

# Health and safety audit checklists

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# PLAYGROUND EQUIPMENT

## DESIGN CHECKLIST

### YEAR:

The design checklist can be used in an initial assessment of the adequacy of the equipment at the school as well as used as a guideline for one-off designs. It could also be used for planning modifications to existing equipment and be useful in determining whether existing, sub-standard equipment is able to be upgraded in a cost effective manner or whether removal is a better option.

<b>SITE DESIGN</b>	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>
Is there sufficient available space in the play area for the expected number of students?				
Is there adequate separation distance between fixed play and other adjacent structures (including buildings, roads and trees?)				
Is the play area sufficiently far away from to vehicular access areas?				
Is there adequate drainage to ensure that impact absorbing material is retained?				
Is the play area able to be adequately supervised?				
Are swings located out of traffic areas?				
Are trees and plants nontoxic and free from other hazards?				
<b>EQUIPMENT DESIGN</b>				
Can equipment be used safely in a variety of ways?				
Do play areas provide a variety of activities and avoid the need for users to wait in lines?				
Are handgrips of the right size provided where necessary (19-34mm)?				
Is there at least 60mm clearance between handgrips and supporting members?				
Are guardrails provided around raised platforms and along ladders and stairs?				
Are guardrails vertical instead of horizontal to discourage climbing?				
Are gaps in platforms small enough to prevent limb or body entrapment? Gaps in the range 125-230mm are not acceptable.				
Are stepping logs so placed as to prevent feet entrapment?				
Are stepping logs of appropriate height and diameter?				
Are fire poles fastened to the ground without protruding metal staples and exposed concrete?				
Are swing structure heights no more than 2100mm for junior school and 2400mm for senior school?				
Are the heights of raised platforms within the acceptable limits for the age of the users?				
Is the maximum height of any other structure (not intended for play but on which a child could sit or stand) within the following limits: 1. pre-school and junior primary - 2200mm 2. senior primary & secondary - 2500mm				
Is the equipment for older children separated from that for younger children?				

<b>MATERIALS / INSTALLATION</b>				
Are rounded level retaining walls provided to keep impact absorbing materials in place?				
Are all foundations at least 100mm below ground surface?				
Are timber ends rounded?				
Have posts been treated to prevent rotting, splintering or rusting?				
Have sharp edges of concrete been smoothed off?				
Have steel supports been embedded in concrete?				
Have tyres got holes to provide adequate drainage?				
Are chain links too small to trap fingers?				
Are pipe ends plugged and/or covered to prevent injury?				
Is the run off end of the slippery slide level to prevent falling?				
Is the platform at the top of the slippery slide level to ensure stability for children?				
Are guardrails (high sides) provided on slippery slides to prevent falling?				
Have slides with heights above 1600mmm been modified ie side rails or relocated to a sloping embankment?				
Are slides facing south away from the suns full strength?				
Are tunnels, pipes, and tyres of a suitable design and sited so that adult assistance may be given to an incapacitated student?				
<b>COMMENTS:</b>				
<b>CHECKED BY:</b>				

# MAINTENANCE CHECKLIST

**YEAR:**

The maintenance checklist is to be used to assess the current condition of playground equipment and to determine what repair work should be carried out.

