



## Health and Safety Policy and Procedures

The Health and Safety Policy of United World International School (UWIS) is to ensure the safety and well-being of our students, staff and visitors. We aim to provide a safe and healthy environment for learning and teaching, as well as for extracurricular activities. We also aim to contribute positively to the development of the Kyrgyz Republic by promoting health and safety awareness and best practices.

The Management Board of UWIS is accountable for the health and safety of the school community and has delegated the day-to-day responsibility to the Head teacher and the Health and Safety Officer. The Health and Safety Officer is a competent person who has the necessary skills, knowledge and experience to give sensible guidance about managing the health and safety risks at the school.

### **The Health and Safety Officer is responsible for:**

- Conducting regular risk assessments and implementing appropriate control measures
- Developing and updating health and safety policies, procedures and guidelines
- Providing health and safety training and information to staff and students
- Monitoring and reviewing health and safety performance and compliance
- Reporting and investigating any accidents, incidents or near misses

### **The Headteacher is responsible for:**

- Ensuring that health and safety policies, procedures, and guidelines are followed by all staff and students
- Allocating sufficient resources for health and safety management
- Supporting the Health and Safety Officers in their duties
- Communicating health and safety issues to the Management Board, the Governing Board, the staff, the students, and the parents
- Encouraging a positive health and safety culture in the school

### **All staff are responsible for:**

- Complying with health and safety policies, procedures, and guidelines
- Taking reasonable care of their own health and safety and that of others who may be affected by their actions or omissions





- Reporting any hazards, risks, accidents, incidents, or near misses to the Health and Safety Officer
- Co-operating with the Health and Safety Officer, the Headteacher, and other staff on health and safety matters
- Participating in health and safety training and information sessions

**All students are responsible for:**

- Following health and safety rules and instructions given by staff
- Taking reasonable care of their own health and safety and that of others who may be affected by their actions or omissions
- Reporting any hazards, risks, accidents, incidents, or near misses to a staff member
- Co-operating with staff on health and safety matters

**All visitors are responsible for:**

- Complying with health and safety policies, procedures, and guidelines
- Taking reasonable care of their own health and safety and that of others who may be affected by their actions or omissions
- Reporting any hazards, risks, accidents, incidents, or near misses to a staff member
- Co-operating with staff on health and safety matters

**This policy is one of several documents that guide operations at UWIS. The full list of relevant documents comprises:**

1. Mission and Vision Policy: This policy states the mission and vision of the school, which are the guiding principles and goals that inform all aspects of the school's operation and development. It also reflects the values and beliefs of the school community, as well as the national and international standards and requirements.
2. Diversity and Inclusion Policy: This policy ensures that all students have equal access to quality education that meets their diverse needs and abilities. It promotes a culture of respect, acceptance, and belonging for all students, regardless of their background, identity, disability, or learning difference. It also outlines the roles and responsibilities of various stakeholders in providing inclusive education and support services.
3. Language Policy: This policy defines the language of instruction, communication, and assessment in the school. It also supports the development of students' multilingualism and intercultural competence by offering opportunities to learn additional languages and cultures. It also covers the expectations and guidelines



for language teaching and learning, as well as the resources and professional development available for language teachers and learners.

4. Admissions Policy: This policy establishes the criteria and procedures for admitting new students to the school. It covers the application process, the admission requirements, the enrollment procedures, the tuition fees, and the financial aid options. It also explains the rationale and benefits of joining the school community.
5. Safety Policy: This policy ensures the safety and security of students, staff and visitors in school. It covers the areas of risk assessment, emergency preparedness, accident reporting, first aid, infection control, fire safety, food safety, security, transportation, and outdoor activities. It also assigns the roles and responsibilities of various stakeholders in implementing safety measures.
6. Child Protection Policy: This policy protects the rights and well-being of children in school. It defines child abuse and neglect as any act or omission that harms or threatens to harm a child's physical, emotional, or mental health or development. It also covers the prevention, detection, reporting, and response strategies to address child abuse and neglect in school.
7. Academic Honesty Policy: This policy promotes a culture of academic integrity and honesty among students and staff. It defines academic dishonesty as any behavior that gives an unfair advantage or disadvantage to oneself or others in academic work. It also covers the types of academic dishonesty, such as plagiarism, cheating, collusion, or fabrication. It also outlines the consequences and procedures for dealing with academic dishonesty cases.
8. Assessment Policy: This policy defines assessment as the process of gathering and analyzing information about student learning to inform teaching and learning decisions. It covers the purpose, principles, types, methods and criteria of assessment, as well as the roles and responsibilities of various stakeholders in assessment practices. It also explains how assessment results are recorded, reported, and used for improvement.
9. Environmental Policy: This policy demonstrates the school's commitment to environmental sustainability and responsibility. It covers the areas of energy efficiency, waste management, water conservation, green transportation, biodiversity protection, and environmental education. It also outlines the actions and initiatives that the school undertakes to reduce its environmental impact and raise awareness among its community members.
10. Ethics Policy: This policy guides the ethical conduct and decision-making of students and staff in the school. It covers the core values and principles that underpin ethical behavior, such as honesty, respect, responsibility, fairness, and compassion. It also provides examples of ethical dilemmas and scenarios that may arise in school situations and how to resolve them.



11. Homework Policy: This policy defines homework as any learning activity that students are required or expected to complete outside of school hours. It covers the purpose, benefits, types, and amount of homework, as well as the roles and responsibilities of students, parents, teachers, and administrators in homework practices. It also explains how homework is assigned, monitored, and evaluated.
12. Communication Policy: This policy establishes the channels and methods of communication between the school and its stakeholders, such as students, parents, staff, board members, and external partners. It covers the frequency, content, format, and language of communication, as well as the expectations and guidelines for effective communication. It also outlines the procedures for handling complaints, feedback, and suggestions.
13. Professional Development Policy: This policy supports the continuous learning and improvement of staff in school. It covers the areas of professional development needs assessment, planning, implementation, evaluation and recognition. It also specifies the resources and opportunities available for staff to enhance their knowledge, skills, and competencies in their respective roles.
14. Parental Involvement Policy: This policy encourages and facilitates the active participation and engagement of parents in their children's education. It covers the ways that parents can be involved in school activities, such as volunteering, fundraising, decision-making, or learning support. It also explains the benefits and challenges of parental involvement, as well as the roles and responsibilities of various stakeholders in fostering positive parent-school partnerships.
15. Data Protection Policy: This policy protects the privacy and confidentiality of personal data collected, stored, used, and shared by the school. It defines personal data as any information that relates to an identified or identifiable individual. It also covers the principles, rights, and obligations of data protection, as well as the procedures for data collection, processing, retention, access, and disclosure.
16. Academic Calendar Policy: This policy sets out the dates and events of the academic year in school. It covers the start and end dates of each term or semester, the holidays and breaks, the examination periods, and the graduation ceremonies. It also explains the rationale and criteria for determining the academic calendar, as well as the procedures for making changes or adjustments if necessary.
17. Library Policy: This policy regulates the use and management of the school library. It covers the mission, vision, and goals of the library, as well as the services and resources it offers to students and staff. It also outlines the rules and guidelines for borrowing, returning, renewing, and reserving books and other materials from the library. It also covers the roles and responsibilities of library staff and users.
18. Attendance Policy: This policy outlines the expectations and procedures for student attendance, including the reasons and consequences for absences, tardiness, and



early departures. It also specifies the roles and responsibilities of students, parents, teachers, and administrators in ensuring regular and punctual attendance.

