INTRODUCTION

The aim of this Handbook is to list, and explain, current department philosophy and policies in relation to the interpretation of whole school issues as well as specific policies unique to the Design & Technology Department. The main agenda within the department must be to seek a consistent application of these policies into practice in all aspects of teaching and learning.

In addition to this document, staff should also be familiar with the current schemes of work and homework schedules. These documents contain details and guidance relevant to the tasks which are aimed at covering the statutory attainment targets and Programmes of Study as laid down in the National Curriculum for Design & Technology.

A copy of the handbook is held by the Head of Department, Second in Department, one copy made available to visiting inspectors, School Governors and OFSTED inspectors and a copy held in main offices across the department.

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DEPARTMENT RATIONALE

The philosophy of the department is guided by a consensus view as to how we interpret the essential principles which underpin our subject area of the curriculum. This is based on the premise that the teaching and learning associated with design & technology has two distinct, but mutually dependent aspects of the subject area which must be given equal prominence, and developed within all students. These two aspects of the subject are clearly identified within the National Curriculum for Design & Technology.

The process of DESIGNING is concerned with the cognitive skills such as research, analysis, synthesis and evaluation which promote the generation and development of design proposals aimed at producing a successful outcome. This process has to be supported with the acquisition of a variety of practical skills and understanding which are a critical prerequisite in the generation of plausible proposals, and the MAKING of a quality outcome. It is essential that students are taught how to acquire, and access skills associated with DESIGNING, as well as the practical skills and understanding required to generate, record and MAKE their proposals. A students ability to understand, and engage with the holistic process will be developed throughout their time at school, as they are gradually introduced to more sophisticated concepts, processes and tasks which demand more sophisticated responses and outcomes.

Strategies for the teaching of Design & Technology at AMVC include the use of FOCUSSED PRACTICAL TASKS as well as DESIGN & MAKE PROJECTS.

Differentiation within the department is promoted via outcomes and extension tasks. At Key Stage 3, design & make projects are set where students have the opportunity to interpret a starting point which has been selected by staff to ensure the coverage of a range of Programmes of Study. However, within these constraints students have the opportunity to develop ownership of a project through negotiation with the teacher. In Key Stage 4 this process evolves, until considerable student autonomy and differentiation is provided within the final GCSE project. This student independence is supported by interim project review points as detailed in the various GCSE Coursework Task Booklets used within the department. This quest for increased student capability in the holistic nature of design & technology is constantly reviewed within the department. Each year the projects which are covered at Key Stage 3, Key Stage 4 and the task booklets used are reviewed in relation to the process of monitoring student engagement within the activity as well as structuring of the design tasks.

AIMS AND OBJECTIVES

The aims and objectives of the Design & Technology department relate directly to those of the school and to the requirements of the National Curriculum. The D&T department in this school offers, to all students, design and make activities in Resistant Materials, Food, Graphics, Textiles, Electronics and CAD/CAM. At Key Stage 4 the department offers the following GCSE’s – Resistant Materials, Food, Graphics and Textiles. At Key Stage 5 students have the opportunity to take the subject further in Product Design in either Resistant Materials or Graphic Products. A range of technology is available to students which have broadened the scope of design at AMVC – Laser Cutting, CNC engraving and Routing, CAD/CAM, Cutter Plotters, thermoforming and metal fabrication.

AIMS OF THE SCHOOL

Learning is the prime function of the College. The school has high standards and expectations, committed to quality teaching and learning. The ordered environment and traditional values encourage hard work and the structured, balanced curriculum provided gives students the opportunity to excel across a range of subjects and skills. Homework is seen as an important part of the learning process too: it requires students to be self-motivated and self-disciplined and to apply their learning more fully.

The government’s New National Curriculum aims to combine and cohere elements of the previous National Curriculum more openly and effectively so that students become successful learners, confident individuals and responsible citizens. Excellence in subjects is still an essential aspect of the New National Curriculum – but it also emphasises the development of skills for life and work. These are the skills of independent enquiry, creative thinking, reflection, team work, self-managing and effective participation.
AIMS OF THE DESIGN AND TECHNOLOGY DEPARTMENT

In design and technology pupils combine practical and technological skills with creative thinking to design and make products and systems that meet human needs. They learn to use current technologies and consider the impact of future technological developments. They learn to think creatively and intervene to improve the quality of life, solving problems as individuals and members of a team.

