum Risk Assessment**

This Compliance Code and accompanying CLEAPSS model risk assessments and guidance indicate generic hazards and the protective and preventive measures necessary to reduce risk in secondary science.

### **4.2.1 Adapting and Recording Risk Assessments**

Health and safety legislation require that, before model risk assessments are adopted for use in a workplace, the need for modification to suit the local conditions is considered, e.g. size of rooms, class size and pupil behaviour, the apparatus available etc.

For practical work Heads of Science must check CLEAPSS model or supplementary risk assessments and record the significant findings of these assessments on documents that are in daily use – lesson plans, worksheets and schemes of work, including published schemes. Any further modifications needed to meet local circumstances should be made once the initial cross referencing with CLEAPSS risk assessments has been undertaken.

It is preferable that this process is coordinated from a single source accessible to all staff. The CLEAPSS documents 'Making and Recording Risk Assessments in Schools Science' (PS090) and 'Managing Risk Assessment in Science' (L196) detail how this can be done.

The Head of Science must ensure that appropriate texts are readily available to Science Department staff. The Head of Science should establish mechanisms for alerting teaching and support staff to the presence of hazardous substances (e.g. by instructing technicians to issue CLEAPSS Hazcards whenever a hazardous substance is used).

### **4.3 Health and Safety Training**

Health and Safety Training is necessary to ensure that staff are competent to carry out their work and to meet mandatory legislation such as fire safety. Training should include both local procedural arrangements and, where applicable, qualification to National Standards. A record of training must be held and Headteachers and Heads of Science should ensure that suitable induction procedures are in place for new staff. For guidance see WNAT Induction Policy.

It is highly recommended that Heads of Science attend the CLEAPSS course 'Health and Safety Management for Heads of Science'.

It is also recommended that Technicians attend the CLEAPSS course 'Health and Safety for Science Technicians'.

Heads of Science should organise local training sessions for staff to cover the following areas which are particularly important for new and temporary staff:

- Science department procedures and controls referencing this Compliance Code and the Site General Risk Assessment
- procedures for Curriculum Risk Assessment
- emergency arrangements
- local laboratory rules
- equipment usage and inspection, including personal protective equipment.

## **5. Inspection of Workplace and Work Equipment**

The inspection process consists of periodic checks of the workplace environment and the equipment contained in it. The aim of this is to ensure that the control measures put in place to protect persons from risks identified in the Site General Risk Assessment are actually working in practice.

Health and Safety law requires that work equipment is maintained in a safe condition as per the Provision and Use of Workplace Equipment Regulations (PUWER). To achieve this, equipment must be maintained, inspected and, where necessary, tested. The requirement to meet regulation requirements is the responsibility of the Site Manager who monitors the need as part of their compliance schedule.

However, department staff are also responsible for the daily inspections and reporting of faults in a timely manner with suitable control measures implemented where there is a potential increased hazard and associated risk.

## **5.1 Types of Inspection, Maintenance and Testing of Work Equipment**

There are 3 levels of inspection, maintenance and testing of work equipment which must be carried out in Science departments. These are: -

### **5.1.1 Level 1**

A visual check by staff of equipment prior to its use on a daily (or as used) basis. This is simply a visual reassurance that the item is safe to use.

**All faults are to be reported to the site manager in a timely manner using the relevant helpdesk. Any equipment found to be faulty is not to be used until remedial work is completed**

### **5.1.2 Level 2**

A more formal visual inspection which should be carried out termly. It requires checking the workplace and equipment using a checklist.

Level 2 inspections will be conducted by the WNAT Estates Manager and will consider items included in Annex A to this compliance Code. The findings will be recorded and presented at the termly H&S meetings.

### **5.1.3 Level 3**

Formal maintenance/inspection checks carried out by competent persons such as specialist contractors or members of staff who have received adequate training.

This is scheduled by the School Site Manager as part of their role responsibility for compliance management. Service, Inspection and testing reports are to be reviewed upon receipt and recorded centrally within the school Estates Management System (EMS). All issues are to be communicated to the Head of Department and additional control measures are to be considered where there is an increased risk to H&S or the operation of the school.

The records of these inspections are extremely important and can prove to be invaluable in defending any claims for compensation made against the Trust/ School.