19. **Bullying Policy:** This policy defines bullying as any unwanted, aggressive behavior that involves a real or perceived power imbalance and that is repeated or has the potential to be repeated over time. It also covers cyberbullying, which is bullying that occurs through electronic means. It describes the prevention, intervention, and reporting strategies to address bullying in the school community.
20. **Cell Phone Policy:** This policy regulates the use of cell phones and other electronic devices by students during school hours and activities. It specifies when and where students are allowed or prohibited to use their devices, as well as the consequences for violating the policy. It also explains the rationale and benefits of limiting cell phone use in school.
21. **Dress Code Policy:** This policy establishes the standards and guidelines for appropriate student attire and grooming in school. It aims to promote a positive, respectful and safe learning environment that fosters academic achievement and personal growth. It also clarifies the roles and responsibilities of students, parents, teachers, and administrators in enforcing the dress code policy.
22. **Fighting Policy:** This policy defines fighting as any physical altercation or aggression between two or more students that causes or threatens to cause harm or disruption. It also covers other forms of violence, such as assault, battery, harassment, or intimidation. It outlines the prevention, intervention, and disciplinary measures to deal with fighting in school.
23. **Respect Policy:** This policy promotes a culture of respect and civility among all members of the school community. It defines respect as treating others with dignity, courtesy, and kindness, regardless of their differences or opinions. It also covers the expectations and behaviors that demonstrate respect for oneself, others, property, and the environment.
24. **Student Code of Conduct:** This policy sets forth the rules and expectations for student behavior in school and during school-related activities. It aims to foster a positive, productive, and safe learning environment that supports academic excellence and social-emotional development. It also explains the rights and responsibilities of students, as well as the consequences of misconduct.
25. **Student Discipline Policy:** This policy describes the principles and procedures for addressing student misconduct in a fair, consistent, and effective manner. It outlines the types and levels of infractions, as well as the corresponding interventions and sanctions. It also covers the due process rights and appeal options for students who are subject to disciplinary action.



## Handbooks:

1. Handbook for School Staff
2. Handbook for Parents and Caregivers
3. Handbook for Students

All members of the Governing Board and all staff members need to know what these documents say. Students and parents/guardians can find all policy documents and handbooks on the UWIS website or ask for a PDF copy. The Management Board checks and updates all policy documents and handbooks every year, usually from January through March, and the Governing Board gives them the green light in June for the next academic year. We welcome feedback and suggestions from all students, parents, and staff. Please send them to the Management Board by the end of April each year so we can think about them for the policies/handbooks for the following academic year.

**UWIS follows the legal charter and various internal regulations for its overall governance. These are:**

1. Legal Charter of 'United World International School'
2. Regulations of the Governing Board
3. Regulations of the Parents Association
4. Regulations of the Advisory Council

## HEALTH AND SAFETY POLICY STATEMENT

The UWIS Board of Directors and Management team are committed to ensuring the health, safety and welfare of all staff, students and visitors in the school. We believe that creating and maintaining a healthy and safe environment is a key responsibility and a shared duty of everyone in the school community. We aim to achieve this by:

- Identifying and assessing the risks associated with the school's activities and premises, and taking appropriate measures to eliminate or minimise them
- Providing adequate resources, equipment, training and supervision to enable staff and students to work and learn safely







- Developing and implementing clear policies, procedures and guidelines for health and safety matters, such as emergency preparedness, accident reporting, first aid, infection control, fire safety, food safety, security, transportation and outdoor activities
- Communicating and consulting with staff, students, parents and other stakeholders on health and safety issues and involving them in decision-making
- Monitoring and reviewing the effectiveness of the health and safety management system and making continuous improvements
- Complying with all relevant laws, regulations and standards for health and safety

This policy statement is an integral part of the school's culture, values and performance standards. It is reviewed and updated annually by the Management Board and approved by the Board of Directors. It is available to all staff, students, parents and visitors on the school website or upon request.

We expect all staff, students, parents and visitors to cooperate with this policy and to take reasonable care of their own health and safety and that of others. We welcome any feedback or suggestions for improving our health and safety performance.

## HEALTH AND SAFETY TRAINING

At United World International School (UWIS), we value the health and safety of our staff and students as our top priority. We believe that providing effective health and safety training is essential for creating and maintaining a healthy and safe learning environment. We aim to achieve this by:

- Offering a variety of online and instructor-led courses that cover topics such as fire safety, hazard communication, infection control, first aid, emergency preparedness, waste management, laboratory safety and more
- Ensuring that all staff and students receive the required training for their roles and activities, and update their knowledge and skills regularly
- Providing adequate resources, equipment, support and supervision for health and safety training
- Evaluating the impact and effectiveness of health and safety training and making continuous improvements
- Complying with all relevant laws, regulations and standards for health and safety training.



## HEALTH AND SAFETY RESPONSIBILITIES

At United World International School (UWIS), we recognise that health and safety is a shared responsibility of everyone in the school community. We have clear roles and duties for health and safety that are aligned with the legal requirements and best practices. We aim to achieve this by:

- Assigning the overall accountability for health and safety to the employer or the proprietor of the school, who delegates the day-to-day management to the head teacher and the school management team
- Appointing a competent person or persons to provide sensible guidance and support on managing the health and safety risks at the school, either from within the school staff or from outside sources
- Establishing a health and safety committee that meets regularly to discuss and review health and safety matters and make recommendations for improvement
- Providing clear policies, procedures and guidelines for health and safety matters, such as risk assessment, emergency preparedness, accident reporting, first aid, infection control, fire safety, food safety, security, transportation and outdoor activities
- Communicating and consulting with staff, students, parents and other stakeholders on health and safety issues and involving them in decision-making
- Providing adequate resources, equipment, training and supervision for health and safety
- Complying with all relevant laws, regulations and standards for health and safety
- Monitoring and reviewing the effectiveness of the health and safety management system and making continuous improvements

We expect all staff, students, parents and visitors to cooperate with this policy and to take reasonable care of their own health and safety and that of others. We welcome any feedback or suggestions for improving our health and safety performance.