<b>GENERAL</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term3</b>	<b>Term 4</b>
Is there a plan for regular inspection, upgrading and maintenance of playground equipment?				
Have previously reported defects been rectified?				
<b>SITE</b>				
Is the site clear of litter, and dangerous objects?				
Is access to the site in good condition clear of obstruction?				
Are nearby trees healthy and free from dead wood and other hazards?				
Are trees protected from damage?				
Are ground surfaces even?				
Are clear sight lines available for supervision?				
<b>GROUND SURFACES</b>				
Is impact absorbing material used around all equipment with a fall height exceeding 300mm?				
Is impact absorbing material of correct compacted depth and distance from the equipment?				
Is impact absorbing material disinfected when required?				
<b>SWINGS</b>				
Is the main frame safe and secure?				
Are all moving parts in working order?				
Are swing seats light weight and without hard edges?				
Are chains, ropes, shackles and other connections in good condition?				
Are all nuts and bolts in place and secure?				
Are the swings lubricated where necessary?				
<b>STRUCTURES</b>				
Is the main frame of each item secure?				
Are all bolts in place and secure?				
Are all structures free from exposed bolt ends?				
Are all joints and connections secure?				
Are chains and/or ropes secure and in good condition?				
Are timber posts sound and free of large cracks and splinters?				
Are frames in good condition?				
Are surfaces free from rust or rot?				
Are all structures free of exposed nail heads?				
Are all tyres adequately drained and free of debris?				
Is impact absorbing material around each structure of adequate depth, soft and free of foreign objects?				
<b>COMMENTS:</b>				
<b>CHECKED BY:</b>				

# BUILDINGS AND GROUNDS

## BUILDING EXTERIORS AND WALKWAYS

YEAR:

	Term 1	Term 2	Term 3	Term 4
Are all walkways and doorways free from obstructions?				
Are all pathways free from significant lips or raised edges that may cause tripping?				
Are all pathways finished to a non-slip surface and free of mould and algae?				
Are all step treads in good condition with a non-slip surface?				
Are all hand rails secure?				
Are covers installed over drains which cross walkways?				
Are rainwater drain pipes free of jagged edges or protruding ends?				
Is the main electrical switchboard readily accessible?				
Are all electrical installations in good condition ( including lights, conduits, switches and power points)				
Are all LPG cylinders located in locked, vented cupboards which are free of accumulated debris?				
Do all drinking fountains have guards to prevent direct contact with the water outlet?				
Are all drinking fountains and taps in working order?				
Are all toilets and hand basins operational and in adequate numbers for male and female staff and students?				
Is there sufficient external lighting to cater for adequate security of buildings?				
Is there adequate signage to indicate exit routes, hazardous locations and where hazardous substances are stored?				
Are all potential trip factors painted in yellow strips to indicate hazards?				
<b>GROUNDS</b>				
Are all trees in good state of health and free of dead branches which may cause injury?				
Are trees pruned to eliminate sharp branch ends exposed which may cause eye injuries?				
Are the grounds free of poisonous plants?				
Are gates and fences in good condition?				
Are the grounds free of rocks, stones and exposed concrete?				
Are the grounds free of accumulated rubbish and debris?				
Are wheelie bins or industrial bins suitably located?				
Are all support stakes visible and such that no sharp edges are exposed at or near eye height?				
Is movement of traffic in the school grounds controlled by physical barriers and designated parking areas?				
Is there suitable access into the school grounds for ambulance and fire brigade?				
Are all cover plates secure and flush with the general ground level?				
Is all outdoor seating stable, in good condition and free of cracks and splinters?				
Are water stop cocks and fire hydrants in good order with covers in place?				
Are gaps in drains small enough to prevent limb or body entrapment? Gaps in the range 125-230mm are not acceptable.				

<b>COMMENTS:</b>				
<b>CHECKED BY:</b>				

## MAINTENANCE AND GROUNDS CARE

YEAR:

	Term 1	Term 2	Term 3	Term 4
Is all motorised grounds care equipment in good order with all guards in place (mowers edge trimmers etc)				
Are all portable and fixed power tools in outdoor sheds and storage areas in good condition with guards in place?				
Are all portable and semi portable electrical items tagged and in current test?				
Are all hand tools in good condition and sharp if applicable?				
Are all storage areas well organised and tidy?				
Are storage methods used which will eliminate or minimise accidents? (e.g. heavy objects stored between mid thigh and shoulder height)				
Are all poisons, insecticides etc kept in a locked, vented cupboard?				
Are correct procedures followed for the mixing and application of chemicals?				
Are unwanted containers of pesticides and herbicides disposed of appropriately?				
Are there suitable storage arrangements for cleaning materials, flammable liquids and other hazardous substances?				
Is safety information readily available for all hazardous substances present?				
Is personal protective equipment (PPE) available to staff for the operation of machinery				
Is all mowing and edge trimming undertaken when students are not in the grounds?				
<b>COMMENTS:</b>				
<b>CHECKED BY:</b>				