Contractors that maintain, service and formally inspect D&T work equipment, such as dust extraction equipment, may sometimes recommend upgrades or improvements to the system, citing non-compliance with legal requirements. In these circumstances' schools should ask contractors to provide details and/or a risk assessment where the outcome clearly demonstrates the need for the additional control measures that the contractor has recommended.

Schools are inherently a low risk environment and all recommendations should be considered using the cost versus risk approach. However, where there is a clear lack of legislation compliance, increased risk to H&S or impact to the operation of the school then the recommendations must be implemented.

## **6. Emergency Procedures**

The Head of Science should examine all activities carried out in each laboratory to identify potential emergency situations, e.g. bench or clothing fires. The risk should be assessed and appropriate procedures to be followed in the event of serious and imminent danger should be established. CLEAPSS Model Risk Assessments will include emergency procedures guidance and it should be established if the guidance is suitable for the environment. If not then local adaptations will be required.

General emergency requirements will be included in the Site General Risk Assessment along with suitable control measures that must be implemented.

### **6.1 Isolation of Services**

#### **6.1.1 Gas**

There should be a gas isolating valve in each laboratory, near to the main teaching location or adjacent to the main exit. This should be clearly marked and readily accessible.

#### **6.1.2 Electricity**

The mains electricity should be suitably protected with a Residual Current Device (RCD)

### **6.2 Chemical spills**

Several chemicals in regular use in school science can present major problems if spilled. A spill kit should be provided for dealing with foreseeable spills. See section 7.7 of the CLEAPSS Laboratory Handbook.

### **6.3 First Aid**

A first aid box or boxes containing suitable first aid materials should be situated in the laboratory or immediate area. Where deficiencies are identified this should be highlighted to the school 'Appointed Person' responsible for first aid as per the WNAT First Aid Policy.

All Science staff should be able, if necessary, to carry out immediate remedial measures when required and while waiting for the first aider. It is therefore highly recommended that due to the increased risk associated with Science, staff should complete a suitable first aid course as per the WNAT First Aid Policy.

All incidents are to be reported using the WNAT Incident helpdesk. This will assist in determining whether follow up investigation is required or whether there is a need to report the incident to the HSE as per the Reporting of Incidents, Diseases and Dangerous Occurrence Regulations (RIDDOR).

Effective investigation and reporting can assist in alleviating potential claims made against the School / Trust.

## **7. Hygiene**

High standards of hygiene are essential in any science laboratory and should be practiced by all staff and pupils so that they become routine. Specific matters relating to hygiene are covered in 'Hygiene when teaching Science' (CLEAPSS document GL209). The following points cover basic hygiene:

- Workbenches should be wiped down after chemicals/biological agents of any sort have been used. Pupils can carry this out. Paper towels should be provided for this purpose or, if cloths are used, they should be changed or washed frequently.
- Children and staff should always wash hands with warm water and soap after handling chemicals, animals or animal material, plant material or soil. Paper towels are recommended.
- There must be no eating, drinking or smoking in laboratories or preparation rooms.

## **8. Monitoring of the Science Department**

The Headteacher is responsible for monitoring implementation of the Code in the Science Department.

The Head of Science should actively monitor safe practice within their department. Methods of doing this could include departmental meetings, lesson observation, monitoring of delegated roles, talking directly to teachers, technicians and pupils and checking records, e.g. requisition sheets, lesson plans and schemes of work.

'Monitoring the Impact of Science Safety Policies' (CLEAPSS document PS030) provides details on monitoring approaches and reviewing of procedures.

### **8.1 Maintenance of Science Equipment**

The Head of Science is also responsible for ensuring that all science equipment is inspected and where necessary tested on a regular basis. Day to day checks will be carried out by technicians; formal maintenance, testing and inspection will be carried out by maintenance contractors, arranged via the Site Manager.

## **9. Working with Chemicals**

There are many hazards associated with working with chemicals. These hazards and the means of controlling the inherent risks are detailed in:

- CLEAPSS Secondary Science Hazcards
- Secondary Science Supplementary Risk Assessments
- CLEAPSS Recipe Book
- Section 7 of the CLEAPSS Laboratory Handbook

## **10. Handling, Storage and Use of Compressed Gas Cylinders**

The hazards associated with the handling, storage, use and movement of compressed gas cylinders and the means of controlling the risks involved are detailed in section 9.9 and 11.2 of the CLEAPSS Laboratory Handbook.