## FIRST AID AND MEDICINE CONTROL

The school doctor oversees the provision and administration of first aid and medicines in the school. The doctor ensures that the first aid boxes are replenished weekly and that any medicines for specific students are secured in a locked cabinet and given as prescribed. The doctor also monitors the inventory, storage and expiry dates of all medicines in the







school. The doctor keeps a record of all medicines dispensed and the recipients in a Medicines Book.

## ILLNESS OR INJURY OF STAFF OR STUDENTS

Minor injuries such as scrapes and bruises that need ice, cleaning or plastering can be treated by the duty teacher or a class teacher.

If a student falls and a fracture is possible, the student should stay still and the doctor should be alerted right away.

For any other injuries, the doctor should be consulted. The doctor will assess the situation and give first aid as required.

When the doctor is not available, another staff member with first aid certification must assume the responsibility for that time.

The doctor will work with the chair of management board, the health and safety officer and the head of administration to organize emergency medical care on site or transport to hospital or home for the patient. The parents must be notified if a student is taken to hospital or seen by emergency services. The reception and administration have the parents' contact information. The doctor and the health and safety officer will also follow any special instructions from the parents that have been written to the school, such as informing an employer of one of the parents or guardians.

If an employee is unwell, they should inform the relevant section principal, head of administration or chair of management board before leaving school. If they require sick leave, they should inform the head of administration and/or relevant section principal as appropriate. They should also send leave requests and class covers to [support@uwis.edu.kg](mailto:support@uwis.edu.kg).

All students and staff must remain at home if they are infected with a disease that can spread by air or touch, unless they have been approved by the school doctor to come to school.

## REPORTING PROCEDURES

Whenever a student gets injured or sick at school, the staff member who provides first aid must fill out a Medical Incident Report Form and give it to the Doctor who keeps the central record. The form should state:

- When and where the incident happened
- The student's name and class
- The nature and treatment of the injury/illness





- The student's condition and actions after the incident
- The staff member's name and signature

The Medical Incident Record helps the school to:

- Spot patterns and areas for improvement in health and safety
- Inform parents about their child's well-being
- Plan for future first-aid needs
- Support insurance and investigation claims

If the incident is serious or involves a student's eyes, head, or bleeding, the school must contact the parent/guardian by phone within an hour. For Preschool and Primary 1 and 2 students, this is mandatory. For older students, this is optional if the incident is minor and the student can explain it themselves. Otherwise, the school must send the form home with the student on the same day.

### Notifying serious incidents

The following incidents are considered serious and require immediate notification to the Head of School and Health & Safety Officer by any available means of communication:

- Death of any staff member, student or other person as a result of an accident on the school premises or during school activities off-site.
- Severe injury of any staff member, student or other person as a result of an accident on the school premises. Severe injury includes, but is not limited to, fractures, amputations, loss of consciousness, burns or eye injuries.
- Any potential incident or 'near-miss' that could have caused death or severe injury to any staff member, student or other person on the school premises or during school activities off-site.

### RISK MANAGEMENT

United World International School "UWIS" is committed to providing a safe and supportive learning environment for all our students and staff. We recognize that there are various risks that may arise from natural disasters, human-made incidents, or problematic behaviors that could jeopardize our school's mission and values. Therefore, we have developed a risk management plan that follows these steps:

- Identify risks: We will conduct regular risk assessments to identify the sources and types of risks that may affect our school, such as fire, flood, earthquake, pandemic, cyberattack, bullying, violence, etc.





- Assess risks: We will evaluate the likelihood and impact of each risk on our school's objectives, operations, and stakeholders. We will use a risk matrix to prioritize the most significant risks and determine the appropriate level of response.
- Manage risks: We will implement strategies to prevent or mitigate the risks that we have identified and assessed. We will assign roles and responsibilities to staff members who will be in charge of executing the risk management actions. We will also communicate with parents, students, and external partners about our risk management plan and expectations.
- Monitor and review risks: We will monitor the effectiveness of our risk management strategies and review them periodically to ensure they are up-to-date and relevant. We will also document any incidents or issues that occur and learn from them to improve our risk management plan.

A risk assessment is a process of identifying, evaluating, and controlling the hazards and risks that may affect the health and safety of people and property in a specific setting. Based on web search results, here is a possible risk assessment for classrooms, facilities, fire, earthquake, and electrical:

- Classrooms: Use a classroom checklist<sup>1</sup> to inspect the following aspects of the classroom environment: furniture and equipment, electrical appliances, lighting and ventilation, storage and display, access and exit, fire safety, first aid, and hygiene. Identify any hazards or defects that may cause slips, trips, falls, cuts, burns, shocks, or infections.  
Record the level of risk and the actions taken to eliminate or reduce the risk. Review the checklist regularly or when circumstances change.
- Facilities: Use a facilities risk assessment template<sup>2</sup> to examine the condition and maintenance of the school facilities such as toilets, playgrounds, canteens, libraries, etc.  
Check for any hazards or issues that may affect the functionality, accessibility, or security of the facilities.  
Record the level of risk and the actions taken to eliminate or reduce the risk. Review the assessment periodically or when new facilities are added or modified.
- Fire: Use a fire risk assessment template<sup>2</sup> to evaluate the fire hazards and risks in the school premises.  
Consider the sources of ignition, fuel, and oxygen, as well as the people who may be at risk in case of fire.  
Identify the fire prevention and protection measures in place such as fire alarms, extinguishers, sprinklers, signs, etc.  
Record the level of risk and the actions taken to eliminate or reduce the risk. Review the assessment annually or when significant changes occur.