The courses offered in Design and Technology work towards achieving the following aims:

• To stimulate and maintain student’s interest, enjoyment, curiosity and concerns about technological aspects of the world in which they live.
• To develop students’ knowledge, understanding, skills, principles and vocabulary in Design and Technology, enabling them to become competent and confident in:
  • Developing, designing and producing a range of products of good quality.
  • Evaluating their own products and those designed by others.
• To employ teaching methods and resources that allow all students to have equal access to D&T and to experience success and enjoyment in their work.
• To develop an awareness in students of:
  • The implications of D&T (past and present) and understanding the role of D&T as a critical factor in human, social, moral, economic, cultural and environmental well-being and development.
  • Working in stimulating contexts that provide a range of opportunities and draw on the local ethos, community and wider world, pupils identify needs and opportunities.
  • Some of the effects, beneficial or detrimental, that technology has had or may have on human society and the environment. They respond with ideas, products and systems, challenging expectations where appropriate. They combine practical and intellectual skills with an understanding of aesthetic, technical, cultural, health, social, emotional, economic, industrial and environmental issues.
• To enable students to develop a range of qualities such as health and safety awareness, creativity, independence and motivation.

OBJECTIVES OF THE DESIGN & TECHNOLOGY DEPARTMENT

These objectives relate directly to the aims of the D&T department:

• Staff aim to provide a variety of experiences / activities during a course of study and within each lesson.
• The National Curriculum for D&T is used as a basic core for the schemes of work. Students have access to technical terms and processes within each topic within project booklets provided in order to further their understanding of D&T.
• Students will produce a range of products in a variety of materials, forms and styles, using different, tools, equipment, techniques and processes.
• Staff encourage students to recall and apply their knowledge and skills in familiar and unfamiliar situations. Students are taught to understand the different criteria by which technological products can be criticised and judged, and to employ those criteria when responding to, and making reasoned judgements about, their own products and those made and designed by others.
• Staff will encourage opportunities at various times for group discussion.
• Students should be able to:
  • Enhance their ability to generate creative ideas for design in response to a wide range of real or realistic technological problems. Students will explore, develop, clarify and communicate those ideas in a variety of constructional and graphical means, with and without the aid of ICT.
  • To seek out and draw upon a range of information sources in order to help them generate, develop or realise their designs.
• Understand the characteristics and properties of a variety of materials, and to manipulate those materials by accurate and effective use of appropriate tools, equipment, techniques and processes in order to produce an intended outcome.
• Appreciate the health and safety issues associated with working with certain materials, tools, equipment and processes, and to take such matters into account when designing their own products.

• Staff refer to work in other areas of the school curriculum when appropriate.
• Students should be able to follow both verbal and written instructions accurately.
• Lessons should be conducted in a secure, supportive and disciplined manner. The students and staff should interact in a manner that demonstrates mutual respect.
• Students will access a variety of experiences/activities during a course of study and within lessons.
• Students will be encouraged and motivated to pursue a piece of work over a period of time.
• Staff use the school reward system to encourage students to work to their full potential and to experience a sense of achievement.
• Students are encouraged to share their experiences and culture with others in order to enhance the quality of learning.
• Staff will ensure that students complete practical work and are encouraged to take it home.
• Students will study, recognise and understand the significance of a variety of major designs and products throughout history.
• Students have regular homework that has either a direct relationship with their coursework or reinforces other aspects of knowledge and understanding associated with the subject area.
• Independent learning is an essential skill and students are motivated to meet deadlines and submission dates.
• Through design and technology pupils develop their skills in using practical skills and become discriminating users of products. They apply their creative thinking and learn to innovate.
• Develop confident individuals who become increasingly independent and able to take the initiative as they plan and organise activities, and then shape, form, assemble and finish materials and components.
• Exploring their own and others’ ideas and values, pupils respond resourcefully as they anticipate and overcome difficulties when implementing their ideas.

FACILITIES

The department consists of a number of rooms which are housed in a purpose built block separate to the main building:
• 5 Multi-purpose workshop areas
• 1 Technician prep area
• 2 Food rooms
• 1 Textiles room
A new refurbished engineering block consisting of:
• 2 ICT computer suites (1 with 25 networked PC’s and the other with 16 networked PC’s)
• 1 CAD/CAM and finishing room
• 1 Welding and casting area
• 1 Electronics room
• 1 Graphics room
• 1 Technician prep area

RESOURCES

The department is well equipped with access to the internet, printers, scanners, digital cameras, PC’s, CAD/CAM equipment, a vast range of machinery used in schools and industry.

