Edition 20
This edition is valid until 31st August 2018.

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Authorisation
Authorised by T. Neukirch, Head of School:

(signed)__________________  (dated)__________
What to do in an emergency

Serious Incident/Threat

In the event of any incident, criminal or otherwise, which might put the safety of people and/or property at risk, take the following action without delay:

1. Telephone Police (Tel. (9)999 or (9)418900) giving full details of incident and location, your name and where you can be contacted.

2. Within working hours (8 a.m. to 5 p.m.), call Switchboard 476161 or Estates Helpline 463999 or Student Services helpline: 462720 or 462039.
   - Outwith working hours (5 p.m. to 8 a.m. nightly and weekends), contact the University’s Out of Hours Security Team: Dial 0 (internal phone) or 476161 (external phone).

Fire

If you find a fire:

1. 
   - Raise the alarm. Set off a fire alarm; or shout “FIRE!”
   - If it’s safe for you to do so, contact the Fire Brigade (see below).

Contacting the Emergency Services

1. 
   - Dial (9)999. This connects you with an emergency operator who will ask for information.
2. 
   - Tell the operator which emergency service you want (Fire Brigade, Ambulance etc).
3. 
   - Give the address where help is needed and any other necessary information:
     - (i) The building: Mathematical Institute, North Haugh, St Andrews KY19 9SS; or Scott Lang Building, Buchanan Gardens, St Andrews KY16 9LZ and (ii) The room number, if appropriate.
4. 
   - Tell the emergency service how to reach your extension with a return call:
     - (a) 01334 476161 followed by the extension number on the handset; and
     - (b) for 4 digit extensions only, 01334 46 followed by the number on the handset.
5. 
   - Tell the university what’s going on: - Contact numbers as under Serious Incident/Threat 2. above.

Fire alarm

If you hear the fire alarm (a continuously ringing bell, or shouts of “FIRE!”):

1. 
   - Get out of the building immediately by the most direct safe route:
     - Close doors behind you (but don’t lock them).
     - Stay out of the building.
   - Go to the assembly point: Maths main door exit - upper car park on South side;
     - Maths level 1 exits - grass on south side of Computer Science Building;
     - Scott Lang Building - grass to the front of the building.
2. 
   - Wait for further instructions. You’ll be told when it’s safe to go back in.
     - Keep to the side to let emergency vehicles through.

Medical & First Aid

First Aiders

- Valerie Sturrock (Maths room 202 - extension 3744)
- Tricia Watson (Maths room 202 - extension 3747)
- Rhona Rodger (Scott Lang room 104 - extension 1842)

Appointed Person

- Catriona Harris (Scott Lang room 112 - extension 1831)

Rest Rooms

- Maths room 201 (Photocopy Room - extension 3749)
- Scott Lang Building - room 205 (upstairs coffee area)

First Aid Boxes

- Outside Maths rooms 116, 208 & 312, and in Maths room 201 (Rest room).
- In Scott Lang Building - room 205 (upstairs coffee area)

For minor casualties, where medical advice is thought to be needed, ask a First Aider to

- take the casualty to the Community Hospital on the Largo Road in a car insured for business use; or
- if the casualty is in a suitable state, accompany the person in a taxi to the Community Hospital.

In other cases, or if the casualty is seriously injured,

- Call an ambulance (see above).
Preface

This section gives information about this document.

0-1 Aims

This document has been produced with the twin aims of (a) satisfying legal and university requirements, and of (b) demonstrating the School’s commitment to high standards of health and safety.

The university requirements for a Health & Safety Policy are given in Health and Safety Policy [1.1], and on the webpage School/Unit health and safety policy [1.16].

The School Health & Safety Policy, in conjunction with [1.1], satisfies the requirements for a written Health & Safety Policy given in the Health and Safety at Work etc. Act, 1974.

0-2 Distribution

This document shall be made available to all staff and postgraduates. Copies will be available in every lecture theatre and teaching room, and will be issued to undergraduates on request.