- **Earthquake:** Use an earthquake risk assessment template2 to assess the earthquake hazards and risks in the school premises.  
Consider the location, construction, and design of the school buildings and structures, as well as the potential impact of an earthquake on them.  
Identify the earthquake preparedness and response measures in place such as emergency plans, drills, kits, etc.  
Record the level of risk and the actions taken to eliminate or reduce the risk. Review the assessment regularly or when new information is available.
- **Electrical:** Use an electrical risk assessment template2 to inspect the electrical systems and equipment in the school premises.  
Check for any defects or damages that may cause electric shocks, fires, burns, or explosions. Identify the electrical safety measures in place such as testing, labeling, isolation, etc.  
Record the level of risk and the actions taken to eliminate or reduce the risk. Review the assessment periodically or when new electrical installations are made or modified.
- **Transportation:** Some examples of transportation risk assessment procedures are:  
Conducting a pre-trip inspection of the vehicle and ensuring it is well-maintained and has adequate fuel, tires, brakes, seatbelts, etc.  
Checking the weather and road conditions and planning the safest and shortest route possible  
Ensuring that drivers are qualified, licensed, trained and experienced in driving the vehicle and following road safety rules  
Ensuring that passengers are properly seated and restrained and follow the rules and instructions of the driver  
Providing emergency contact numbers and kits in case of accidents or breakdowns  
Implementing COVID-19 prevention measures such as wearing masks, sanitizing hands and surfaces, limiting occupancy, ensuring ventilation, etc.
- **Playground risk assessment procedures are:**  
Conducting regular inspection and maintenance of playground equipment and ensuring it meets safety standards and regulations  
Providing soft surfacing under equipment to cushion falls and prevent injuries  
Posting safety warning signs and instructions for equipment use and safe play  
Providing adequate supervision of children during playtime and enforcing rules for safe play  
Providing shade structures, water fountains, sunscreen, hats, etc. to protect children from sun exposure and dehydration
- **Entrance risk assessment procedures are:**  
Installing locks, alarms, cameras, intercoms, metal detectors, etc. to prevent unauthorized entry and monitor activity at the entrance  
Posting security guards or staff at the entrance to check IDs, bags, temperatures, etc. of visitors and deny entry to anyone who poses a threat or shows symptoms of illness



- Providing a visitors log or register to record the name, contact details, purpose, time in and out, etc. of visitors
- Implementing COVID-19 prevention measures such as wearing masks, sanitizing hands, maintaining physical distance, limiting occupancy, etc.
- Visitation risk assessment procedures are:
  - Establishing clear policies and guidelines for visitation such as when, why, how, where, who can visit the school
  - Informing visitors in advance about the policies, guidelines, expectations, rules, etc. for visitation
  - Obtaining written consent from parents or guardians for children to participate in visitation activities
  - Assigning staff members to welcome, guide, assist, monitor and evaluate visitors
  - Implementing COVID-19 prevention measures such as wearing masks, sanitizing hands, maintaining physical distance, limiting occupancy, etc.
- Cafeteria risk assessment procedures are:
  - Conducting regular inspection and cleaning of the cafeteria area and equipment and ensuring they meet food hygiene and safety standards and regulations
  - Providing adequate ventilation, lighting, heating, and seating in the cafeteria area and ensuring they meet health and safety standards and regulations
  - Posting allergen information and warning signs for food and drinks served in the cafeteria and ensuring they comply with food labelling standards and regulations
  - Providing alternative food and drink options for students and staff with food allergies or intolerances and ensuring they are prepared and stored separately from other food and drinks
  - Providing first aid kits and trained staff in case of allergic reactions, choking incidents, or other emergencies
  - Providing adequate supervision of students and staff in the cafeteria area and enforcing rules for safe eating behavior
- Kitchen risk assessment procedures are:
  - Conducting regular inspection and maintenance of kitchen equipment and appliances and ensuring they meet electrical safety standards and regulations
  - Installing fire alarm systems, fire extinguishers, fire blankets, etc. in the kitchen area and ensuring they meet fire safety standards and regulations
  - Providing personal protective equipment (PPE) such as gloves, aprons, goggles, etc. for kitchen staff and ensuring they are used properly
  - Providing food hygiene training and certification for kitchen staff and ensuring they follow food safety management systems based on HACCP principles
  - Providing emergency contact numbers
- Food safety and allergies



Food safety and allergies refer to the prevention and management of food poisoning, contamination, or allergic reactions caused by food or drinks consumed or handled in school.

Food safety and allergies can pose various risks such as nausea, vomiting, diarrhea, fever, rash, hives, swelling, breathing difficulties, anaphylaxis, etc.

Food safety and allergies risk assessment procedures aim to identify and control these risks by considering factors such as the type and quality of food and drinks served or prepared in school.

The hygiene and cleanliness of food handlers and equipment.

The allergen information and labelling of food and drinks.

The provision of alternative food and drink options for students and staff with food allergies or intolerances.

The training and awareness of staff and students on food safety and allergies, the availability of first aid kits and medications for emergencies, etc.

- Food safety and allergies risk assessment procedures are:
  - Implementing a food hygiene and safety policy and procedures based on HACCP principles that cover all aspects of food handling, preparation, storage, serving, disposal, etc. in school
  - Providing food hygiene training and certification for staff involved in food handling or preparation and ensuring they follow good personal hygiene practices such as washing hands, wearing gloves, aprons, hairnets, etc.
  - Conducting regular inspection and cleaning of kitchen and cafeteria areas and equipment and ensuring they meet food hygiene and safety standards and regulations
  - Checking the temperature and quality of food and drinks before serving or preparing them and ensuring they are within safe limits
  - Posting allergen information and warning signs for food and drinks served or prepared in school and ensuring they comply with food labelling standards and regulations
  - Providing alternative food and drink options for students and staff with food allergies or intolerances

- Machinery risk assessment procedures are:

Conducting regular inspection and maintenance of machinery and ensuring they meet electrical safety standards and regulations

Providing training and certification for staff and students who use or operate machinery and ensuring they follow safe operating procedures

Providing PPE such as gloves, goggles, earplugs, etc. for staff and students who use or operate machinery and ensuring they are used properly

Installing safety devices such as guards, emergency stop buttons, interlocks, etc. on machinery and ensuring they are working properly

Posting warning signs and instructions for machinery use and operation





- Field trips risk assessment procedures are:

Establishing clear policies and guidelines for field trips such as when, why, how, where, who can go on a field trip

Informing parents or guardians about the field trip details and obtaining their written consent for their children to participate

Conducting a pre-visit assessment of the field trip location and destination and identifying any potential hazards or risks

Planning a safe and suitable itinerary and activities for the field trip that match the educational objectives and the students' abilities

Providing adequate transportation and accommodation arrangements for the field trip that meet health and safety standards and regulations

Providing adequate supervision, communication, first aid, insurance, and emergency plans for the field trip.

- Risk Assessment Procedures of Work Contractors on School Premises:

Work contractors are external parties who provide services or carry out activities on school premises, such as building, maintenance, cleaning, catering, etc. Work contractors can pose various risks to the health and safety of themselves, school staff, students, and visitors, such as injuries, illnesses, fire, damage, etc. Therefore, work contractors need to follow risk assessment procedures to identify and control these risks and ensure a safe and healthy environment for all.

