

# Meadows Primary School and Nursery

## Design and Technology Policy

January 2017

### **Rationale**

Design and technology allows children to develop their capability by combining their skills with knowledge and understanding in order to design, make and evaluate products whilst developing technical knowledge. Children's learning in design and technology is best promoted through an enjoyment of the task in hand, by encouraging curiosity through meaningful contexts, which are challenging and both real and imaginary.

### **Aims**

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

### **Attainment Targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

### **Subject Content**

#### **Key stage 1**

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

When designing and making, pupils should be taught to:

#### **Design**

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

### **Make**

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

### **Evaluate**

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

### **Technical knowledge**

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

### **Key stage 2**

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught to:

### **Design**

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

### **Make**

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

### **Evaluate**

- investigate and analyse a range of existing products

- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

### Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.

### Cooking and nutrition

- As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.
- Pupils should be taught to:

#### Key stage 1

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

#### Key stage 2

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

### Forest School

Forest School is an outdoor, free and stimulating learning experience. It allows all children to test themselves; build self-esteem and pride; develop new skills and learn the art of reflection.

Forest School sessions are used to encourage children to explore their interests as well as incorporating the curriculum. Opportunities are taken to create natural art and use individual sessions and more sustained periods to develop D&T projects such as planning and building an Anglo-Saxon roundhouse. Forest School sessions run throughout the year giving children the chance to experience all seasons and almost all weathers! All children get at least five sessions over a half term to experience the great outdoors and all it has to offer.

### **Principles of Teaching and Learning**

#### **Differentiation and special needs**

Study in design and technology will engage children through a variety of different activities, practical work, critical evaluation and discussion, designing, creating and planning.

#### **Breadth and balance**

In any key stage the activities of designing, making and evaluating are covered alongside developing technical understanding. Pupils will develop their knowledge by considering numerous aspects of a design and creating a product fit for purpose, with emphasis on evaluation. They will be given the opportunities to study the work of designers and creators and will use this along with their creative ideas to inform and create their own products.

#### **Variety**

Children will have opportunities to be engaged in a variety of activities as individuals, to work collaboratively in groups and as a whole class. They will be taught the creative, imaginative, technical, practical and evaluative skills needed to:

- express ideas and feelings
- design, create and evaluate
- design products fit for purpose
- develop an understanding of a balanced diet and healthy lifestyles, including safe preparation of ingredients

#### **Cross-curricular skills and links**

Design and technology is taught throughout all curriculum subjects and linked to a variety of areas. It is important that children are applying the skills they have learnt through a range of tasks and variety of activities and opportunities.

#### **Equal opportunities**

All pupils will have an equality of access to a broad and balanced design and technology curriculum irrespective of gender, ethnicity or special educational needs. An appropriate time for design and technology will be provided for all pupils in order to meet the requirements of the National Curriculum programmes of study.

Pupils will be introduced to products from a wide range of cultures and traditions from around the world and consider the contexts and purposes underpinning their ideas and designs. Emphasis will be given to reinforcing the value of cultural diversity; developing understanding and an appreciation of the different ideas, values and beliefs encountered within a multicultural society.

### **Health and safety**

Pupils will be taught to use materials, tools and equipment safely in line with the school Health and Safety Policy. Pupils will be required to wear protective clothing when working with wet media such as glues, clay and plaster or specific equipment and taught to clear away practical materials responsibly. The use of tools and equipment will be closely supervised by teachers and sharp tools introduced appropriately. Risk assessments must be in place and can be found attached to this policy.

### **Assessment, reporting and recording**

Opportunities for assessment will be identified when planning. Children will have regular teacher assessment. Pupils will be encouraged to reflect upon their work as individuals, in class groups and through self-assessment as appropriate. Teachers will record key aspects of pupils' progress throughout the year.

### **Management and administration**

The design and technology subject managers are responsible for ensuring that schemes of work for design and technology are covered in each year group and across the planning cycles of the key stages. Curriculum coverage will be monitored via the medium term plans for the subject. Risk assessments can be found in this policy.

### **Role of the subject co-ordinators**

The subject co-ordinators job description is available within school.

### **Review**

The effectiveness of the teaching and learning in design and technology will be regularly monitored by the Headteacher and the design and technology subject co-ordinator. Curriculum plans, samples of pupils' work, classroom displays, discussions with staff and visits to lessons will be used to evaluate the quality of the design and technology curriculum in the school. Resources, teaching methods and development needs will be evaluated.

# Meadows Primary School & Nursery

## Health and Safety Risk Assessment ~ Primary DESIGN and TECHNOLOGY:

This document outlines potential hazards when carrying out design and technology both within and outside of the school premises and offers suggestions regarding controlling the associated risks.

Code	Hazard	Risk (H, M, L)	Risk control measures needed	Re-assessed risk (H, M, L)
<b>Classroom Organisation CO01</b>	Inadequate adult supervision	<b>M</b>	<ul style="list-style-type: none"> <li>• Ensure that classroom helpers:-</li> <li>• Are fully informed of any health and safety issues prior to the lesson</li> <li>• Have read and understood the school health and safety policy</li> <li>• Have been instructed in the use of relevant tools and procedures</li> <li>• Are briefed as to exactly what support is needed</li> <li>• Participate in risk assessment procedures with the pupils</li> </ul>	<b>L</b>
<b>CO02</b>	Use of furniture	<b>M</b>	<ul style="list-style-type: none"> <li>• Ensure all furniture is of an appropriate height</li> <li>• Do not use furniture to reach high objects</li> <li>• Remove stools from sawing areas</li> <li>• Encourage children to sit on all four legs of chair/stool</li> </ul>	<b>L</b>