0-3 Scope

This document is reviewed and updated regularly—please send your comments in writing to the School Safety Coordinator. This edition is valid until the end of August 2018, by which time the next edition should have been published.

This policy covers the Mathematical Institute and the Scott Lang Building.

0-4 Changes

More substantive changes are indicated by a side-bar. The main changes in this edition are in:

4.7.2. DSE Training
New URL for online training.

4.8. Student supervision
New section replacing former section on project supervision.

4.9.3 Observational studies
Procedures for postgraduates undertaking fieldwork.
1 Introduction
This section introduces the topic and outlines the document structure.

1.1 University Health and Safety Policy Commitments
The school is a part of the university, and does not operate an independent policy. Instead, it has local arrangements which are detailed in this document. This document should be read as a specific case of the more general university policy. The university’s policy commitments are as follows:

1. The University regards the health and safety of staff, students and visitors as an essential part of pursuing its mission of excellence in research and education. Accordingly, it is committed both to enabling staff and students to pursue their legitimate activities and to ensuring that these activities are conducted safely by targeting resources proportionate to the risks.

2. The University Court and senior management are committed to the effective delivery of measures to ensure the health and safety of staff, students and visitors. They will empower staff and students to assume responsibility for their own health and safety, and that of others, and to report concerns. They will work with appropriate staff and student representatives, and they will ensure staff and students are provided with access to competent advice, information, instruction, training and supervision as required.

3. The University will maintain effective measures to assess and manage health and safety risks to staff, students, collaborators, stakeholders and any other members of the public who might be affected by its activities. This will be achieved in consultation, or where appropriate negotiation, with staff and student representative associations.

4. The University will ensure the provision of clear management systems, defining roles and responsibilities, for health and safety risks. The University’s senior management will ensure that they have access to competent health and safety advice and that processes are in place to escalate to the appropriate level relevant information regarding institutional health and safety performance and any significant health and safety risks, issues and failures.

5. The University will consult staff and students about their risks at work and about the design and implementation of preventive and protective measures, and, when necessary, about amending current practices.

6. The University will maintain effective measures for planning, organisation, control, monitoring and review of health and safety matters with a view to continuous improvement.

—University of St Andrews Health and Safety Policy [1.1]

The main sections of this document are as follows:

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<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Contents</th>
</tr>
</thead>
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<tr>
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<td>Organisation</td>
<td>This section describes the organisational structure, identifies the people involved, and states their duties.</td>
</tr>
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<td>3</td>
<td>Risk assessments</td>
<td>This section identifies the hazards in the school, and assesses the risks associated with them.</td>
</tr>
<tr>
<td>4</td>
<td>Arrangements</td>
<td>This section describes the systems and procedures for safety within the school.</td>
</tr>
<tr>
<td>5</td>
<td>Security</td>
<td>This section describes how to report security incidents, what to do about bombs left on the premises, how to handle bomb threats and how to identify postal bombs.</td>
</tr>
<tr>
<td>6</td>
<td>References</td>
<td>This section identifies the documents to which this policy booklet refers and other helpful publications.</td>
</tr>
</tbody>
</table>
2  Organisation
This section describes the organisational structure, identifies the people involved, and states their duties.
This section (together with section 4) satisfies section 2(3) of the *Health and Safety at Work etc. Act, 1974.*

2-1  Your duties and rights

*You* are required to follow the health and safety instructions, and to report danger or shortcomings in the health and safety arrangements. If you are concerned about any health or safety hazard, tell one of (in order):

1. Your supervisor; or
2. The School Safety Coordinator; or
3. The Head of School.

Whilst it is hoped that most issues can be handled within the School, staff are able to escalate concerns beyond the School if they so wish. The University for its part has a legal obligation to consult staff on health and safety matters and carries this out through regular meetings between senior management and Trade Union representatives. If you are unhappy about the handling of a safety issue that you have raised with the School, it can be passed to your union safety representative. Discussion with Environmental, Health and Safety Services (EHSS) may also be appropriate.