The risk assessment procedures of work contractors on school premises involve the following steps:

- Before starting any work on school premises, work contractors must provide relevant information and documents to the school, such as their health and safety policy, risk assessments, insurance certificates, qualifications, licenses, etc. The school must check and verify these information and documents and ensure they meet legal and contractual requirements.
- Work contractors must also obtain relevant information and documents from the school, such as the asbestos register, fire safety procedures, first aid arrangements, safeguarding policies, emergency contacts, etc. The school must provide these information and documents and ensure they are up to date and accurate.
- Work contractors and the school must communicate and coordinate with each other throughout the work process and inform each other of any changes or issues that may affect the health and safety of anyone on school premises. They



must also consult and cooperate with any other contractors or parties involved in the work.

- Work contractors must follow safe working practices and comply with health and safety standards and regulations when carrying out their work on school premises. They must also use appropriate personal protective equipment (PPE) and safety devices for their work.
- Work contractors must ensure that their work does not cause any disruption or disturbance to the normal operation of the school or the education of the students. They must also ensure that their work does not create any hazards or risks for anyone on school premises. They must segregate their work area from the rest of the school premises and display adequate warning signs and instructions for their work.
- Work contractors must report any accidents, incidents, or near misses that occur during their work on school premises to the school and record them in an accident book. They must also report any defects or damages that they cause or find on school premises to the school and repair them as soon as possible.
- Work contractors must clean up their work area after completing their work on school premises and dispose of any waste or materials safely and legally. They must also return any keys or equipment that they borrowed from the school.

[Classroom Risk Assessment Template - SafetyCulture.pdf](#)

[School Security Assessment Checklist - SafetyCulture.pdf](#)

## SUMMARY

UWIS recognizes that risk management is an ongoing process that requires continuous improvement and adaptation. Therefore, UWIS regularly checks this document for possible updates and revisions based on feedback, evaluation, and best practices. UWIS also welcomes any suggestions or comments from staff and others on how to improve its risk assessment policy and procedures.





## Fire Evacuation Procedure for UWIS

The purpose of this procedure is to ensure the safety of all students, staff, and visitors in the event of a fire outbreak on school premises. The procedure covers the following aspects:

- Fire detection and alarm system
- Fire evacuation routes and exits
- Fire assembly points and roll call
- Fire wardens and responsibilities
- Fire safety training and drills
- Fire prevention and protection measures

### Fire Detection and Alarm System

UWIS has a fire detection and alarm system that consists of smoke detectors; heat detectors, manual call points, sounders, and control panels. The system is designed to detect any signs of fire and alert the occupants of the school by activating the sounders. The system is also connected to the local fire brigade who will be notified automatically in case of a fire.

The fire alarm sound is a continuous ringing bell. All occupants of the school must recognize this sound and respond immediately by following the fire evacuation procedure.

### Fire Evacuation Routes and Exits

UWIS has clearly marked fire evacuation routes and exits that lead to the nearest safe place outside the school buildings. Green signs indicate the routes and exits with white pictograms showing a running person and an arrow. The routes and exits are kept clear and unobstructed at all times.

All occupants of the school must familiarize themselves with the fire evacuation routes and exits from their classrooms, offices, or other areas. They must also know the alternative routes and exits in case their primary ones are blocked or inaccessible.

### Fire Assembly Points and Roll Call

UWIS has designated fire assembly points where all occupants of the school must gather after evacuating the buildings. The fire assembly points are located at safe distances from the buildings and are indicated by green signs with white letters showing "FIRE ASSEMBLY POINT" and a number.



The fire assembly points are as follows:

- Fire Assembly Point 1: School field near the main gate
- Fire Assembly Point 2: School playground near the rear gate
- Fire Assembly Point 3: School car park near the side gate

All occupants of the school must know their assigned fire assembly point and go there directly after leaving the buildings. They must not stop or return to collect any personal belongings or equipment.

At the fire assembly point, teachers must take a roll call of their students using their class registers or attendance lists. They must report any missing or injured students to the head teacher or deputy head teacher who will be at Fire Assembly Point 1.

Staff members who are not teachers must report to their line managers or supervisors who will take a roll call of their staff using their staff lists. They must report any missing or injured staff to the head teacher or deputy head teacher who will be at Fire Assembly Point 1.

Visitors who are not part of the school must report to the receptionist or office staff who will take a roll call of their visitors using their visitor logs. They must report any missing or injured visitors to the head teacher or deputy head teacher who will be at Fire Assembly Point 1.

All occupants of the school must remain at their fire assembly point until the head teacher or deputy head teacher to return to the buildings or leave the premises instructs them. They must not re-enter the buildings until they are told it is safe to do so by the fire brigade.

#### Fire Wardens and Responsibilities

UWIS has appointed fire wardens who are responsible for assisting with the fire evacuation procedure. The fire wardens are trained staff members who wear high-visibility vests with "FIRE WARDEN" printed on them.

The fire wardens have the following responsibilities:

- To activate the nearest manual call point if they discover a fire or see smoke
- To check their assigned areas for any occupants who may need help or guidance to evacuate
- To direct occupants to the nearest fire evacuation route and exit
- To close doors and windows behind them to prevent fire spread
- To report any hazards or problems to the head teacher or deputy head teacher at Fire Assembly Point 1
- To assist with the roll call at their assigned fire assembly point



The fire wardens are as follows:

- Fire Warden 1: Receptionist (Area: Reception area, office, staff room)
- Fire Warden 2: Science teacher (Area: Science labs, prep rooms, store rooms)
- Fire Warden 3: Art teacher (Area: Art rooms, kiln room, store rooms)
- Fire Warden 4: PE teacher (Area: Gym, changing rooms, sports hall)
- Fire Warden 5: Library assistant (Area: Library, computer room, media room)

### Fire Safety Training and Drills

UWIS provides regular fire safety training for all students, staff, and visitors. The training covers topics such as:

- How to prevent fires from starting or spreading
- How to use fire extinguishers safely and effectively
- How to recognize and respond to the fire alarm sound
- How to evacuate quickly and calmly using the fire evacuation routes and exits
- How to go to and stay at their assigned fire assembly point
- How to cooperate with the fire wardens and other authorities

UWIS also conducts regular fire drills to test and practice the fire evacuation procedure. The fire drills are held at least once every term without prior notice. The head teacher or deputy head teacher will announce when a fire drill is taking place and when it is over.

All occupants of the school must participate in the fire safety training and drills as part of their duty of care. They must follow all instructions given by the head teacher, deputy head teacher, or fire wardens during these sessions.