# CLASSROOMS

## COOKING ROOM

YEAR:

	Term 1	Term 2	Term 3	Term 4
Is the earth leakage circuit breaker tested at the start of each week?				
Is the electrical circuitry adequate for the number of appliances available to be used so that a teacher does not often have to leave the class to reset the circuit?				
Are the prescribed electrical safety inspections made on all electrical items?				
Are all the electrical installations in good condition - including lights, fans and power points)				
Are all thermostats operating correctly?				
Do all electric stoves have pilot lights for each element or on the main switch which operate correctly?				
Have all portable and semi portable electrical items been tagged?				
Are sufficient power points available to eliminate the use of double adaptors?				
Are class areas set up to eliminate extension leads lying in traffic areas?				
Are floor surfaces in good condition and non slip?				
Are all bench tops, splashbacks and serveries in good condition?				
Are all appliances (eg. stoves, fridges and microwave ovens) securely located so that they are not protruding into the general work area or passage ways?				
Are walkways and doorways uncluttered and unobstructed?				
Is there adequate ventilation and exhausting of cooking gasses and vapours?				
Are food preparation areas adequately screened to exclude insects?				
Is all crockery, cutlery and other utensils in good condition?				
Are all damaged items disposed of?				
Are all class and other work areas set up to avoid collision points and allow free movement between areas?				
Are all storage areas well organised and tidy?				
Are storage methods and techniques used which will eliminate or minimise accidents ( eg. heavy items stored between mid thigh and shoulder height)				
Is the microwave oven regularly tested for microwave leakage?				
Is there a record of the date of the last test?				
Is the seal on the microwave oven door in good condition?				
Is the dishwasher in good operating condition?				
Is there a suitable fire extinguisher and fire blanket in a readily accessible location in each cooking room?				
Is fire fighting equipment inspected and tagged on the prescribed cycle?				
Do staff know how to operate the extinguisher and blanket?				
Is an emergency evacuation plan clearly displayed?				
Is a First Aid kit readily available and adequately stocked?				
Are sharp knives in good condition and stored separately from other utensils?				
Are there sufficient oven mittens available with adequate insulation?				
Are there general hygiene practices established?				
Are there established procedures for litter control and disposal of waste?				
Are regular pest control procedures and/or services carried out?				



Are all appliances included in a regular inspection and maintenance schedule?				
Are sufficient power points or power boards available to eliminate the use of double adaptors?				
<b>COMMENTS:</b>				
<b>CHECKED BY:</b>				

**ADMINISTRATION ROOMS**

**Office, staffroom, sick room, store room, A.V. room**

**YEAR:**

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
Have all electrical items been tagged?				
Are all electrical installations in good condition (including lights, fan, power points and switches?)				
Are sufficient power points available to eliminate the use of double adaptors?				
Is the area set up to eliminate extension leads lying in traffic areas?				
Are all the floor surfaces even and undamaged?				
Are walkways and doorways uncluttered and unobstructed?				
Are mats in good condition with no frayed or upturned edges?				
Is there adequate lighting and ventilation of all areas?				
Is there a sufficient quantity of furniture in good condition and appropriate for users and the tasks being undertaken ( eg. ergonomic chairs)				
Are rooms set up to avoid collision points and allow free movement between areas?				
Are all storage areas well organised and tidy?				
Are storage methods used which will eliminate or minimise accidents? (eg. heavy objects stored between mid thigh and shoulder height?)				
Are there suitable storage arrangements for cleaning materials, flammable liquids and other hazardous substances?				
Are all tall book shelves attached to the wall and loaded evenly to prevent overbalancing?				
Is an emergency evacuation plan clearly displayed?				
<b>COMMENTS:</b>				
<b>CHECKED BY:</b>				