<b>CO03</b>	Classroom storage	<b>M</b>	<ul style="list-style-type: none"> <li>• Ensure materials are stored at a safe height</li> <li>• Ensure that any hazardous tools and equipment are stored safely.</li> <li>• Ensure that all tools/ materials are clearly labelled</li> </ul>	<b>L</b>
<b>CO04</b>	Inadequate demonstration of skills & techniques	<b>H</b>	<ul style="list-style-type: none"> <li>• Show or remind children how to use items of equipment safely</li> <li>• Allow them to practise these skills under close supervision</li> <li>• Involve them in risk assessment procedures</li> </ul>	<b>L</b>
<b>CO05</b>	Size of group	<b>H</b>	<ul style="list-style-type: none"> <li>• If potentially hazardous activities are to be undertaken reduce group size dependent on amount of adult supervision available</li> <li>• Use children as mentors and/or minders wherever possible</li> </ul>	<b>L</b>
<b>CO06</b>	Group activities	<b>M</b>	<ul style="list-style-type: none"> <li>• Try and ensure a safe balance of high and low risk activities</li> <li>• Make sure that high risk activities are adequately supervised</li> </ul>	<b>L</b>
<b>CO07</b>	Classroom procedures	<b>M</b>	<ul style="list-style-type: none"> <li>• Establish consistent routines for setting up and clearing equipment</li> <li>• Have and enforce a clearly understood signal for stopping work and listening to any instructions</li> <li>• Consider the use of a health and safety contract to be signed by child/parent</li> </ul>	<b>L</b>
<b>CO08</b>	Poor organisation of classroom	<b>M</b>	<ul style="list-style-type: none"> <li>• Ensure children know what is and what is not available to them and where to find it</li> <li>• Ensure that all resources needed are readily available and can be reached without unnecessary movement</li> </ul>	<b>L</b>

			<ul style="list-style-type: none"> <li>• Arrange furniture so that children have sufficient space for working and moving around freely</li> </ul>	
<b>Electricity</b> <b>E01</b>	Using electricity	<b>H</b>	<ul style="list-style-type: none"> <li>• Wet batteries and accumulators are NOT suitable for use in primary schools</li> <li>• Teach pupils never to misuse electricity</li> <li>• Check all electrical equipment and have PAT tested once a year</li> <li>• Switch off equipment before unplugging</li> <li>• Repairs to equipment should only be carried out by a qualified person</li> <li>• Revise safety code for using electricity</li> <li>• Only purchase equipment labelled with the British kite mark</li> </ul>	<b>L</b>
<b>E02</b>	Dry Batteries	<b>H</b>	<ul style="list-style-type: none"> <li>• Check batteries are in working order</li> <li>• Revise rules on + and – signs as incorrect fitting can cause leakage, fire or in extreme cases explosion.</li> <li>• Store batteries in away the terminals cannot touch and short circuit</li> <li>• Do not cut open or recharge</li> <li>• Discard old batteries as they may leak</li> <li>• Unless leak proof they should be removed from items not in regular use</li> <li>• Check batteries regularly for leakage; the corrosive liquid will ruin equipment and may damage skin.</li> </ul>	<b>L</b>

<b>E03</b>	Rechargeable batteries	<b>H</b>	<ul style="list-style-type: none"> <li>• Should only be used for purpose built construction sets etc. Do not use in open circuits where there is any risk of short circuit</li> <li>• Only adults should recharge batteries</li> <li>• High capacity rechargeable batteries should be avoided</li> <li>• Avoid mixing different types of batteries in appliances</li> <li>• Store batteries in away the terminals cannot touch and short circuit</li> <li>• Do not cut open</li> <li>• Check batteries regularly for leakage; the corrosive liquid will ruin equipment and may damage skin.</li> </ul>	<b>L</b>
<b>E04</b>	Low-voltage power supplies i.e. 0-12 volt power packs	<b>H</b>	<ul style="list-style-type: none"> <li>• Check equipment before use</li> <li>• Revise safety rules on using mains operated equipment</li> <li>• Use a set that has a voltage lock to avoid pupils raising level</li> <li>• 3V is adequate for most purposes</li> <li>• Power packs which plug into mains will require a socket mains</li> <li>• Avoid trailing leads</li> </ul>	<b>L</b>
<b>E05</b>	Bulbs	<b>M</b>	<ul style="list-style-type: none"> <li>• Check that bulbs are working and not cracked</li> <li>• Use approved bulbs no higher than six volts</li> <li>• Make sure bulbs and battery voltage match</li> <li>• Remind pupils about handling items made of glass</li> <li>• Store and dispose of safely</li> </ul>	<b>L</b>

<b>E06</b>	Electrical wiring	<b>H</b>	<ul style="list-style-type: none"> <li>• Use multi-filament wires, the strands are easier to twist together and more durable</li> <li>• Insulate joins</li> <li>• Make sure electrical supply is off before wiring</li> <li>• Revise cutting and stripping of wire</li> <li>• Revise circuits</li> </ul>	<b>L</b>
<b>E07</b>	Paper clips Drawing pins Paper fasteners	<b>M</b>	<ul style="list-style-type: none"> <li>• Made of metal and can have sharp ends</li> <li>• Keep in containers and store separately</li> </ul>	<b>L</b>
<b>E08</b>	Buzzer	<b>M</b>	<ul style="list-style-type: none"> <li>• Buzzers need to be connected the right way round in a circuit</li> <li>• Only purchase from recognised company</li> </ul>	<b>L</b>
<b>E09</b>	Motor	<b>M</b>	<ul style="list-style-type: none"> <li>• Check before use</li> <li>• Cover connection with insulating materials after wiring</li> <li>• Fix motors to a surface</li> </ul>	<b>L</b>

<b>E10</b>	Fan	<b>M</b>	<ul style="list-style-type: none"> <li>• Made from plastic and can be sharp when set in motion</li> <li>• Make sure pupils are aware of dangers of placing finger or faces into spinning fan</li> <li>• Make sure fan is on a raised surface before testing</li> </ul>	<b>L</b>
<b>E11</b>	Resistor	<b>M</b>	<ul style="list-style-type: none"> <li>• These are tubular objects and oppose the flow of electricity</li> <li>• Recommend to be used with voltage 9V and above</li> </ul>	<b>L</b>
<b>E12</b>	Bulb holders	<b>M</b>	<ul style="list-style-type: none"> <li>• Made of plastic and metal</li> <li>• Remove bulb before storing</li> </ul>	<b>L</b>
<b>E13</b>	Connecting block	<b>H</b>	<ul style="list-style-type: none"> <li>• Strips should be cut up by a teacher</li> <li>• Revise correct way of using a screwdriver</li> <li>• Do not wire up whilst still connected to a live circuit</li> </ul>	<b>L</b>
<b>E14</b>	Reed switch	<b>M</b>	<ul style="list-style-type: none"> <li>• Revise correct wiring procedures</li> <li>• Check for defects</li> </ul>	<b>L</b>
<b>E15</b>	Magnet	<b>M</b>	<ul style="list-style-type: none"> <li>• Come in variety of sizes which maybe not suitable for very small children</li> </ul>	<b>L</b>