### Fire Prevention and Protection Measures

UWIS has implemented various measures to prevent fires from occurring or spreading on school premises. These measures include:

- Installing smoke detectors, heat detectors, manual call points, sounders, and control panels throughout the school buildings
- Installing sprinklers, hose reels, hydrants, extinguishers, blankets, etc. in strategic locations within the school buildings
- Maintaining electrical wiring, appliances, equipment, etc. in good working order and inspecting them regularly
- Storing flammable substances such as chemicals, paints, solvents, etc. in secure cabinets or containers away from sources of ignition



- Enforcing a no-smoking policy on school premises
- Displaying clear signs for "NO SMOKING", "FIRE EXIT", "FIRE ASSEMBLY POINT", etc.
- Providing adequate ventilation, lighting, heating, etc. in all areas of school premises.





## Earthquake Evacuation Procedure for UWIS

The purpose of this procedure is to ensure the safety of all students, staff, and visitors in the event of an earthquake on or near school premises. The procedure covers the following aspects:

- Earthquake response actions
- Earthquake evacuation routes and exits
- Earthquake assembly points and roll call
- Earthquake response teams and responsibilities
- Earthquake safety training and drills
- Earthquake prevention and preparedness measures

### Earthquake Response Actions

UWIS has adopted the "Drop, Cover, and Hold On" method as the best way to protect oneself during an earthquake. All occupants of the school must follow these steps when they hear the earthquake warning sound or feel the ground shaking:

- **DROP** down onto your hands and knees immediately. This position protects you from falling but still allows you to move if necessary.
- **COVER** your head and neck (and your entire body if possible) underneath a sturdy table or desk. If there is no shelter nearby, get down near an interior wall or next to low-lying furniture that won't fall on you, and cover your head and neck with your arms and hands. Try to stay clear of windows or glass that could shatter or objects that could fall on you.
- **HOLD ON** to your shelter (or to your head and neck) until the shaking stops. Be prepared to move with your shelter if the shaking shifts it around.

All occupants of the school must remain in their drop, cover, and hold on position until the shaking stops or until they are instructed by a teacher or staff member to evacuate.

### Earthquake Evacuation Routes and Exits

UWIS has clearly marked earthquake evacuation routes and exits that lead to the nearest safe place outside the school buildings. Green signs indicate the routes and exits with white pictograms showing a running person and an arrow. The routes and exits are kept clear and unobstructed at all times.





All occupants of the school must familiarize themselves with the earthquake evacuation routes and exits from their classrooms, offices, or other areas. They must also know the alternative routes and exits in case their primary ones are blocked or inaccessible.

### Earthquake Assembly Points and Roll Call

UWIS has designated earthquake assembly points where all occupants of the school must gather after evacuating the buildings. The earthquake assembly points are located at safe distances from the buildings and are indicated by green signs with white letters showing "EARTHQUAKE ASSEMBLY POINT" and a number.

The earthquake assembly points are as follows:

- Earthquake Assembly Point 1: School field near the main gate
- Earthquake Assembly Point 2: School playground near the rear gate
- Earthquake Assembly Point 3: School car park near the side gate

All occupants of the school must know their assigned earthquake assembly point and go there directly after leaving the buildings. They must not stop or return to collect any personal belongings or equipment.

At the earthquake assembly point, teachers must take a roll call of their students using their class registers or attendance lists. They must report any missing or injured students to the head teacher or deputy head teacher who will be at Earthquake Assembly Point 1.

Staff members who are not teachers must report to their line managers or supervisors who will take a roll call of their staff using their staff lists. They must report any missing or injured staff to the head teacher or deputy head teacher who will be at Earthquake Assembly Point 1.

Visitors who are not part of the school must report to the receptionist or office staff who will take a roll call of their visitors using their visitor logs. They must report any missing or injured visitors to the head teacher or deputy head teacher who will be at Earthquake Assembly Point 1.

All occupants of the school must remain at their earthquake assembly point until the head teacher or deputy head teacher to return to the buildings or leave the premises instructs them. They must not re-enter the buildings until they are told it is safe to do so by the emergency services.

### Earthquake Response Teams and Responsibilities

UWIS has appointed earthquake response teams who are responsible for assisting with the earthquake evacuation procedure. The earthquake response teams are trained staff members who wear high-visibility vests with "EARTHQUAKE RESPONSE TEAM" printed on them.

The earthquake response teams have the following responsibilities:





- To activate the nearest manual call point if they discover a fire or see smoke
- To check their assigned areas for any occupants who may need help or guidance to evacuate
- To direct occupants to the nearest earthquake evacuation route and exit
- To close doors and windows behind them to prevent fire spread
- To report any hazards or problems to the head teacher or deputy head teacher at Earthquake Assembly Point 1
- To assist with the roll call at their assigned earthquake assembly point

The earthquake response teams are as follows:

- Earthquake Response Team 1: Receptionist (Area: Reception area, office, staff room)
- Earthquake Response Team 2: Science teacher (Area: Science labs, prep rooms, store rooms)
- Earthquake Response Team 3: Art teacher (Area: Art rooms, kiln room, store rooms)
- Earthquake Response Team 4: PE teacher (Area: Gym, changing rooms, sports hall)
- Earthquake Response Team 5: Library assistant (Area: Library, computer room, media room)

### Earthquake Safety Training and Drills

UWIS provides regular earthquake safety training for all students, staff, and visitors. The training covers topics such as:

- How to prevent fires from starting or spreading
- How to use fire extinguishers safely and effectively
- How to recognize and respond to the earthquake warning sound
- How to drop , cover , and hold on during an earthquake
- How to evacuate quickly and calmly using the earthquake evacuation routes and exits
- How to go to and stay at their assigned earthquake assembly point
- How to cooperate with the earthquake response teams and other authorities

UWIS also conducts regular earthquake drills to test and practice the earthquake evacuation procedure. The earthquake drills are held at least once every term without prior notice. The head teacher or deputy head teacher will announce when an earthquake drill is taking place and when it is over.





All occupants of the school must participate in the earthquake safety training and drills as part of their duty of care. They must follow all instructions given by the head teacher, deputy head teacher, or earthquake response teams during these sessions.

### Earthquake Prevention and Preparedness Measures

UWIS has implemented various measures to prevent earthquakes from causing damage or injuries on school premises. These measures include:

- Installing sirens, speakers, etc. throughout school buildings
- Installing sprinklers, hose reels, hydrants, extinguishers, blankets, etc. in strategic locations within school buildings
- Maintaining electrical wiring, appliances, equipment, etc. in good working order and inspecting them regularly
- Securing heavy objects such as bookcases, cabinets, shelves, etc. to walls or floors
- Enforcing a no-smoking policy on school premises
- Displaying clear signs for "NO SMOKING", "EARTHQUAKE EVACUATION ROUTE", "EARTHQUAKE ASSEMBLY POINT", etc.
- Providing adequate ventilation, lighting, heating, etc. in all areas of school premises



## Air Quality and Outdoor Activity Guidance

UWIS follows the Air Quality and Outdoor Activity Guidance for Schools developed by the U.S. Environmental Protection Agency (EPA) and the Centers for Disease Control and Prevention (CDC). The guidance shows when and how to modify outdoor physical activity based on the Air Quality Index (AQI). The AQI is a color-coded scale that indicates how clean or polluted the air is and what health effects may occur.