## CLEANING OPERATIONS

YEAR:

	Term 1	Term 2	Term 3	Term 4
Are all storage areas well organised and tidy?				
Are all chemicals stored in an organised manner?				
Are chemicals dated at the time of delivery?				
Are all decanted chemicals consumed, disposed of or returned to original containers each day?				
Are chemicals decanted into containers other than food or drink containers?				
Is safety information readily available for all hazardous substances present?				
Are all items of cleaning apparatus in a safe working condition?				
Are extension handles available to clean high areas?				
Are the prescribed electrical safety inspections made on all electrical items?				
Have all electrical items been tagged?				
Are signs available for use around wet floors?				
Are there established procedures for undertaking tasks involving hazardous substances, procedures or equipment (including chemicals, operation of cleaning equipment, cleaning high areas and lifting techniques)				
Do staff undergo an induction program prior to commencing work?				
Have staff been trained in the correct use and storage of Personal Protective Equipment?				
Is there a system for ensuring all equipment is well maintained?				
Is there a first aid kit adequately stocked and readily accessible to cleaning staff after school hours?				
Do staff have access to an appropriate means of communication in the event of an emergency?				
<b>COMMENTS:</b>				
<b>CHECKED BY:</b>				

## PHYSICAL EDUCATION AND SPORT EQUIPMENT

YEAR:

	Term 1	Term 2	Term 3	Term 4
Are all electrical installations in good condition (including lights, fans, power points and switches)				
Are walkways and doorways uncluttered and unobstructed?				
Is there adequate lighting and ventilation of all areas?				
Are all class and other areas set up to avoid collision points and allow free movement between areas?				
Are all storage areas well organised and tidy?				
Does the equipment storage layout ensure safe access?				
Are heavy objects stored at waist height or at floor level?				
Is there an availability of range of equipment to suit size, strength and ability of students?				
Is equipment free from damaged bindings, lacings, cracks and splinters?				
Is protective equipment available for specific activities?				
Are ear muffs available when using the starting pistol?				
Is an emergency evacuation plan clearly displayed?				
Are all handles fitted with non-slip or safety knobs?				
Are markers on ovals and courts made of non-injurious material				
<b>INDOOR FACILITIES</b>				
Are all floor surface non slip?				
Are floor surfaces even and undamaged?				
Are line markings non slip?				
Have all lights and fittings ample protection?				
Are equipment and fittings located out of activity areas with no protruding edges?				
<b>OUTDOOR FACILITIES</b>				
Are the surfaces of ovals and courts free from foreign materials?				
Are the surfaces of ovals and courts even?				
Are the surfaces of ovals and courts marked with approved line marking materials?				
Is line marking equipment stored separately from physical education equipment?				
Are all structures securely installed and in sound condition?				
Are pitch surfaces and approaches in safe condition?				
Is irrigation equipment (sprinklers and hoses) removed from play areas during non-class time?				
<b>GYMNASTICS</b>				
Are mats free of torn material, frayed edges loss of resilience or uneven surfaces?				
Are all trampoline/trampette springs in place, adequately attached and in good condition?				
<b>CIRCUIT TRAINING FACILITIES</b>				
Are all structures/ main frames secure?				
Are all moving parts in good working order?				
Is all equipment free of broken welds, rusted joints and fittings broken chains and ropes rotted timber and protruding nails or bolts?				
Is impact absorbing material of sufficient dept placed under items where there is potential for falls?				