## **11. Managing Ionising Radiations and Radioactive Substances**



There are four distinct sets of regulations that govern most of the acquisition, use and disposal of the radioactive substances used in school science. These relate to:

1. Using ionising radiations safely.
2. Environmental protection.
3. Transporting radioactive substances safely and securely.
4. Government control in the education sector.

CLEAPSS guidance document 'L093 Managing Ionising Radiations and Radioactive Substances in Schools and Colleges' provides a reference for employers, Radiation Protection Officers and Radiation Protection Advisers, describing what is considered good practice in school science. This section summarises the main requirements of L093.

Teachers with responsibility for management of radioactive sources and teachers who handle radioactive sources should both be familiar with relevant sections of L093.

## **11.1 Radiation Roles and Responsibilities**

Schools must appoint a Radiation Protection Supervisor (RPS) (Schools) and the staff should be made aware of who this individual is.

Employers who carry out work with ionising radiations must appoint a Radiation Protection Adviser (RPA) to advise them on radiological protection. West Norfolk Academies Trust subscribe to the CLEAPSS RPA Service and as such there is no requirement to nominate an in-house RPA.

However, as a condition of subscribing to the CLEAPSS RPA service West Norfolk Academies Trust must appoint a Radiation Protection Officer (RPO) to act as the link person between schools and the RPA.

### **11.1.1 Radiation Protection Supervisor RPS (Schools)**

Someone in the school must have day to day responsibility for the safe storage, use and monitoring of radioactive sources and L093 identifies this person as the Radiation Protection Supervisor (Schools). The person in charge of sources should normally be a member of the science teaching staff, usually the head (or deputy head) of science or the most senior or experienced physics teacher.

The RPS (Schools) role is to:

- inform the employer (i.e. the RPO) before acquiring new sources and before disposing of any radioactive material.
- be directly involved with work using ionising radiations, including practical teaching.
- be able to exercise suitable authority to ensure that all such work is carried out in accordance with the school's Local Rules/Standard Operating Procedures and Contingency Plans.
- be able to exercise supervision, though need not be present all the time
- ensure all teachers and technicians (especially new ones) who need to handle or use sources are appropriately trained.
- ensure that the radioactive sources are all accounted for and kept secure
- ensure that equipment is maintained in good working order.
- ensure regular monitoring is carried out on radioactive sources, containers and stores.
- ensure that all records required are accurate, up-to-date and kept secure
- know what to do in an emergency.

The RPS (Schools) should attend CLEAPSS Radiation Protection Supervisor training every 3 years.

### **11.1.2 CLEAPSS Radiation Protection Adviser (RPA)**

West Norfolk Academies Trust subscribes to the CLEAPSS RPA service.

### **11.1.3 Radiation Protection Officer (RPO)**

As a condition of subscribing to the CLEAPSS RPA service West Norfolk Academies Trust must appoint a Radiation Protection Officer (RPO) to act as the link person between schools and the RPA. In addition to liaising with the RPA, the RPO must check that the record of sources is accurate, that sources are appropriately stored, that the log of source use is kept up to date, that sources are checked for leakage at suitable intervals and that the general source management and use is appropriate.

## **11.2 Technician Functions and Competence**

The RPS (Schools) should decide what functions technicians can reasonably be given. It is important that technicians are confident and competent if they are to deal with radioactive sources. In some schools, technicians never handle radioactive sources; teachers always collect and return sources from the store. In other schools, technicians transfer sources to laboratories, carry out annual monitoring and prepare half-life investigations.

## **11.3 Pregnant Women and New Mothers (Staff or Students)**

If they follow the Standard Operating Procedures nobody handling radioactive substances in schools will receive a dose anywhere near the limits specified by the regulations.

A pregnant woman or a new mother may continue to carry out normal procedures with sealed sources. However, if she is concerned about the risk to her child, it would be advisable to ask someone else to carry out the work. To avoid unnecessary concern, L093 advises that pregnant women and new mothers do not carry out leak tests, contamination checks or work with unsealed sources (e.g. dealing with spills of radioactive substances, preparing protactinium generators, etc.).