2-2  Head of School

<table>
<thead>
<tr>
<th>Function</th>
<th>Person</th>
<th>Room</th>
<th>Ext</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of School</td>
<td>Thomas Neukirch</td>
<td>Mathematical Institute 205</td>
<td>3713</td>
</tr>
</tbody>
</table>

It is the duty of the university to provide, so far as is reasonably practicable, a safe working environment. The Head of School has Court delegated responsibility to ensure implementation of University health and safety policies within the School.

2-3  School Safety Coordinator

<table>
<thead>
<tr>
<th>Function</th>
<th>Person</th>
<th>Room</th>
<th>Ext</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Safety Coordinator</td>
<td>Ian Goudie</td>
<td>Mathematical Institute 316</td>
<td>3705</td>
</tr>
</tbody>
</table>

It is the duty of the School Safety Coordinator to advise the Head of School on health and safety matters, to organise a committee at which matters of health and safety can be discussed by representatives of all categories of staff within the School, and to liaise with safety personnel for adjoining Schools, including Computer Science, and Physics and Astronomy.
School Safety Committee members serve as representatives of their various groups. The staff members also share the work of the committee, which is divided into various hazard areas, for each of which there is a hazard officer.

### 2-4-1 Duties of a hazard officer

A Hazard Officer should:

1. **Comment on relevant parts of the School Health and Safety Policy.**
   
   The Hazard Officer should study the relevant requirements in the University Health and Safety Policy and in other Health and Safety publications, and, if appropriate, suggest changes to the School policy.

2. **Decide how to put the School Health and Safety Policy into effect.**
   
   The Hazard Officer may propose to the committee changes in working practice, purchase of safety equipment, training etc. The committee may then discuss the proposal, amend it, and eventually put it to the Head of School, who ultimately decides whether to go ahead.

3. **Do the work.**
   
   Once the decision has been taken to carry out some work, the Hazard Officer should do it or see that it gets done, reporting progress to the committee.

4. **Monitor progress.**
   
   Each Hazard Officer should carry out a regular safety inspection on their hazard area, resulting in a contribution to the written safety report which is sent to the Head of School and to Environmental, Health and Safety Services.

### 2-4-2 Assignment of duties

The hazard areas, and the assignment of duties, are as follows:

<table>
<thead>
<tr>
<th>Hazard Area</th>
<th>Hazard Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>General working environment</td>
<td>Ian Goudie</td>
</tr>
<tr>
<td>Electricity</td>
<td>To be appointed</td>
</tr>
<tr>
<td>Machinery</td>
<td>Ian Goudie</td>
</tr>
<tr>
<td>Fire</td>
<td>Steve Brooks</td>
</tr>
<tr>
<td>Explosion</td>
<td>Ian Goudie</td>
</tr>
<tr>
<td>Manual handling</td>
<td>Valerie Sturrock</td>
</tr>
<tr>
<td>Display screens</td>
<td>Tricia Heggie</td>
</tr>
<tr>
<td>Travel</td>
<td>Rhona Rodger</td>
</tr>
<tr>
<td>Electromagnetic Radiation</td>
<td>Ian Goudie</td>
</tr>
</tbody>
</table>
School of Mathematics and Statistics

Safety Committee

2-5 Arrangements for Scott Lang Building

<table>
<thead>
<tr>
<th>Function</th>
<th>Person</th>
<th>Room</th>
<th>Ext</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety Coordinator</td>
<td>Rhona Rodger</td>
<td>Scott Lang Building 104</td>
<td>1842</td>
</tr>
<tr>
<td>Fire Hazard Officer</td>
<td>Phil le Feuvre</td>
<td>Scott Lang Building 129</td>
<td>1845</td>
</tr>
</tbody>
</table>