<b>COMMENTS:</b>				
<b>CHECKED BY:</b>				

## SWIMMING PROGRAM

YEAR:

	Term 1	Term 2	Term 3	Term 4
Are all programs and personnel approved by the Principal?				
Is a registered teacher present to take overall responsibility for the program?				
Is there always the necessary number of supporting adults to provide adequate supervision and instruction?				
Are safety checks built into the lesson procedures (eg. buddy system, roll checks?)				
Is there an established list of rules for safe swimming and use of the pool or other swimming venue?				
Are there established procedures for accounting for all students at the start and end of the lesson?				
Are emergency procedures established, practised and carried out promptly and decisively?				
Is practice provided in the use of emergency assistance equipment?				
For each student with a medical condition which may put that student at risk in the water, has written parental consent been obtained for participation in the program, supported by a medical certificate?				
Is underwater swimming restricted to short duration activities under close supervision?				
Does the program provide progressive and sequential skill development?				
Do activities match the skill and ability levels of students?				
When learners progress to water beyond standing depth, are first attempts made one at a time with an adult ready to assist?				
<b>LEADERS</b>				
Do all personnel have a clear understanding of the school policy regarding all aspects of the program?				
Is instruction given by a registered teacher or adult who has: a) knowledge of and an ability to use appropriate teaching strategies; and b) knowledge of and an ability to implement safety procedures?				
Does the leader or a second adult have the ability to: a) effect a recovery of a student from the water at the venue; b) perform cardio-pulmonary resuscitation; and c) perform 1 <sup>st</sup> . Aid?				
Is at least one adult ready at all times to enter the water to assist a student?				
Have the leaders checked the medical history of the students and taken appropriate action where necessary?				
<b>STUDENTS</b>				
Are students suffering from infections, open wounds or suspected contagious ailments excluded from swimming?				
Do students remove all jewellery before entering the water?				
Do students with long hair tie it back or wear a cap?				
Are students protected from over exposure to the sun?				
Are all students supervised at all times?				
Do students remain out of the water until instructed by the leader?				
<b>LOCATION</b>				

Are boundaries of the swimming areas defined?				
For learn to swim activities:				
a) Is there sufficient space for students to stand in water no deeper than shoulder depth?				
b) Does the swimming area allow students to stand comfortably with the depth increasing gradually?				
Is the water depth appropriate for the activities?				
Is an appropriate communication system installed so that an ambulance can be summoned without delay in an emergency?				
Is the pool free of cracked or loose tiles and sharp edges along expansion joints?				
Do starting blocks have a non-slip surface?				
Are seating areas stable and free of rough surfaces?				
Are pool depth markings in metric?				
Are emergency contact numbers clearly displayed?				
In the emergency procedure is a Resuscitation Chart clearly displayed?				
Does the pool allow easy access in and out of the water?				
Has the pool suitable surrounds to allow the safe movement of people (eg non slip surfaces to walk on, adequate pathways, collection and seating areas?)				
Are pool gates locked when pool is not in use?				
Is the pool routinely monitored for correct chemical levels?				
Are plant and chemical storage areas locked to prevent student access?				
Are chemical storage warning signs clearly displayed?				
<b>EQUIPMENT</b>				
Are flotation and reaching aids readily available at several locations around the pool?				
Are regular inspections made to ensure that all teaching aids and safety equipment are in good working order?				
Is a well stocked first aid kit available?				
Are teaching aids stored separately from chemical and machinery?				
<b>COMMENTS:</b>				
<b>CHECKED BY:</b>				

## GENERAL TEACHING AREAS

YEAR: \_\_\_\_\_

ROOM: \_\_\_\_\_

	Term 1	Term 2	Term 3	Term 4
Have all electrical items been tagged?				
Are all electrical installations in good condition (including lights, switches, fans, power points)?				
Are sufficient power points available to eliminate the use of double adaptors?				
Are class areas set up to eliminate extension leads lying in traffic areas?				
Are all floor surfaces even and undamaged?				
Are walkways and doorways uncluttered and unobstructed?				
Are mats in good condition with no frayed or upturned edges?				
Is there adequate lighting and ventilation of all areas?				
Are all windows able to be opened (ie the opening mechanism is functioning and windows not obstructed by displays or other material)?				
Is there a sufficient quantity of furniture in good condition and appropriate for users and the tasks being undertaken?				
Are all class and other work areas set up to avoid collision points and allow free movement between classes?				
Are all storage areas well organised and tidy?				
Is there adequate storage for school bags so that they do not present a tripping hazard?				
Are storage methods used which will eliminate or minimise accidents? ( eg. heavy objects stored between mid thigh and shoulder height)				
Are there suitable storage arrangements in classrooms for cleaning materials to be stored away from student access?				
Are hanging displays and mobiles above head height?				
Are all tall bookshelves attached to the wall and loaded evenly to prevent overbalancing?				
Is an Emergency Evacuation Folder readily accessible?				
Are the air conditioners in good condition?				
Are the air conditioners securely located?				
Are water based paints rather than solvent based paints used wherever possible?				
Are brushes, rollers and other applicators cleaned while still wet to minimise the use of cleaning solvents?				
Is a First Aid kit readily accessible to room and fully stocked?				
Are there established practices for control and disposal of all types of waste and scrap materials?				
<b>COMMENTS:</b>				