Further information relating to New and Expectant Mothers Risk Assessing is available in the WNAT New and Expectant Mothers Guidance

## **11.5 Restrictions on Practice**

Students aged under 16 should not be allowed to handle radioactive sources except in certain circumstances. Practical work should be largely restricted to teacher demonstrations. However, students who are responsible enough may use devices containing low level radioactive sources, e.g. small cloud chambers, smoke alarms and radioactive rocks, in standard experiments. The sources should be enclosed and the students must be closely supervised.

Students aged over 16 may handle sealed sources to carry out standard investigations of the properties of ionising radiations. The teacher in charge must be satisfied that the students are responsible enough, have been shown how to use them, and have seen and understood the relevant Standard Operating Procedures. The teacher must closely supervise all work.

Students aged over 16 may also use a half-life source under the close supervision of a member of staff qualified to handle these sources. The member of staff must have recent

experience in using the source and must demonstrate how to use it before letting the student do it themselves. The sources must be inspected for signs of damage as soon as they are returned to the teacher. All sources, whatever the activity, must never be left unattended by the teacher in charge.

## **11.5 Standard Operating Procedures and Contingency Plans**

Model Standard Operating Procedures and contingency plans contained in L093 should be customised to meet local circumstances. All staff handling or working with ionising radiations should be familiar with, and have access to, these procedures.

## **11.6 Standard School Holding**

L093 Section 3.3.1 lists the sources that schools could be expected to keep.

Should a school wish to keep sources significantly in excess of the Standard School Holding, use different sources, or carry out non-standard procedures, prior advice should be sought from the RPA.

## **11.7 Model Risk Assessments**

Section 6.7 of L093 provides specific risk assessments for using the most common radioactive sources found in schools. The RPS (Schools) should ensure that members of staff who use radioactive sources are familiar with the hazards and control measures associated with each. Should radioactive sources other than those listed in L93 be stored or used, similar risk assessments must be produced and agreed between the RPA and RPS (Schools).

The 2013 edition of L093 identifies some types of very old radioactive sources that are considered to be beyond their working life and for which a risk assessment is no longer adequate for use in schools. These sources are identified by a red double line border on the model risk assessment. The source should be taken out of use and disposed of unless a risk assessment, approved by the school's RPA, justifies continuing to use it.

However, see also the section below on disposal of radioactive sources and the full guidance on disposal and exemption limits in L093.

## **11.8 Record Keeping and Auditing**

An appropriate record keeping system must be in place to account for radioactive substances and to show that regular auditing of the sources and monitoring for leakage and contamination occurs.

The following checklists and forms are in section 16 of L093 and should be maintained by the RPS (Schools):

- Checklist for management of radioactive sources in schools
- List of radioactive sources held
- Radioactive source history
- Use Log
- Staff authorised to use/handle radioactive sources and training
- Sample letter to supplier when purchasing radioactive sources

Record keeping will be confirmed as part of the West Norfolk Academies Trust H&S inspections at least once per academic year.

## **11.9 Transportation of Radioactive Sources**

The transportation of radioactive substances is covered by detailed legislation. Guidance on precautions to be taken, packaging, labelling and documentation required in these circumstances is set out in section 10 of L093.

The transportation by road of school radioactive sources is rarely necessary and should always be kept to a minimum.

## **11.10 Disposal of Radioactive Sources and Exemption Limits**

Guidance on disposal of radioactive sources is contained in section 12 of L93. Guidance on exemption limits can be found in section 13.

There are limits to the amounts that can be disposed of at any one time, and within a period of time. Relatively low-activity sealed sources – up to 10 kBq (0.37  $\mu$ Ci) for Ra-226, Sr-90, Cs-137, Am-241, Pu-239, and up to 100 kBq (3.7  $\mu$ Ci) for Co-60, can be disposed of by the dustbin route.

Above these limits, the transport of the waste becomes regulated. Sealed sources that are over the above limits, but not over 200 kBq, can be disposed of by a registered waste carrier who is willing to transport the waste and removes the waste to an appropriately permitted site. Sealed sources above 200 kBq can only be disposed of by a registered waste contractor who has a permit for disposing of radioactive waste that covers the waste you have to an appropriately permitted site.