STAFFING

The department is currently staffed by 7 full-time members of staff, including a Head of Faculty and Second in Faculty, with teachers in charge of specific subject areas, and 2 part time teachers. There are 2 full time technicians within the department, 1 in Food/Textiles and 1 within Resistant Materials/Graphics. We also have excellent LSA support.
HOMEWORK

In the Design & Technology Department, homework is set on a regular basis for all students. The nature of the homework tasks is varied. In some instances it may be related to elements of design related tasks i.e. individual research.

Homework is an important aspect of teaching and learning. Its values are taken to be those outlined in the ‘Homework Policy’ of the school: it reinforces, extends or compliments work completed during school time; it enables students to develop skills, attitudes and habits involved in independent study; it allows work during school time to be focused on learning and practical activities where the presence of a teacher is essential; and it provides opportunities to inform parents (further) about the nature and the standards of their children’s Design & Technology activities and education.

At KS3 students are expected to complete 30 minutes homework each week. In some areas students will be issued with an outline of what homework needs to be completed during a project. Other areas have homework outlined in their Schemes of Work.

In Years 10 & 11 students will be expected to complete an hours homework each week. Homework will either be supportive to current project work or will build on the students subject knowledge in preparation for the theory exams at the end of their GCSE courses.

In Year 12 and 13 students are expected to spend 3 hours working on their coursework or will build on the students subject knowledge in preparation for the theory exams at the end of their A Level courses.

It is expected that completed homework is handed in on time. This gives students valuable experiences of working to deadlines and facilitates staff with their marking schedules.

If homework is not given in appropriate action is taken:
  a. Students will be required to attend lunchtime sessions to complete work.
  b. Failure to attend the detention will result in a Faculty detention with the Head of Department.
  c. In this case contact in the form of phone calls or a formal letter will be sent to the student’s parent/guardian by the teacher imposing the sanction. The pupils form teacher will also be informed.
  d. If there are persistent problems with a particular student failing to complete the homework then the Head of Department and parents will be involved in the first instance. The matter may then be referred to SMT and the Head of Year for further attention.

However, sometimes the homework forms an important part of the student’s notes. In these cases the students are individually told to complete the work by a mutually agreed time.

Marking homework forms an integral part of assessment. Staff aim to return marked homework to students as soon as possible, for inclusion in that module of work, and while the exercise is fresh in the students mind. Some homework will be included in the final project which will be assessed as a whole.

ICT

In developing the use of ICT in its various course programmes, the Design and Technology Department consults with the School’s IT Co-ordinator. Consistent with the general School policy, the Department seeks to help its students:

- To develop their understanding of the use and effects of ICT, and their skills and confidence in employing it;
- To become increasingly familiar with the hardware and software, and hence to become more aware of when and how to use it in their work;
- To become increasingly and appropriately self-sufficient as learners.
- To explore and gain understanding of both Computer Aided Design and Computer Aided Manufacture.

Hardware and Software:
The Department makes good use of the whole School IT facilities - including the network rooms. In addition the Department has its own specific hardware and software, i.e. 2 computer suites A4 and A3 laser
printers, scanners, 2 Vinyl Plotters and 6 computer-aided machines (a Boxford lathe, a Boxford router, 2 Laser Cutters and CNC sewing-machines). It employs a range of commercially-produced software, including 2D Techsoft Design, Creo, Google Sketch-Up, Boxford Design Tools, Photoshop and Microsoft programmes.

This range of hardware and software features, as and when appropriate, in all of the Department's courses, in order to provide students with ample opportunities to use and to enhance their IT capability, e.g.

Communicating and handling information:
Work is carried out in which students are involved in the use of photographing products, researching using the internet, use of desk-top publishing packages, graphics, etc.

Controlling, measuring, modelling:
Work is carried out in which students are involved in the use of CAD and CAM to produce scale drawings, orthographic projections and exploded views. Employ the necessary software to control the computer-aided machines in order to produce small batches of products.

Much of the work in the Department is subject specific but where appropriate students are encouraged to use the skills acquired in other areas of the Curriculum to enhance their work. Such examples would be within the realms of communicating and handling information. Much of the work taught specifically within the Design and Technology Curriculum lies within.