<b>CHECKED BY:</b>				

## LIBRARY AND TEACHER RESOURCE ROOM

YEAR:

	Term 1	Term 2	Term 3	Term 4
Are the prescribed electrical safety inspections made on all electrical items				
Have all electrical items been tagged?				
Are all electrical installations in good condition (including lights, fans, power points and switches?)				
Are sufficient power points available to eliminate the use of double adaptors?				
Are all floor surfaces even and undamaged?				
Are walkways and doorways uncluttered and unobstructed?				
Is there adequate lighting and ventilation of all areas?				
Is there a sufficient quality of furniture in good condition and appropriate for users and the tasks being undertaken?				
Are all storage areas well organised and tidy?				
Are storage methods used which eliminate or minimize accidents? ( e.g. heavy items stored between mid thigh and shoulder height)				
Is there a suitable fire extinguisher in a readily accessible location?				
Do staff know how to operate the fire extinguisher?				
Is an emergency evacuation plan readily accessible?				
Is a First Aid kit readily accessible and adequately stocked?				
Are stable footstools readily available for reaching high shelves?				
Are all book cases securely fixed to the walls?				
Is all free standing shelving stable?				
Are shelves and bookcases evenly loaded and not top heavy?				
<b>COMMENTS:</b>				
<b>CHECKED BY:</b>				

# ADMINISTRATIVE PROCEDURES AND DOCUMENTATION

YEAR:

	Term 1	Term 2	Term 3	Term 4
<b>GENERAL</b>				
Are there established procedures for reporting and recording accidents?				
Are the procedures known for lodging 3 <sup>rd</sup> Party Workers Compensation claims?				
Are First Aid kits and amenities available and adequately stocked?				
Are qualified 1 <sup>st</sup> . Aid personnel on duty and available at all times (including periods of after-hours cleaning?)				
Are infection control procedures clearly defined?				
Are Emergency phone numbers clearly displayed?				
Are procedures for responding to a bomb threat displayed near the office telephone?				
Have staff been made aware of the procedures to follow if answering such a call?				
Is the alarm to begin an Emergency Evacuation loud enough to be clearly heard in all parts of the facility?				
Is there a backup alarm in the event of power failure or the power being turned off				
Has a sun protection strategy been developed?				
<b>REGISTERS:</b>				
Are the following registers maintained?				
Accident register - students				
Accident register - staff				
Medication register				
Sick Bay register				
Emergency Evacuation Drills				
Firefighting equipment checks				
Grounds Inspections				
Playground equipment inspection				
Electrical safety checks				
Microwave leakage testing				
Gas cylinders and pressure vessels testing				
Maintenance register for each major item of plant				
Hazardous substance register				
First Aid personnel register				
Playground duty roster				
Approvals to vary school routine for Excursions				
Emergency Evacuation plan readily accessible				
Emergency contact procedures readily accessible				
Instructions and Training given to staff in relation to the emergency evacuation plan and the use of firefighting equipment				
A map of the school showing the location of firefighting equipment (including hydrants) all electrical switch boards, all emergency evacuation routes and the assembly area readily accessible.				
<b>COMMENTS:</b>				
<b>CHECKED BY:</b>				