E16	Battery holders	H	<ul style="list-style-type: none"> <li>• Revise correct way of placing batteries in unit</li> <li>• Never leave batteries in unfinished model</li> <li>• Never leave batteries in a model which is not going to be used for a time</li> <li>• Avoid rechargeable batteries as these can be dangerous if used in a short circuit</li> </ul>	L
E17	Battery snaps	H	<ul style="list-style-type: none"> <li>• Electrical wire which can be connected to battery holders</li> <li>• Do not leave attached to live unit if not insulated</li> <li>• Do not leave attached to live unit if no control is connected</li> </ul>	L
E18	Wire cutters/stripper	H	<ul style="list-style-type: none"> <li>• Made from plastic and contain sharp cutting section</li> <li>• Revise correct use</li> <li>• Use with appropriate age of pupil</li> <li>• Only cut electrical wiring</li> <li>• Store and transport with safety in mind</li> <li>• Consider classroom management</li> </ul>	L
E19	Screwdriver	H	<ul style="list-style-type: none"> <li>• Revise correct use</li> <li>• Make sure size and type of screw driver is suitable for task and pupils ability</li> <li>• Store and transport with safety in mind</li> <li>• Consider classroom management</li> </ul>	L
E20	Circuit Boards	H	<ul style="list-style-type: none"> <li>• A IQ micro- controller</li> <li>• Only use a battery or power supply of between 4.5V and 6V to power boards.</li> </ul>	L
E21	Soldering iron <b>NA</b>	H	<ul style="list-style-type: none"> <li>• Teacher use only</li> <li>• Do not leave unsupervised</li> <li>• Check equipment is in working order</li> </ul>	L

		<b>H</b>	<ul style="list-style-type: none"> <li>• Ensure teacher is skilful in use of this tool prior to use</li> <li>• Store and transport with safety in mind</li> <li>• Consider classroom management</li> </ul>	<b>L</b>
<b>E22</b>	Solder <b>NA</b>	<b>H</b>	<ul style="list-style-type: none"> <li>• Material used for soldering</li> <li>• Store and transport with safety in mind</li> <li>• Consider classroom management</li> </ul>	<b>L</b>
<b>E23</b>	Control box	<b>M</b>	<ul style="list-style-type: none"> <li>• Check before use</li> <li>• Fix to computer by adult</li> <li>• Revise using electrical equipment connected to mains supply</li> </ul>	<b>L</b>
<b>E24</b>	LED (Light Emitting Diode) <b>NA</b>	<b>M</b>	<ul style="list-style-type: none"> <li>• Is a diode that lights up when a electrical current is passed through and comes in different shapes</li> <li>• Do not use a voltage greater than 3V unless you use a resister</li> <li>• A higher voltage will blow LED</li> <li>• Store correctly</li> <li>• Revise wire a circuit</li> </ul>	<b>L</b>

<b>Educational Visits</b>	Failure to notify parents/ Educational Visits Co-ordinator (EVC)		<ul style="list-style-type: none"> <li>Notify your EVC of any proposed visit and follow any school based H&amp;S procedures suggested</li> <li>Send out a letter to parents outlining the educational value of the visit, seeking their permission and requesting any information regarding specific children's needs, medication, diet, appealing for additional support etc</li> </ul>	
<b>EV01</b>		<b>H</b>		<b>L</b>
<b>EV02</b>	Lack of pre-visit for risk assessment		<ul style="list-style-type: none"> <li>Arrange a dry run of the visit to identify risks and appropriate risk control procedures wherever possible</li> <li>Pay particular attention to safe road crossing points</li> </ul>	
		<b>M</b>		<b>L</b>
<b>EV03</b>	Inadequate group supervision		<ul style="list-style-type: none"> <li>Divide the children involved into small groups and assign each group to a responsible adult</li> <li>Appeal for extra adult helpers if necessary</li> </ul>	
		<b>M</b>		<b>L</b>
<b>EV04</b>	Poor briefing of children/adults		<ul style="list-style-type: none"> <li>Brief both the children and adult helpers as to what is expected of them</li> </ul>	
		<b>M</b>		<b>L</b>
<b>EV05</b>	Conspicuity		<ul style="list-style-type: none"> <li>If children are to be outside in poor lighting conditions consider the use of reflective /fluorescent bibs</li> </ul>	
		<b>M</b>		<b>L</b>

<b>Food</b>	Preparation		<ul style="list-style-type: none"> <li><a href="#">Tie back hair</a></li> <li>Roll sleeves up, fasten loose clothing</li> <li>Wear appropriate clothing</li> </ul>	
		<b>M</b>		<b>L</b>

<b>F01</b>		<b>M</b>	<ul style="list-style-type: none"> <li>Wear protective overall to prevent damage to clothes</li> </ul>	<b>L</b>
<b>F02</b>	<a href="#">Sharp equipment</a>	<b>H</b>	<ul style="list-style-type: none"> <li>Sharp implements to be washed immediately under supervision</li> <li>Checked and regularly maintained in good order</li> <li>Purchased in accordance with appropriate standards</li> <li>Training for everyone in their safe use</li> <li>Use of fork to slice between prongs</li> <li>Pre-cut <b>hard vegetables</b> on cutting boards</li> <li>Clearly designated 'teacher only' tools</li> <li>Safe and appropriate storage</li> <li>First aid supplies available in food areas</li> </ul>	<b>M</b>
<b>F03</b>	Electrical equipment	<b>H</b>	<ul style="list-style-type: none"> <li>Safely checked and maintained regularly</li> <li>Visual check on leads and plugs</li> <li>Moving parts protected when in use</li> <li>Clearly mark site of mains gas and electricity isolation points</li> <li>Fridges and freezers operate efficiently and recommended temperature maintained</li> </ul>	<b>L</b>
<b>F04</b>	Dirty electrical equipment	<b>M</b>	<ul style="list-style-type: none"> <li>Cookers cleaned at suitable intervals including underneath</li> </ul>	<b>L</b>
<b>F05</b>	Cleanliness of work surfaces	<b>M</b>	<ul style="list-style-type: none"> <li>Cover surface with suitable cloth</li> <li>Surfaces wiped with clean cloth</li> <li>Anti-bacterial spray used on surfaces by competent adult</li> </ul>	<b>L</b>