The guidance can help protect the health of all students, staff, and visitors who are more sensitive to air pollution. The guidance also promotes regular physical activity that is beneficial for health and fitness.

The guidance is summarized in the table below:

Air Quality Index	Outdoor Activity Guidance
GOOD	Great day to be active outside!
MODERATE	Good day to be active outside! Students who are unusually sensitive to air pollution could have symptoms.*
UNHEALTHY FOR SENSITIVE GROUPS	It is OK to be active outside, especially for short activities such as recess and physical education (PE). For longer activities such as athletic practice, take more breaks and do less intense activities. Watch for symptoms and take action as needed.* Students with asthma should follow their asthma action plans and keep their quick-relief medicine handy.
UNHEALTHY	For all outdoor activities, take more breaks and do less intense activities. Consider moving longer or more intense activities indoors or rescheduling them to another day or time. Watch for symptoms and take action as needed.* Students with asthma should follow their asthma action plans and keep their quick-relief medicine handy.
VERY UNHEALTHY	Move all activities indoors or reschedule them to another day.



\*Air pollution can make asthma symptoms worse and trigger attacks. Symptoms of asthma include coughing, wheezing, difficulty breathing, and chest tightness. Even students who do not have asthma could experience these symptoms. If symptoms occur:

- The student might need to take a break, do a less intense activity, stop all activity, go indoors, or use quick-relief medicine as prescribed.
- If symptoms do not improve, get medical help.

### Air Quality and Outdoor Play Policy

UWIS has an air quality and outdoor play policy that outlines the roles and responsibilities of all stakeholders involved in ensuring safe and enjoyable outdoor play opportunities on school premises. The policy covers topics such as:

- How to check , monitor , report , and communicate the daily air quality forecast and conditions
- How to follow , implement , modify , or cancel outdoor play activities based on the AQI
- How to provide , use , store , maintain , or dispose of any equipment or materials related to outdoor play activities
- How to prevent , identify , report , treat , or document any health effects or symptoms related to air pollution
- How to provide , access , update , or review any training or resources related to air quality management

The policy is developed by a committee of representatives from various groups such as teachers, parents, students, administrators, health professionals, etc. The head teacher or deputy head teacher who is responsible for overseeing the air quality management program approves the policy.

The policy is reviewed and updated periodically (e.g., annually) by the committee based on feedback from all stakeholders involved in the air quality management program.

The policy is communicated and distributed to all stakeholders through various channels such as; newsletters, flyers, posters, announcements, meetings, surveys, etc. The policy is also posted on the school website, bulletin board, handbook, or other accessible places.

### Air Quality and Outdoor Play Education

UWIS provides regular air quality and outdoor play education for all students, staff, and visitors. The education covers topics such as:

- The importance of air quality for health and well-being
- The sources and causes of poor air quality







- The effects of poor air quality on health
- The ways to prevent or reduce exposure to poor air quality
- The benefits of regular physical activity
- The types of outdoor play activities
- The safety rules and guidelines for outdoor play activities

The education is delivered through various methods such as lessons, workshops, presentations, videos, games, quizzes, etc. The education is also integrated into the curriculum across various subjects such as science, health, physical education, etc.

Qualified staff members who are trained in air quality management conduct the education. The staff members also invite guest speakers from external organizations such as health departments, environmental agencies, non-governmental organizations (NGOs), etc.

The education is evaluated by using various tools such as tests, questionnaires, feedback forms, etc. The education is also improved by using relevant data and information from the air quality monitoring and notification system, the walkthrough survey, the interviews, the audits, or assessments, etc.



## Science Laboratory Safety Instructions for UWIS

The purpose of this instruction is to ensure the safety of all students, staff, and visitors who conduct or observe science experiments in the school laboratory. The instruction covers the following aspects:

- General safety rules
- Personal protective equipment
- Chemical safety
- Biological safety
- Electrical safety
- Fire safety
- Emergency procedures

### General Safety Rules

All students, staff, and visitors must follow these general safety rules when working or visiting the school laboratory:

- Read and follow all instructions carefully before starting an experiment. Ask questions if you are unsure about anything.
- Do not perform any unauthorized or unsupervised experiments. Follow the teacher or supervisor's directions at all times.
- Do not eat, drink, chew gum, or apply cosmetics in the laboratory. Do not use laboratory glassware or equipment as containers for food or beverages.
- Keep your work area clean and tidy. Dispose of any waste materials properly according to the teacher or supervisor's instructions.
- Do not touch, taste, or smell any chemicals or specimens unless instructed to do so. Use appropriate tools such as spatulas, droppers, or tweezers to handle them.
- Do not run, play, or make loud noises in the laboratory. Avoid any distractions that could cause accidents or injuries.
- Report any accidents, injuries, spills, or broken equipment to the teacher or supervisor immediately. Follow their instructions on how to deal with them.
- Wash your hands thoroughly with soap and water before leaving the laboratory.

### Personal Protective Equipment





All students, staff, and visitors must wear appropriate personal protective equipment (PPE) when working or visiting the school laboratory. PPE includes:

- Safety goggles or glasses to protect your eyes from chemicals, flames, or flying objects.
- Lab coat or apron to protect your clothing and skin from spills or stains.
- Gloves to protect your hands from chemicals, heat, cold, or sharp objects.
- Closed-toe shoes to protect your feet from falling objects or spills.
- Long hair must be tied back and loose clothing must be tucked in to prevent them from catching fire or getting in the way.

### Chemical Safety

All students, staff, and visitors must follow these chemical safety rules when working with chemicals in the school laboratory:

- Read and understand the labels and safety data sheets (SDS) of all chemicals before using them. Pay attention to any hazard symbols, warnings, or precautions.
- Use only the amount of chemicals needed for the experiment. Do not mix chemicals unless instructed to do so. Follow the proper procedures for transferring, measuring, and mixing chemicals.
- Store chemicals in their original containers and in designated areas. Do not return unused chemicals to their original containers. Label any secondary containers clearly with their contents and hazards.
- Handle chemicals carefully and avoid contact with your skin, eyes, mouth, or nose. Use a fume hood when working with volatile or toxic chemicals. If you spill any chemicals on yourself or others, rinse with plenty of water and seek medical attention if needed.
- Dispose of chemical waste properly according to the teacher or supervisor's instructions. Do not pour chemicals down the sink or into the trash unless authorized to do so.