**TIMETABLE PRINCIPLES**

As a general practice, and where feasible, teachers in the department will be given responsibility for teaching courses within their specialist areas of Resistant Materials/Graphics, Food or Textiles.

In years 7, 8 & 9 students are taught in Design & Technology groups on a rotation basis. These groups comprise of two, three or four form groups which are then equally divided Design & Technology groups within the year group. Each group will contain no more than 21 students based on BS4163 health and Safety requirements. All groups are mixed ability throughout Key Stage 3 & 4. There are 11 groups in each year group which rotate around the main subject areas within Design and Technology.

In Year 7 all students experience working in wood, metal, graphics, textiles, structures and food. Students spend 6 lessons per two week cycle in the Design & Technology department. Three of these lessons are spent in Resistant Materials and the other three in Textiles or Food. Students will spend half the year in either Food or Textiles and then swap over.

In Years 8 and 9, all students work with wood, metal, plastics and electronics, graphics, mechanisms, technical drawing, CAD/CAM, food and textiles. Students spend 6 lessons per two week cycle in the design & technology department. Groups will rotate around the different subject areas every 6 weeks.

At Key Stage 4 the department currently offers the following full GCSE courses:
- Food Technology (AQA)
- Textiles technology (AQA)
- Graphic Products (AQA)
- Resistant Materials (AQA)

Students may opt for more than 1 of these courses but due to the amount of coursework they are advised to take no more than two except in special circumstances and with negotiation with the subject teacher.

At Key Stage 5 the department currently offers the following full A Level courses:
- Product Design: Resistant Materials (EDEXCEL)
- Product Design: Graphic Products (EDEXCEL)

All GCSE courses in the department are allocated 5 hours over the two week timetable and under normal circumstances students will remain with the same specialist teacher throughout the course.
SAFETY POLICY

The following should serve only as an outline for the Departments Health and Safety Policy and staff should refer to their specific area health and Safety policy with Risk Assessments Document for more specific details.

INTRODUCTION

The effective management of safety for a school Design & Technology department can be seen as having four major components:

1. **Risk assessment and planning before a lesson.**
2. Organisation of **routines during and between lessons** to include:
   - the use of goggles and protective clothing etc.
   - reporting breakage and dealing with sharp objects and broken glass
   - location of safety equipment
   - reporting accidents
3. **Control** to include:
   - Where to find safety information e.g. COSHH file, risk assessments and CLEAPPS Hazcards etc.
   - Regular safety checks
4. **Monitor and review** – including procedures for reporting hazards/suspected hazards and those for reviewing risk assessments and safety in general.

SECTION 1 – Risk assessment and planning before a lesson.

All department staff are required to familiarise themselves with the health and safety policies of the School and the Department. We attempt to balance the desire to eliminate risk with the need to reduce risk in order to maintain practical work e.g. we may demonstrate an activity in order to reduce the level of risk to students – however we would normally do as much class practical work as possible.

Before a lesson start staff should:

1. Have carried out a risk assessment.
2. Have procured any necessary safety equipment.
3. Know when to use particular facilities and equipment.
4. Staff and technicians should have a record of the quantity and condition of all items of equipment that are to be used by the students.

Risk assessment is a process that has several components:

1. Identify hazards.
   The main risks involved with machinery and/or chemicals have risk assessments written in the policy document but staff should be aware that routing tasks e.g. cutting paper with scissors or bending a piece of wire clearly carry an element of risk. If those activities are well managed, and the students concerned are carefully supervised, then that element of risk will be minimised or removed altogether.
2. Look at the cause and effect.
   e.g. a large class size may adversely affect the safety of the people in a room/workshop. Therefore the number of students allocated to any one group is ideally restricted to a maximum of 21 to help enable adequate and safe use of the equipment/facilities in each room/workshop.
3. Examine methods of work.
   In each of the technology rooms certain major areas should be clearly defined e.g.
   - where students work
   - where large items of machinery or equipment are sited
   - where equipment is stored
   - where work is displayed
   Both the floor and work surfaces must be kept clean and dry, and adequate lighting, in terms of its location and brightness, must be provided. Strict safety measures must be taken in respect of electricity, gas, heat and potentially harmful substances like acids and solvents. Where applicable, there must be prominent signs warning of high temperatures, toxic materials, and the dangers of certain machinery or equipment.
4. Investigate the safety literature for advice – relevant COSHH
Information is provided by the Technician as indicated on the practical requirement sheet.