<b>F06</b>	Contamination of equipment whilst working	<b>M</b>	<ul style="list-style-type: none"> <li>• Dedicated sink or bowl for cleaning items used in food technology</li> <li>• Disposal of waste materials into suitable container which can be closed</li> <li>• Bin emptied at end of session</li> </ul>	<b>L</b>
<b>F07</b>	Unsafe floors	<b>H</b>	<ul style="list-style-type: none"> <li>• Floor and floor covering maintained in safe condition</li> <li>• Thorough cleaning at the end of each activity</li> <li>• Immediate cleaning of food spills</li> <li>• Keep floors dry</li> </ul>	<b>L</b>
<b>F08</b>	Food: Purchase and storage	<b>M</b>	<ul style="list-style-type: none"> <li>• Purchased by competent adult</li> <li>• Appropriate storage of food item ie. cupboard or fridge</li> <li>• Attention to use-by dates</li> <li>• Staff awareness of correct use of storage areas eg. fridge</li> </ul>	<b>L</b>
<b>F09</b>	Food: Handling	<b>M</b>	<ul style="list-style-type: none"> <li>• Use of coded utensils to distinguish high risk/low risk foods</li> <li>• Education of children and adults about contamination during food activity</li> <li>• Stored away from cleaning fluids etc</li> <li>• Wash hands before and after use</li> </ul>	<b>L</b>
<b>F10</b>	Food: Cooking	<b>H</b>	<ul style="list-style-type: none"> <li>• Following recommendations given for correct cooking (eg. temperature and time)</li> <li>• Temperature probe to ensure thorough cooking of high risk foods</li> </ul>	<b>L</b>
<b>F11</b>	Allergic reaction	<b>H</b>	<ul style="list-style-type: none"> <li>• <a href="#">Parental permission letter</a> to highlight any high risk foods or any allergies</li> <li>• Ensure no contact with foods hazardous to an individual</li> </ul>	<b>L</b>

<p><b>F12</b></p>	<p><a href="#">Foreign bodies contaminating food</a></p>	<p><b>H</b></p>	<ul style="list-style-type: none"> <li>• Hair tied back and cuts covered with blue waterproof dressings, before beginning food activity</li> <li>• Supervised hand washing in designated area</li> <li>• Sleeves rolled up and clean overall put on children and adults</li> <li>• Hat worn where necessary</li> </ul>	<p><b>L</b></p>
<p><b>F13</b></p>	<p>Contaminated hands during activity</p>	<p><b>M</b></p>	<ul style="list-style-type: none"> <li>• Hand washing facility available throughout food activity</li> <li>• Good hand washing understood and accepted by everyone</li> </ul>	<p><b>L</b></p>
<p><b>F14</b></p>	<p>Dirty hands</p>	<p><b>M</b></p>	<ul style="list-style-type: none"> <li>• Hand washing in designated area</li> <li>• Liquid soap and disposable towels</li> <li>• Competent supervision</li> <li>• Warm water available for hand washing</li> </ul>	<p><b>L</b></p>
<p><b>F15</b></p>	<p>Unsuitable clothing</p>	<p><b>M</b></p>	<ul style="list-style-type: none"> <li>• Remove all jewellery before beginning activity</li> <li>• Wear sensible footwear</li> </ul>	<p><b>L</b></p>
<p><b>F16</b></p>	<p>Tasting (cross contamination)</p> <p>Solid food</p> <p>Liquid food</p>	<p><b>H</b></p>	<ul style="list-style-type: none"> <li>• Small hygienically prepared individual portions</li> <li>• Ensure no allergic reactions</li> <li>• Covered before use on clean plates</li> <li>• Dispose of discreetly in waste container (don't spit out)</li> <li>• Use small lengths of clean fresh straws or small containers. Dip into liquid, cover with finger. Take one drop on tongue to taste. Dispose of straw.</li> </ul>	<p><b>L</b></p>

<p><b>Materials</b></p> <p><b>M01</b></p>	<p>Hazardous materials</p> <p>Not for classroom use</p> <p>Household chemicals</p> <p>Bleach</p> <p>Disinfectants</p> <p>Oven cleaners</p> <p>Detergent</p> <p>Washing powder</p>	<p><b>H</b></p>	<ul style="list-style-type: none"> <li>• Always check the label carefully for potential hazards</li> <li>• Store in labelled containers</li> <li>• Store in a secure place</li> <li>• Protect skin with gloves, wear goggles</li> <li>• Check original label for instructions on use.</li> <li>• Consider classroom organisation (see above).</li> <li>• Consider wearing an apron, gloves and goggles</li> </ul>	<p><b>L</b></p>
<p><b>M02</b></p>	<p>Plastic as a material</p>	<p><b>H</b></p>	<ul style="list-style-type: none"> <li>• If plastic is to be cut ensure that appropriate equipment is used i.e. shaper saw, snips or table vice and junior hacksaw.</li> <li>• Avoid the use of expanded polystyrene.</li> </ul>	<p><b>L</b></p>

<b>M03</b>	Metal as a material	<b>H</b>	<ul style="list-style-type: none"> <li>• It is unlikely that the children will need to use metal other than general items such as paper clips or fasteners, aluminium foil or florists wire.</li> <li>• If metal is to be cut ensure that appropriate equipment is used i.e. snips or table vice and junior hacksaw.</li> <li>• Beware of sharp cut edges.</li> </ul>	<b>L</b>
<b>M04</b>	Wood as a material	<b>H</b>	<ul style="list-style-type: none"> <li>• See section on working with wood.</li> </ul>	<b>L</b>