### Biological Safety

All students, staff, and visitors must follow these biological safety rules when working with biological specimens in the school laboratory:

- Read and understand the labels and biosafety levels (BSL) of all biological specimens before using them. Pay attention to any hazard symbols, warnings, or precautions.



- Use only the biological specimens provided by the teacher or supervisor. Do not bring any outside specimens into the laboratory. Do not take any specimens out of the laboratory.
- Handle biological specimens carefully and avoid contact with your skin, eyes, mouth, or nose. Use aseptic techniques when working with microorganisms. If you are exposed to any biological specimens, wash with soap and water and seek medical attention if needed.
- Dispose of biological waste properly according to the teacher or supervisor's instructions. Do not flush biological waste down the sink or into the trash unless authorized to do so. Sterilize any contaminated materials or equipment using autoclaves, bleach, alcohol, etc.

### Electrical Safety

All students, staff, and visitors must follow these electrical safety rules when working with electrical equipment in the school laboratory:

- Read and understand the labels and manuals of all electrical equipment before using them. Pay attention to any hazard symbols, warnings, or precautions.
- Use only the electrical equipment provided by the teacher or supervisor. Do not bring any outside equipment into the laboratory. Do not take any equipment out of the laboratory.
- Handle electrical equipment carefully and avoid contact with water, metal, or flammable materials. Use grounded outlets, extension cords, power strips, etc. as needed. Do not overload circuits or create fire hazards.
- Turn off and unplug electrical equipment when not in use or when making adjustments. Do not touch any wires, plugs, or switches with wet hands. If you experience any electric shock, burns, or sparks, disconnect the power source and seek medical attention if needed.
- Report any damaged or malfunctioning electrical equipment to the teacher or supervisor immediately. Do not attempt to repair or modify electrical equipment yourself.

### Fire Safety

All students, staff, and visitors must follow these fire safety rules when working with fire sources in the school laboratory:

- Read and understand the labels and instructions of all fire sources before using them. Pay attention to any hazard symbols, warnings, or precautions.



- Use only the fire sources provided by the teacher or supervisor. Do not bring any outside fire sources into the laboratory. Do not take any fire sources out of the laboratory.
- Handle fire sources carefully and avoid contact with flammable materials, hair, clothing, etc. Use a heat-resistant mat, clamp, stand, etc. as needed. Do not leave fire sources unattended.
- Turn off and cool down fire sources when not in use or when moving them. Do not touch any hot parts with bare hands. If you burn yourself or others, apply cold water and seek medical attention if needed.
- Know how to use a fire extinguisher, fire blanket, fire alarm, or emergency exit in case of a fire. If you see a fire, alert others, evacuate the area, and call for help.

### Emergency Procedures

All students, staff, and visitors must follow these emergency procedures in case of an accident or injury in the school laboratory:

- Stay calm and alert others.
- Stop what you are doing and move away from the source of danger.
- Call for help from the teacher or supervisor. If they are unavailable, call emergency number. Provide your name, location, and situation. Follow their instructions. Do not hang up until they tell you to do so.
- Apply first aid if needed and possible. Use a first aid kit, eyewash station, safety shower, etc. as appropriate. Do not move anyone who is seriously injured unless they are in immediate danger. Do not give anyone anything to eat or drink unless instructed by a medical professional. Keep yourself and others warm and comfortable until help arrives.



## INCIDENT REPORT

Injured Student's Name

Date of Incident

Time

Injured Student's Address and Phone Number

School Site

Location of Campus where accident occurred

Describe what happened:

Describe Injury:

School Employees or volunteers who witnessed incident:

Name

Address

Phone No.

### Medical Response

Was medical attention needed or provided?

First Aid Given: Yes ☐ No ☐

Ambulance Yes ☐ No ☐

911 called? Yes ☐ No ☐

### Other Witness Contact Information

Name

Address

Phone No.

Follow-up (if applicable):

Teacher / Site Administrator Signature

Date







## SECURITY INCIDENT REPORTING FORM TEMPLATE

REPORTED BY: \_\_\_\_\_ DATE OF REPORT: \_\_\_\_\_  
TITLE / ROLE: \_\_\_\_\_ INCIDENT NO.: \_\_\_\_\_  
SIGNATURE: \_\_\_\_\_ SUPERVISOR: \_\_\_\_\_

### SECURITY INCIDENT INFORMATION

INCIDENT TYPE: \_\_\_\_\_ DATE OF INCIDENT: \_\_\_\_\_  
LOCATION: \_\_\_\_\_  
CITY: \_\_\_\_\_ STATE: \_\_\_\_\_ ZIP CODE: \_\_\_\_\_  
SPECIFIC AREA OF LOCATION (if applicable): \_\_\_\_\_

### INCIDENT DESCRIPTION:

### NAME / ROLE / CONTACT OF SUSPECTS:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### DESCRIPTION OF UNAPPREHENDED SUSPECTS:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### WITNESS OR VICTIM NAME / CONTACT / SPECIFIC RELATIONSHIP TO INCIDENT:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

POLICE REPORT FILED? \_\_\_\_\_ PRECINCT: \_\_\_\_\_  
REPORTING OFFICER: \_\_\_\_\_ PHONE: \_\_\_\_\_

### FOLLOW-UP ACTION





## Health and safety incident report form

1

The incident	
Reported by	Department
Email	Phone Ext
Date of occurrence	Time
Exact location	
Accident <input type="checkbox"/> Incident <input type="checkbox"/> Near miss <input type="checkbox"/> Violence <input type="checkbox"/> Ill health <input type="checkbox"/> Safety <input type="checkbox"/>	
What happened? Report any details that may have contributed to the incident (i.e., poor lighting). Use additional paper as necessary and attach to form.	
Describe the outcome: harm/health effects/damage.	
Describe corrective measures taken to address immediate hazards related to incident.	



## Health and safety incident report form

2

The affected person		
Worker <input type="checkbox"/> other: (i.e., visitor, contractor) <input type="checkbox"/>		Name
Address		Date of birth
Email—work:		Email—home
Employer's name if other than worker	Address	Phone
Witness details		
Names(s) and contact information		Names(s) and contact information
First aid		
First aid provided: Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/> Time of attendance:		
By whom:		Contact information:
Details of provision:		



### Health and safety incident report form

Post incident
Where did the person involved in the incident go next?
To the hospital <input type="checkbox"/> home <input type="checkbox"/> returned to work <input type="checkbox"/> other <input type="checkbox"/>
Was a member of the joint health and safety committee notified of the incident? Yes <input type="checkbox"/> No <input type="checkbox"/>
Name:

**Additional notes:**