5. Remove hazards where possible. Clearly good classroom management and supervision are crucial to this.
6. Estimate any costs incurred in changing practice and obtain or request relevant funding.
7. Implement new practices.
8. Review the changes – is the risk better or worse?

In case of emergency staff should already:
1. Be familiar with evacuation procedures in case of fire or other emergency
2. Know the location of, and how to use fire fighting equipment
3. Know the location and identity of the officer trained in first aid
4. Know the location of, and how to control, the mains gas, electricity and water.
5. Know how to use the eye wash bottle.

SECTION 2 – Organisation of routines during and between lessons.
1. Teachers should make frequent references to the rules and procedures applicable to a particular area or activity. A list of the Department’s general rules and procedures must be prominently displayed in each room/workshop. Lists of these rules and procedures are provided below. Individual areas within the department may then have more specific rules and procedures. Each student is given a copy of this when they have their first lesson in Year 7 in a workshop.

THE DESIGN & TECHNOLOGY DEPARTMENT

SAFETY CODE

Before a lesson starts you must:
1. Never go into a room/workshop without permission.
2. Always walk into the room/workshop and never run or push anyone.

During the lesson you must:
1. Always know exactly what you are doing. If not, ask your teacher.
2. Always wear safety goggles when told to do so.
3. Always wear an apron when told to do so.
4. Always tie long hair back.
5. Always put your bag under the table or where your teacher tells you to put it.
6. Always put your stool under the table if you leave your seat for any reason.
7. Always stand when you are doing practical work and put your stool under the table.
8. Always report an accident or breakage immediately. If you spill anything on yourself, immediately wash with water and call for your teachers help.
9. Never put anything in your mouth. Do not eat, drink or chew.
11. Never put glass or solids down the sink.
12. Never sit on the benches or the tables.

At the end of the lesson:
1. Always wash your hands at the end of the lesson.
2. Always wipe the tables and sink areas if they are wet.
3. Always leave the room/workshop clean and tidy.
2. Teachers insist that students use correct names of equipment when talking to staff and peers. It is the aim that each room/workshop has an area which shows pictures and names of normal equipment.

3. Students should be encouraged to develop a strong sense of health and safety for themselves and others, and to become familiar with the general and area-specific rules and procedures. Students must heed the teacher’s advice on how to avoid any potential risks when using particular tools, equipment, materials and substances. They are required to behave sensibly at all times, and should be reminded regularly of the dangers of running in this area of the school.

4. When appropriate, students are required to wear items of protective clothing such as overalls, aprons and gloves, and on occasions, goggles and masks.

5. Doors must be locked if staff leave the room/workshop. Students are not allowed to enter or work in a Design & Technology room/workshop unless actively supervised.

6. Students are not allowed to eat or drink in a room/workshop.

7. Goggles must be worn when using flames, chemicals, handling wire and springs.

8. Aprons must be worn when students use chemicals.

9. Gas and electricity must be switched off at the mains at the end of the day – the location of mains switches/taps is clearly indicated in each area.

10. Many chemicals commonly use in schools can usually be disposed of by washing down the sink well diluted with large quantities of water. If in doubt consult the Head of Faculty and the Technician. Metal powders necessitate special care.

11. At the end of a lesson staff are to ensure that all machines/equipment have been rendered safe. If applicable, such items must be ‘guarded’ and be able to be ‘rendered safe’ when not in use. ‘Guards’ on machinery must never be removed except by those qualified to do so.

12. Staff should ensure that the students leave the area in an orderly manner. If fire exits are used this can reduce the congestion, which is often heavy, in the corridors.

13. Particular care should be given to the distribution and collection of hand tools and of small items of equipment: the number and condition of which should be checked at both the beginning and the end of an activity or a lesson.

14. Notices identifying large items of machinery or equipment, giving instructions on how to use them safely, and warning of any potential hazards, must be prominently displayed in positions adjacent to them.