## **12. Microbiology**

Whenever microorganisms known to be pathogenic are cultured there is the possibility of infection. Risks can be controlled if the guidance contained in 'Microbiology guidance index' (CLEAPSS document GL269) is followed.

Teachers and technicians must follow the instructions for practical work and observe safety precautions such as disinfecting working surfaces after microbiological work or sterilising used cultures appropriately before disposal.

## **13. Pupils as Subjects of Experiments**

Some aspects of work in school science must be approached carefully to avoid emotional disturbance. Pupils must never be pressurised into taking part in activities they find distasteful, perceive as inhumane or which may cause physiological distress. Section 11.8 of the CLEAPSS Laboratory Handbook provides further detail on this topic.

## **14. Body Fluids and Cells**

There may be occasions when teachers want students to tackle practical activities involving the study of human body fluids - blood, saliva, urine and sweat. There is, however, the potential for the transmission of disease caused by bacteria and/or viruses present in the fluids.

Teachers often believe that a ban exists, preventing them studying some or all body fluids/cells, when in fact none has ever been issued. In the report mentioned in 14.1 below the survey highlighted that 70% of schools think it is illegal for pupils to sample their own blood and 32% believe pupils cannot experiment on their own saliva samples.

CLEAPSS provides model risk assessments that should be reviewed and adapted as required.

## 14.1 Surely that's banned?

'Surely That's Banned?' was a 2005 report for the Royal Society of Chemistry (RSC) on chemicals and procedures thought to be banned from use in schools. There was concern that practical work is being curtailed due to myths and misunderstandings about health and safety regulations.

Very few science activities and chemicals which schools might consider using are banned nationally. The major ones that are banned are the use of benzene (and solutions containing more than 1% benzene) and various ozone depleters. There are no blanket local bans in place. However, some local circumstances may mean that certain experiments are not suitable for some schools. Heads of Science need to identify these during the risk assessment process. For example, some experiments and demonstrations, such as igniting floating bubbles filled with methane, are not suitable where your gas supply is LPG.

At least 15 other chemicals and activities - including the ammonium dichromate volcano experiment and keeping giant African land snails - were thought to be banned by between 10% and 30% of respondents. Positively, the results showed that some of the more exciting activities are still being undertaken - 97% of schools demonstrate the reaction between potassium and water, 96% the Van de Graaff generator and 90% dissect a heart.

RSC concluded that 'there is a clear need to improve the understanding of schools and employers about the balance between appropriate safety and creating exciting, stimulating science lessons. Although there is significant advice available to schools from CLEAPSS, it seems much of this is ignored resulting in an over-cautious approach to practical work.'

For details, see 'Banned Chemicals and Other Myths 2018' (CLEAPSS document PS 069). See also 'Are we allowed to?' (CLEAPSS document PS 064).

## 15. Disposal of Chemicals and other Laboratory Wastes

### 15.1 Chemical Waste

Details on disposal of chemical waste is contained in individual Hazcards and section 7.5 of the CLEAPSS Laboratory Handbook.

Codes W1, W2 etc on relevant hazcards indicate if other disposal methods or extra instructions to the basic procedures are required.

- W1 and W2 – Specialist disposal by a Registered Waste Carrier of bottles of unwanted hazardous chemicals or small quantities of hazardous waste from practical's
- W3 – Recycle
- W4 – Neutralise with alkali before disposal
- W5 – Neutralise with acid before disposal
- W6 – Burn, evaporate or vent in a fume cupboard or outside
- W7 – Pour down foul water drain
- W8 – Place in normal refuse

Section 7.5 of the Laboratory Handbook includes a Chemical Waste Flowchart and principles for managing chemical waste and examples of managing the disposal of commonly used chemicals.

### 15.2 Microbiological Waste

Guidance on disposal of microbiological waste is contained in 'Disposing of Microbiological Waste and Dealing with spills' (CLEAPSS document GL271)

### **15.3 Radioactive Waste**

Guidance on disposal of radioactive sources is in section 12 of CLEAPSS document 'Managing Ionising Radiations and Radioactive Substances in Schools, etc (L093).'