<b>Mouldable Materials</b>  <b>MM01</b>	Inadequate adult supervision	<b>M</b>	<ul style="list-style-type: none"> <li>• Ensure classroom helpers are fully informed of any health and safety issues prior to lesson.</li> </ul>	<b>L</b>
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<b>MM02</b>	Hair and clothing	<b>M</b>	<ul style="list-style-type: none"><li>• Tie back hair.</li><li>• Roll sleeves up, fasten loose clothing.</li><li>• Wear apron/ overall to protect clothes.</li></ul>	<b>L</b>
<b>MM03</b>	Clay products	<b>M</b>	<ul style="list-style-type: none"><li>• Ensure all clay, air drying clay, plasticene, play dough is non-toxic.</li><li>• Read safety instructions on labels and inform children.</li><li>• Use small enough pieces for children to manage (clay can be very heavy).</li></ul>	<b>L</b>
<b>MM04</b>	Storage of clay/clay products	<b>M</b>	<ul style="list-style-type: none"><li>• Store and transport with safety in mind (clay can be extremely heavy).</li></ul>	<b>L</b>

<b>MM05</b>	Handling	<b>M</b>	<ul style="list-style-type: none"> <li>• Wash hands thoroughly after using mouldable materials.</li> <li>• Remove rings etc.</li> </ul>	<b>L</b>
<b>MM06</b>	Using cutting tools	<b>H</b>	<ul style="list-style-type: none"> <li>• Introduce, revise working skills on use of appropriate tools and how to use them safely.</li> <li>• Consider storage of tools.</li> </ul>	<b>L</b>
<b>MM07</b>	Use of a kiln <b>NA</b>	<b>H</b>	<ul style="list-style-type: none"> <li>• Used solely by adult with knowledge of firing temperatures.</li> <li>• Kiln in designated area cordoned off from children.</li> <li>• Children are not to enter this area at any time.</li> <li>• Fire clay out of school hours.</li> <li>• Ensure thorough cooling of fired objects before handled by children.</li> </ul>	<b>L</b>
<b>MM08</b>	Use of glazes and paints	<b>M</b>	<ul style="list-style-type: none"> <li>• Use only non-toxic glazes and paints.</li> <li>• Consider safe storage and transport of glazes and paints i.e. In an upright position .</li> <li>• Cover clothes</li> <li>• Cover surfaces.</li> <li>• Clean brushes after use.</li> </ul>	<b>L</b>

<b>MM09</b>	Home made play-dough	<b>M</b>	<ul style="list-style-type: none"> <li>• All ingredients to be bought by member of staff (have to be safe for use with children)</li> <li>• Cover surfaces</li> <li>• Tie hair back</li> <li>• Wear sensible clothing</li> <li>• Adult supervision at all times</li> <li>• Safety briefing</li> <li>• Clean surfaces after use</li> </ul>	<b>L</b>
<b>Paper &amp; Card</b>	Paper/Card			
<b>PC01</b>		<b>M</b>	<ul style="list-style-type: none"> <li>• Use the appropriate thickness for the task</li> <li>• Cut into manageable sheet size</li> <li>• Consider storage of heavy, bulky packages</li> <li>• Use appropriate cutting tools for paper</li> <li>• <a href="#">Introduce or revise cutting skills</a></li> <li>• Consider classroom organisation</li> </ul>	<b>L</b>
<b>PC02</b>	Straws – paper/solid	<b>M</b>	<ul style="list-style-type: none"> <li>• Cut into manageable sheet size</li> <li>• Consider storage of heavy, bulky packages</li> <li>• Use appropriate cutting tools for paper</li> <li>• <a href="#">Introduce or revise cutting skills</a></li> <li>• Consider classroom organisation</li> </ul>	<b>L</b>
<b>PC03</b>	Corrugated card	<b>M</b>	<ul style="list-style-type: none"> <li>• Cut into manageable sheet size</li> <li>• Consider storage of heavy, bulky packages</li> <li>• Use appropriate cutting tools for corrugated card</li> <li>• <a href="#">Introduce or revise cutting skills</a></li> <li>• Consider classroom organisation</li> </ul>	<b>L</b>

<b>PC04</b>	Recycled boxes, cartons, and tubes	<b>H</b>	<ul style="list-style-type: none"> <li>• Containers must be clean, dry and free of irritants</li> <li>• Avoid heavy boxes with large stapled joins</li> <li>• Avoid use of empty toilet rolls. Kitchen rolls or pre bought card tubes are a more hygienic alternative.</li> <li>• Cut into manageable sheet size</li> <li>• Consider storage of heavy bulky packages</li> <li>• Use appropriate cutting tools for corrugated card</li> <li>• <a href="#">Introduce or revise cutting skills</a></li> <li>• Consider classroom organisation</li> </ul>	<b>L</b>
<b>PC05</b>	<a href="#">Cutting, making holes, joining</a> and <a href="#">scoring and folding.</a>	<b>H</b>	<ul style="list-style-type: none"> <li>• There are many different thicknesses of paper and card. Consider carefully the appropriate tool and method to use</li> </ul>	<b>L</b>
<b>PC06</b>	Scissors	<b>H</b>	<ul style="list-style-type: none"> <li>• Check for defects and sharpen if necessary</li> <li>• Use appropriate type for age of children</li> <li>• Store and transport with safety in mind.</li> <li>• <a href="#">Introduce or revise cutting skills</a></li> <li>• Consider classroom organisation</li> </ul>	<b>L</b>
<b>PC07</b>	Card drill	<b>M</b>	<ul style="list-style-type: none"> <li>• Check equipment is in working order</li> <li>• <a href="#">Introduce or revise hole punching skills</a></li> <li>• Use appropriate thickness of card</li> <li>• Protect surface below</li> <li>• Consider classroom organisation</li> </ul>	<b>L</b>
<b>PC08</b>	Belt punch	<b>M</b>	<ul style="list-style-type: none"> <li>• Check equipment is in working order</li> <li>• <a href="#">Introduce or revise hole punching skills</a></li> <li>• <a href="#">Introduce or revise hammering skills</a></li> <li>• Use under adult supervision</li> <li>• Use appropriate thickness of card</li> <li>• Protect surface below</li> </ul>	<b>L</b>