SECTION 3 – Control

1. Where to find information.
   a. ‘LEA Health & Safety File (yellow). This contains safety circulars from the LEA and is stored in... It also contains the following important documents:
      * The LEA’s ‘Health and Safety Policy’
      * The Schools ‘Health and Safety Policy’ with a list of Health and Safety reps and how to liaise with them.
      * The LEA’s ‘Health and Safety in D&T’. It should contain amongst other information contacts for the disposal on unwanted chemicals.
   b. Hazcards – listing chemical hazards
   c. Location of equipment books. These are stored in a clearly labelled box in the Finance office.
   d. Teachers need to be familiar with the procedures for reporting accidents, particularly those that constitute an emergency. Notices clearly stating the action to be taken in case of a fire, a gas leak, or someone receiving an electric shock, must be prominently displayed throughout the departments accommodation.

2. Regular safety checks:
   a. Electrical equipment is regularly monitored by teaching staff and the Technician. In addition the whole stock of electrical equipment is checked/maintained annually by Education IT.
   b. Chemicals kept in storage are inspected annually for signs of deterioration and container corrosion. Specific hazards are disposed of by the LEA.
   c. Maintenance of the fire fighting equipment is annually inspected and maintained as whole school policy.
   d. Provision/cleaning and repair of protective aprons and visors etc. is done as necessary by the technician or staff.
e. Glasses/goggles are inspected and cleaned termly by the technician.

f. Maintenance and use of the refrigerators and freezers – the contents of the refrigerator are regularly inspected by the technician and it is defrosted and cleaned once a term. Each day temperatures of all fridges are checked and recorded by the Food technician. This record is kept in . Any changes, as appropriate, to the fridges and freezers are made.

g. Emergency stop buttons must be regularly checked and repaired if faulty. Their key switches must not be operated by students.

h. The Technicians regularly clean/maintain all small items of machinery and hand tools. They also prepare certain materials and food substances for Resistant Materials and Food Technology.

i. The testing and maintenance of large items of machinery or equipment, most notably the lathes and drills, should be arranged through the school bursar, following consultation with the Head of Faculty.

3. Student teachers and new teaching staff are given an induction programme that includes training in safety procedures. All the department staff are trained on the use of new equipment.

4. Our system of storage is based around:

a. flammable chemicals are stored in special metal storage cupboards.

b. our usual non-flammable chemicals are stored under the sinks in the workshops. We have few hazardous chemicals e.g. oxidising and most are stored in relatively small quantities.

c. materials, hand tools and small items of equipment should be labelled, and, wherever possible, securely stored. The suitable storage of tools that are potentially hazardous, such as scissors, craft knives and chisels, is considered to be as important as their safe and sensible use.

d. Wherever feasible and appropriate, substances should be stored in plastic containers to minimise the risk of breakage.

5. Machinery or large items of equipment that cannot be stored, should be located in the safest possible position in the room/workshop, taking account of the amount of space needed to operate them.

6. Labelling on chemical bottles – chemical bottles are clearly labelled with the name of the chemical and any necessary hazardous symbols.

7. Storage and maintenance of gas cylinders. We have none. Gas powered torches are kept locked in the machine bay.

8. Provision and replacement of eye wash bottles – an eye wash facility is available in the machine shop. After use the water refill should be disposed of and a new replacement obtained from Linda Cox.

9. The officer qualified in first aid at the school is Linda Cox.

SECTION 4 – Monitor and Review

1. Procedures for reporting safety matters: such as suspicion/reporting of faulty equipment including faulty/inadequate fire fighting equipment:

   Always inform the Head of Faculty, the Technician and colleagues. Also inform the Principal, Safety representative and premises officer as appropriate. Once the HoF has been informed it will be her responsibility to make appropriate decisions e.g.

   • Immediately taking the relevant piece of equipment out of service.
   • Organising a replacement item of equipment.

2. Procedure for circulating safety information.

   N.B. in the following section the term ‘staff’ refers to both teachers and technicians. On receipt of a safety document the contents are analysed and categorised by the HoF under one of the following 3 headings.

   a. Immediate action required – staff are verbally informed by the HoF and are asked to read their own copy of the circular as soon as possible. The related Risk Assessment sheets are then altered as appropriate. The document will then be discussed at the next department meeting N.B. if the document is very long it may be circulated without staff being given their own copy.

   b. Medium/long term action required – the document is circulated to all D&T staff and then filed. The risk assessment sheet is then altered and the document discussed at the next department meeting.

   c. No action required – if the contents confirm what we already practice then the document will still be discussed at the next department meeting. The document will always be filed.