2-6 Assembly point controllers

<table>
<thead>
<tr>
<th>Assembly point</th>
<th>Person</th>
<th>Room</th>
<th>Ext</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper car park (South side of Maths Institute)</td>
<td>Controller - Thomas Neukirch</td>
<td>Maths Institute 205</td>
<td>3713</td>
</tr>
<tr>
<td></td>
<td>Assistant - Ian Goudie</td>
<td>Maths Institute 316</td>
<td>3705</td>
</tr>
<tr>
<td>Grass on south side of Computer Science Building</td>
<td>Controller - Valerie Sturrock</td>
<td>Maths Institute 202</td>
<td>3744</td>
</tr>
<tr>
<td></td>
<td>Assistant - Tricia Heggie</td>
<td>Maths Institute 216</td>
<td>3755</td>
</tr>
<tr>
<td>Grass outside Scott Lang Building</td>
<td>Charles Paxton</td>
<td>Scott Lang Building 101</td>
<td>1811</td>
</tr>
</tbody>
</table>

3 Risk assessments

This section identifies the hazards in the school, and assesses the risks associated with them.

The section is divided into hazards. A hazard is something which can cause you harm. The risk of each hazard is assessed. Risk is the likelihood that the potential harm of the hazard actually happens. The extent of the risk is evaluated. The extent identifies the people who are exposed to the risk. The arrangements for dealing with the hazards are described in section 4. The arrangements are the systems and procedures to follow.

Some apparent hazards turn out, on closer inspection, to present little or no risk. It is worth knowing this, if only to prevent endlessly re-assessing them. Without undermining the importance of this section, it must be said that this School is not particularly dangerous!

To quantify the extent of the risk, the following categories of people are identified. It should be noted that these categories are not exclusive: you may belong to more than one category, and you may belong to different categories at different times. The categories are actually defined by behaviour, not by occupational status. If you are behaving like a postgraduate, you are exposed to the same risks as a postgraduate.

- Academic staff
- Academic Related staff
- Clerical and Secretarial staff
- Technical staff
- Postgraduates
- Staff from other schools, e.g. janitors & cleaners
- Visitors, e.g. maintenance engineers
- Undergraduates
The main subsections are as follows:

<table>
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<tr>
<th>Section</th>
<th>Title</th>
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<tbody>
<tr>
<td>3-1</td>
<td>Electricity</td>
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<tr>
<td>3-2</td>
<td>Machinery</td>
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<tr>
<td>3-3</td>
<td>Fire</td>
</tr>
<tr>
<td>3-4</td>
<td>Explosion</td>
</tr>
<tr>
<td>3-5</td>
<td>Manual handling</td>
</tr>
<tr>
<td>3-6</td>
<td>Display screens</td>
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<td>3-7</td>
<td>Travel</td>
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<td>3-8</td>
<td>Visit to The Burn</td>
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<td>3-9</td>
<td>Electromagnetic radiation</td>
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<tr>
<td>3-10</td>
<td>Stress</td>
</tr>
</tbody>
</table>

### 3-1 Electricity

#### 3-1-1 Hazards

The main hazards in the use of electricity are shock, burns, and other injuries. Electricity can kill. Excessive shock, especially on a path though the body which traverses the heart’s pacemaker system, can lead to fibrillation. The danger is not confined to high voltages. In extreme cases of humidity or sweating (perhaps as the result of panic), or in a confined space, even 50V could not be regarded as safe. Burns can be external or internal. There may be molten metal or conductors embedded in the skin. Burns are likely to be deeper than they look. Other injuries can occur for example when a person falls after a shock. The fall may be worse than the shock.

#### 3-1-2 Risks

Risks arise in the following ways:
- The everyday use of computers throughout the school
- Systems engineering—repair and maintenance of computer systems throughout the school
- The use of other electrical school equipment
- The use of private equipment brought into the school

In general, the electrical equipment is safe in normal use, but may require regular examination for wear and tear. Risk is increased whenever water is present: for example a nearby cup of coffee, or in the use of an electric kettle.