		<b>H</b>	<ul style="list-style-type: none"> <li>Consider classroom organisation</li> </ul>	<b>L</b>
<b>PC09</b>	Craft knife and safety rule	<b>H</b>	<ul style="list-style-type: none"> <li><a href="#">Ensure skilful in use of this tool prior to use</a></li> <li>Use groove to protect fingers</li> <li>Be aware of sharp metal corners</li> <li>Store and transport with safety in mind</li> <li>Teacher use only or 1 to 1 supervision</li> <li>Check equipment is in working order</li> <li>Ensure teacher is skilful in use of this tool prior to use</li> <li><a href="#">Introduce or revise cutting skills</a></li> <li>Store and transport with safety in mind.</li> <li>Consider classroom organisation</li> <li>Use with cutting mat</li> </ul>	<b>M</b>
<b>PC10</b>	Safety snips	<b>M</b>	<ul style="list-style-type: none"> <li>Check for defects and sharpen if necessary</li> <li>Use with appropriate age of child.</li> <li>Store and transport with safety in mind.</li> <li><a href="#">Introduce or revise cutting skills</a></li> <li>Consider classroom organisation</li> </ul>	<b>L</b>
<b>PC11</b>	Hole punch	<b>M</b>	<ul style="list-style-type: none"> <li>Check equipment is in working order</li> <li><a href="#">Introduce or revise hole punching skills</a></li> <li>Use appropriate, thin, resistant materials only</li> <li>Consider classroom organisation</li> </ul>	<b>L</b>
<b>PC12</b>	Magic cutter	<b>M</b>	<ul style="list-style-type: none"> <li>Check for defects and replace if necessary</li> <li>Use with appropriate age of child.</li> <li>Store and transport with safety in mind.</li> <li><a href="#">Introduce or revise cutting/scoring skills</a></li> <li>Protect surface below</li> <li>Consider classroom organisation</li> </ul>	<b>L</b>

<b>PC13</b>	Rotary Cutter	<b>H</b>	<ul style="list-style-type: none"> <li>• Check for defects and replace if necessary</li> <li>• Use with appropriate age of child.</li> <li>• Store and transport with safety in mind.</li> <li>• <a href="#">Introduce or revise cutting/scoring skills</a></li> <li>• Protect surface below</li> <li>• Consider classroom organisation</li> </ul>	<b>L</b>
<b>PC14</b>	Circle cutter	<b>H</b>	<ul style="list-style-type: none"> <li>• Check for defects and replace if necessary</li> <li>• Use with appropriate age of child.</li> <li>• Use under adult supervision</li> <li>• Store and transport with safety in mind.</li> <li>• <a href="#">Introduce or revise cutting/scoring skills</a></li> <li>• Protect surface below</li> <li>• Consider classroom organisation</li> </ul>	<b>L</b>
<b>PC15</b>	Needle and Thread	<b>H</b>	<ul style="list-style-type: none"> <li>• Count needles out and back in at the end of the lesson</li> <li>• Receptacles for placing pins in</li> <li>• Use largest needle to suit the purpose (or a disposable coffee stirrer)</li> <li>• Use a needle threader</li> <li>• Have a magnet in a plastic bag for collecting spilled needles/pins.</li> </ul>	<b>M</b>
<b>PC16</b>	Pipe cleaners	<b>H</b>	<ul style="list-style-type: none"> <li>• Contain a metal core, cut carefully with strong scissors or snips.</li> <li>• Cut edges can harm skin and eyes if mis-used.</li> </ul>	<b>M</b>
<b>PC17</b>	Papier Mache	<b>M</b>	<ul style="list-style-type: none"> <li>• Use only recommended primary adhesives</li> <li>• Epoxy resin, Super Glue, wall paper paste, spirit based adhesives are NOT allowed in school</li> <li>• Protect clothing and surfaces</li> <li>• Consider storage</li> </ul>	<b>L</b>

			<ul style="list-style-type: none"> <li>• Introduce or revise gluing skills</li> <li>• Consider classroom organisation</li> <li>• Children must wash hands after using adhesive.</li> <li>• Read safety instructions on container labels before use and inform children</li> <li>• Do not store wet for long periods of time</li> </ul>	
<b>PC18</b>	Glue	<b>M</b>	<ul style="list-style-type: none"> <li>• Use only recommended primary adhesives</li> <li>• Epoxy resin, Super Glue, wall paper paste, spirit based adhesives are <b>NOT</b> allowed in school</li> <li>• Protect clothing and surfaces</li> <li>• Consider storage</li> <li>• <a href="#">Introduce or revise gluing skills</a></li> <li>• Consider classroom organisation</li> <li>• Children must wash hands after using adhesive.</li> <li>• Read safety instructions on container labels before use and inform children</li> </ul>	<b>L</b>
<b>PC19</b>	Paper Fasteners	<b>M</b>	<ul style="list-style-type: none"> <li>• Made from metal and have sharp edges</li> <li>• <a href="#">Introduce or revise joining skills</a></li> <li>• Store and transport with safety in mind.</li> </ul>	<b>L</b>
<b>PC20</b>	Staplers	<b>M</b>	<ul style="list-style-type: none"> <li>• Made from metal and have sharp edges</li> <li>• <a href="#">Introduce or revise joining skills</a></li> <li>• Caution used staple are sharp</li> <li>• Badly removed / open staples can be harmful</li> </ul>	<b>L</b>
<b>PC21</b>	'Blue tac' or similar	<b>M</b>	<ul style="list-style-type: none"> <li>• Store with safety in mind with young children.</li> <li>• Although non toxic avoid consumption</li> </ul>	<b>L</b>

<b>PC22</b>	Paper clips	<b>M</b>	<ul style="list-style-type: none"> <li>• Made from metal and have sharp edges when opened</li> <li>• <a href="#">Introduce or revise joining skills</a></li> <li>• Store and transport with safety in mind.</li> <li>• Dangerous if swallowed</li> </ul>	<b>L</b>
<b>PC23</b>	Tape	<b>M</b>	<ul style="list-style-type: none"> <li>• Use only recommended primary adhesive tape</li> <li>• Consider type of suitable tape for the task - masking, cellulose, waterproof, brown gummed paper, coloured, double sided.</li> <li>• Use appropriate cutting tool.</li> </ul>	<b>L</b>
<b>PC24</b>	Drawing pins	<b>M</b>	<ul style="list-style-type: none"> <li>• Made from metal and have sharp points</li> <li>• Store and transport with safety in mind.</li> <li>• Push into soft material when not in use</li> <li>• Dangerous if swallowed</li> </ul>	<b>L</b>