## **16. Air Guns and Starting Pistols**

The CLEAPSS Spring 2011 Bulletin confirmed that air guns and starting pistols held by school science departments for experiment purposes are now illegal under new legislation.

**Annex A to WANT Science Compliance Code**

**Level 2 guidance checklist for termly inspection**

*Reviewed : December 2023*

<b>1</b>	<b>Fire Precautions</b>	<b>Yes / No</b>	<b>Comments / Remedial Action</b>
	Are escape routes and fire exits clear and unobstructed		
	Are combustible materials kept away from heat sources		
	Are emergency exits and escape routes clearly marked and visible		
	Do fire exit doors open easily (i.e. not stiff /broken, or needing a key to unlock)		
	Are all fire extinguishers fully charged, operational and in-date annual servicing.		
	Are all the elements of your fire alarm system (including call points, alarms / detectors etc tested / serviced.		
<b>2</b>	<b>First Aid</b>	<b>Yes / No</b>	<b>Comments / Remedial Action</b>
	Are first aid boxes correctly and adequately stocked		
	Are First Aiders clearly identified		
<b>3</b>	<b>Housekeeping</b>	<b>Yes / No</b>	<b>Comments / Remedial Action</b>
	Are waste bins routinely emptied		
	Are floors / corridors clear of rubbish, materials and equipment		
<b>4</b>	<b>Slips / Trips and Falls</b>	<b>Yes / No</b>	<b>Comments / Remedial Action</b>
	Are floor and stair surfaces / coverings in good condition (i.e. no worn/raised edges, no broken treads on stairs)		
	Are all areas free from trailing cables / wires		
	Are steps / changes in floor levels clearly marked / obvious		
	Are handrails in good condition		
	Are wet floors or spillages dealt with appropriately		
	Are floors free from loose rugs and mats, especially on shiny / slippery floor surfaces		
<b>5</b>	<b>Electrical Safety</b>	<b>Yes / No</b>	<b>Comments / Remedial Action</b>
	Are there sufficient sockets to avoid the use of adapters or extension leads and overloading		
	Have portable electrical appliances been tested as required		

	Are plugs, sockets, cables, flexes in good condition		
<b>6</b>	<b>Lighting</b>	<b>Yes / No</b>	<b>Comments / Remedial Action</b>
	Is internal and external lighting sufficient		
	Are lights and diffusers clean and in working order (no missing/broken bulbs/tubes)		
<b>7</b>	<b>Storage</b>	<b>Yes / No</b>	<b>Comments / Remedial Action</b>
	Is all stored material / equipment stored safely		
	Is all shelving / racking secure		
	Is appropriate equipment available for access to any high shelving or racking		
	Are any hazardous substances correctly labelled and stored in a safe manner		
	Are all hazardous substance storage areas clearly marked as such		
<b>8</b>	<b>Furniture / Equipment</b>	<b>Yes / No</b>	<b>Comments / Remedial Action</b>
	Is all furniture / equipment safely positioned and appropriate for its usage		
	Are ladders, step stools kept secure		
	Are ladders in satisfactory condition and suitable for the tasks carried out		
	Are ladders inspected formally and records kept		
	Are records up-to-date for all equipment requiring statutory inspection (e.g. hoists, lifts, pressure vessels, gas appliances etc)		
	Are any necessary guards and protective devices in position and operating effectively		
<b>9</b>	<b>Workplace Safety</b>	<b>Yes / No</b>	<b>Comments / Remedial Action</b>
	Are any asbestos containing materials (ACM) in good condition (refer to your site asbestos register for details of any ACM's on your site)		
	Are any necessary legionella checks being carried out / recorded and any remedial actions being undertaken (as detailed in the		



	Legionella Risk Assessment for your site)		
	Where you have safety film fitted to glazing is it in good condition i.e. no cuts, slits, scratches, not bubbling, not milky in appearance and no wavy lines when viewed at 45 degree angle?		
	Is there a comfortable working temperature		
	Are toilet facilities in good working order with hot and cold water available for handwashing		
	Are main access paths kept clear of leaves / snow & ice		
	Are access paths in good condition		
<b>10</b>	<b>Incidents</b>	<b>Yes / No</b>	<b>Comments / Remedial Action</b>
	Are all staff aware of how to report an incident?		