<b>Textiles</b>	Allergy to fibres/adhesives	<b>M</b>	<ul style="list-style-type: none"> <li>• Check medical condition for whole class, follow up if necessary</li> </ul>	<b>L</b>
<b>T01</b>				
<b>T02</b>	Use of scissors and (shears <b>NA</b> )	<b>H</b>	<ul style="list-style-type: none"> <li>• Keep textile scissors marked and stored separately</li> <li>• Teach correct and safe use of scissors</li> <li>• Use scissors appropriate to handedness of child and their ability</li> <li>• Teach correct handling and storage of scissors</li> <li>• Clearly marked 'adult only' scissors</li> </ul>	<b>L</b>

			<ul style="list-style-type: none"> <li>Specialist scissors labelled and their use supervised</li> </ul>	
<b>T03</b>	Personal injury from a glue gun	<b>H</b>	<ul style="list-style-type: none"> <li>(Use only recommended low melt glue gun</li> <li>Check equipment is in working order</li> <li>Use a glue gun stand</li> <li>Introduce or revise glue gun skills</li> <li>Use on a heat resistant surface</li> <li>Under adult supervision only</li> <li>Recommended child use Y5 or above, or 1 to 1 with younger children</li> <li>Allow to cool in a safe place</li> <li>Consider classroom organisation</li> </ul>	<b>L</b>
<b>T04</b>	Losing sewing needles and pins	<b>M</b>	<ul style="list-style-type: none"> <li>Count needles out and back in at the end of the lesson</li> <li>Foam pad with grid for storage/checking</li> <li>Use largest needle to suit the purpose</li> </ul>	<b>L</b>
<b>T05</b>	Use of sewing machine <b>NA</b>	<b>M</b>	<ul style="list-style-type: none"> <li>Close adult supervision 1 to 1</li> <li>Children in year 6 and above only</li> <li>Correctly maintained and checked</li> </ul>	<b>L</b>

<b>Wood</b>	<a href="#">Junior Hacksaw</a>	<b>M</b>	<ul style="list-style-type: none"> <li>Check blade for defects</li> <li><a href="#">Secure wood</a></li> <li>Introduce or revise cutting skills</li> <li>Consider classroom organisation</li> </ul>	<b>L</b>
<b>W01</b>				

<p><b>W02</b></p>	<p><u>Holding Devices</u> <b>NA</b></p> <p>G clamp</p> <p>Bench hook</p> <p>Bench vice</p> <p>Cutting blocks</p> <p>Mitre blocks</p>	<p><b>M</b></p>	<ul style="list-style-type: none"> <li>• Check equipment is in working order</li> <li>• Use appropriate holding device</li> <li>• Secure to stable surface</li> <li>• Consider classroom organisation</li> </ul>	<p><b>L</b></p>
<p><b>W03</b></p>	<p>Hammer</p> <p>Claw Hammer</p> <p>Mini claw Hammer</p> <p>Ballpein hammer</p>	<p><b>H</b></p>	<ul style="list-style-type: none"> <li>• Check for defects</li> <li>• <u>Introduce or revise hammer and nail skills</u></li> <li>• Consider classroom organisation</li> </ul>	<p><b>L</b></p>
<p><b>W04</b></p>	<p><u>Nails</u></p>	<p><b>H</b></p>	<ul style="list-style-type: none"> <li>• Size of nail/tack is appropriate for school use</li> <li>• Old, bent, rusty nails must not be used</li> <li>• Consider method of securing nail prior to hammering</li> <li>• Use safety glasses</li> <li>• Bent nails to be removed by and adult with a claw hammer</li> </ul>	<p><b>L</b></p>

<b>W05</b>	<a href="#">Hand Drill</a> <b>NA</b>	<b>H</b>	<ul style="list-style-type: none"> <li>• Check equipment is in working order</li> <li>• Use appropriate holding device</li> <li>• Introduce or revise drilling skills</li> <li>• Secure material to stable surface</li> <li>• Consider classroom organisation</li> <li>• Use safety glasses</li> </ul>	<b>M</b>
<b>W06</b>	<a href="#">Drill bits</a> <b>NA</b>	<b>H</b>	<ul style="list-style-type: none"> <li>• Store sharp drill bits safely</li> <li>• Do not use blunt drill bits</li> <li>• Check bit is secure in chuck</li> <li>• Remove drill bit from drill at work area</li> <li>• Consider classroom organisation</li> </ul>	<b>M</b>
<b>W07</b>	Heavy Duty Hole Punch <b>NA</b>	<b>M</b>	<ul style="list-style-type: none"> <li>• Check equipment is in working order</li> <li>• Introduce or revise hole punching skills</li> <li>• Use appropriate resistant materials only</li> <li>• Consider classroom organisation</li> </ul>	<b>L</b>
<b>W08</b>	Hole drill / paper drill	<b>M</b>	<ul style="list-style-type: none"> <li>• Check equipment is in working order</li> <li>• Introduce or revise hole punching skills</li> <li>• Use appropriate, thin, resistant materials only</li> <li>• Consider classroom organisation</li> </ul>	<b>L</b>
<b>W09</b>	Screw driver	<b>M</b>	<ul style="list-style-type: none"> <li>• Check equipment is in working order</li> <li>• Introduce or revise screwdriver skills</li> <li>• Store and transport appropriately</li> <li>• Consider classroom organisation</li> </ul>	<b>L</b>

<p><b>W10</b></p>	<p>Screws</p>	<p><b>M</b></p>	<ul style="list-style-type: none"> <li>• Size of screw is appropriate for school use.</li> <li>• Old, bent, rusty screws must not be used</li> <li>• Join appropriate materials only</li> <li>• Consider classroom organisation</li> </ul>	<p><b>L</b></p>
<p><b>W11</b></p>	<p>Glue gun</p>	<p><b>H</b></p>	<ul style="list-style-type: none"> <li>• (Use only recommended low melt glue gun</li> <li>• Check equipment is in working order</li> <li>• Use a glue gun stand</li> <li>• Introduce or revise glue gun skills</li> <li>• Use on a heat resistant surface</li> <li>• Under adult supervision only</li> <li>• Recommended child use Y5 or above, or 1 to 1 with younger children</li> <li>• Allow to cool in a safe place</li> <li>• Consider classroom organisation</li> </ul>	<p><b>M</b></p>
<p><b>W12</b></p>	<p>Adhesives PVA Wood glue Low melt glue</p>	<p><b>M</b></p>	<ul style="list-style-type: none"> <li>• Use only recommended primary adhesives</li> <li>• Epoxy resin, Super Glue, wall paper paste, spirit based adhesives are <b>NOT</b> allowed in school</li> <li>• Protect clothing and surfaces</li> <li>• Consider storage</li> <li>• <a href="#">Introduce or revise joining skills</a></li> <li>• Consider classroom organisation</li> <li>• Children must wash hands after using adhesive.</li> <li>• Read safety instructions on container labels before use and inform children</li> </ul>	<p><b>L</b></p>

<b>W13</b>	Chisels	<b>H</b>	<ul style="list-style-type: none"> <li>• Teacher use only at primary level</li> <li>• Not to be used in the classroom</li> <li>• Check equipment is in working order</li> <li>• Ensure skilful in use of this tool prior to use</li> <li>• Store and transport with safety in mind</li> </ul>	<b>M</b>
<b>W14</b>	Bradawl	<b>H</b>	<ul style="list-style-type: none"> <li>• Teacher use only or 1 to 1 supervision</li> <li>• Check equipment is in working order</li> <li>• Ensure teacher is skilful in use of this tool prior to use</li> <li>• Store and transport with safety in mind. A cork can protect the tip.</li> <li>• Consider classroom organisation</li> </ul>	<b>M</b>
<b>W15</b>	Plastic tube cutter	<b>H</b>	<ul style="list-style-type: none"> <li>• Teacher use only at Primary level</li> <li>• Check equipment is in working order</li> <li>• Ensure skilful in use of this tool prior to use</li> <li>• Store and transport with safety in mind</li> </ul>	<b>M</b>
<b>W16</b>	Pliers	<b>M</b>	<ul style="list-style-type: none"> <li>• Check equipment is in working order</li> <li>• Introduce or revise handling skills</li> <li>• Pay attention to sharp edges to wire which is being bent or cut with the pliers.</li> <li>• Consider classroom organisation</li> </ul>	<b>L</b>

W17	Reamer <b>NA</b>	<b>H</b>	<ul style="list-style-type: none"> <li>• Teacher use only or 1 to 1 supervision</li> <li>• Check equipment is in working order</li> <li>• Ensure teacher is skilful in use of this tool prior to use</li> <li>• Store and transport with safety in mind. A cork can protect the tip.</li> <li>• Consider classroom organisation</li> </ul>	<b>M</b>
W18	Shaper saw <b>NA</b>	<b>H</b>	<ul style="list-style-type: none"> <li>• Teacher use only or 1 to 1 supervision</li> <li>• Check equipment is in working order</li> <li>• Ensure teacher is skilful in use of this tool prior to use</li> <li>• Store and transport with safety in mind.</li> <li>• Consider classroom organisation</li> </ul>	<b>M</b>
W20	<a href="#">Craft knife</a>	<b>H</b>	<ul style="list-style-type: none"> <li>• Teacher use only or 1 to 1 supervision</li> <li>• Check equipment is in working order</li> <li>• Ensure teacher is skilful in use of this tool prior to use</li> <li>• Introduce or revise cutting skills</li> <li>• Store and transport with safety in mind.</li> <li>• Consider classroom organisation</li> <li>• Use with metal rule and safety mat</li> </ul>	<b>M</b>
W21	<a href="#">Safety ruler</a>	<b>M</b>	<ul style="list-style-type: none"> <li>• Ensure skilful in use of this tool prior to use</li> <li>• Use groove to protect fingers</li> <li>• Be aware of sharp metal corners</li> <li>• Store and transport with safety in mind</li> </ul>	<b>L</b>

<b>W22</b>	Staple gun	<b>H</b>	<ul style="list-style-type: none"> <li>• Teacher use only in most situations</li> <li>• 1 to 1 under very strict supervision</li> <li>• Check equipment is in working order</li> <li>• Ensure teacher is skilful in use of this tool prior to use</li> <li>• Caution used staple are sharp</li> <li>• Badly removed staples can be harmful</li> </ul>	<b>M</b>
<b>W23</b>	Wood stain	<b>M</b>	<ul style="list-style-type: none"> <li>• Store in labelled container</li> <li>• Store carefully</li> <li>• Protect skin with gloves, wear goggles</li> <li>• Check original label for instructions on use.</li> <li>• Consider classroom organisation</li> </ul>	<b>L</b>
<b>W24</b>	Spray paint	<b>H</b>	<ul style="list-style-type: none"> <li>• Teacher use only in most situations unless water based paint in use</li> <li>• 1 to 1 under very strict supervision</li> <li>• Store container in secure area</li> <li>• Check original label for instructions on use.</li> <li>• Protect skin with gloves</li> <li>• Set up a well ventilated area for spraying and drying</li> <li>• Consider classroom organisation</li> </ul>	<b>M</b>
<b>W25</b>	Files	<b>M</b>	<ul style="list-style-type: none"> <li>• Check equipment is in working order</li> <li>• Introduce or revise shaping skills</li> <li>• Store and transport appropriately</li> <li>• Consider classroom organisation</li> </ul>	<b>L</b>

<b>W26</b>	Retractable tape measures	<b>M</b>	<ul style="list-style-type: none"><li>• Check equipment is in working order</li><li>• Introduce or revise measuring skills</li><li>• Care needed with recoil of metal into casing.</li><li>• Store, use and transport appropriately</li><li>• Consider classroom organisation</li></ul>	<b>L</b>
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