#### 3-1-2-1 Computers

There is virtually no risk of electrocution when computers are used correctly. A cup of coffee beside the keyboard, however, increases the risk of electrocution. In fact this poses more of a danger to the computer than to the user. The most likely accident is that the drink is spilt over the keyboard, and most keyboards are merely input devices operating at perhaps 5V, so they are not dangerous even when wet. But some are, and it is not immediately obvious which is which. For example, a portable computer with an integral keyboard, connected to the mains, could be dangerous. Also, if a drink were spilt over the top of a computer—an accident that could easily happen if a cup
is being carried around—the computer could become dangerous, and possibly even ignite or explode.

3-1-2-2  
**Systems engineering**

This work—usually inserting or removing printed circuit boards (PCBs) — is safe provided the power is off. Often the PCB is so sensitive to damage from static electricity that it requires more stringent levels of “safety” than a person.

3-1-2-3  
**Other equipment**

The School operates many other pieces of electrical equipment such as printers, photocopiers, projectors, and floor polishers. Some of these present marginally greater risk than computers, where for example a trailing flex is necessary to use the equipment.

3-1-2-4  
**Private equipment**

Private equipment, such as kettles, may also have been brought into the school.

3-1-3  
**Extent**

All categories of people are exposed to these risks.

3-2  
**Machinery**

3-2-1  
**Hazards**

The School operates a small amount of machinery with hot or moving parts, including photocopiers and printers. The printer motors probably do not have sufficient power to do more than cut or bruise a finger.

3-2-2  
**Risks**

The photocopiers and printers are safe provided that the covers and guards are removed only by competent people.

3-2-3  
**Extent**

Secretaries often assist with photocopiers (paper jams, stapling, changing toner). The Computing Officers are exposed to the risks of changing toner cartridges etc. on the printers.

3-3  
**Fire**

3-3-1  
**Hazards**

The main hazard of fire is smoke rather than flames.

3-3-2  
**Risks**

The likelihood of fire is not particularly high—provided we follow the rules.

3-3-3  
**Extent**

All categories of people are exposed to these risks.

3-4  
**Explosion**

3-4-1  
**Hazards**

Pressurised vessels present the possibility of explosion, particularly in the event of a fire. Several of the fire extinguishers, which are at clearly marked locations, come in this category.

3-4-2  
**Risks**

In the event of a fire the building will be evacuated and only professional fire fighters will be present, forewarned of these very dangers. The risk of
explosion in a fire of fire extinguishers can therefore be disregarded in this
document.

3-4-3 Extent
People in all categories may be at risk from an explosion.

3-5 Manual handling

3-5-1 Hazards
The school moves loads from room to room, to and from cars, and occasionally
unloads consignments of equipment from lorries or vans. Transporting or
supporting loads by hand or bodily force can cause accidents and injuries,
most commonly a strain or sprain, and often of the back. Full recovery is not
always made: the result can be physical impairment or even permanent
disability.

3-5-2 Risks
The risk of injury from manual handling is fairly high. There is always the
temptation to carry more at a time than is safe.

3-5-3 Extent
All categories of people, except undergraduates, are at risk. The Computing
Officers, who often need to move computers, display screens etc., are probably
at greater risk than other members of the School.

3-6 Display screens

3-6-1 Hazards
The School operates many display screens in classrooms and offices. The
hazards discussed here are not limited to the use of the screen itself, but extend
to the whole workstation.
The principal hazards are:
- Upper limb pains and discomfort
  A range of conditions described as work related upper limb disorders, from
temporary fatigue or soreness to chronic soft tissue disorders like
peritendinitis or carpal tunnel syndrome.
- Eye and eyesight effects
  Using display screens is not associated with damage to eyes or eyesight, nor
does it make existing defects worse. Some workers experience temporary
visual fatigue leading to impaired visual performance, red or sore eyes and
headaches; or the adoption of a posture which leads to upper limb problems.
- Stress
  Many symptoms described by display screen workers reflect stresses arising
from their task. They are more likely to be caused by poor job design or
work organisation and other factors. Attributing individual symptoms to
particular aspects of a workplace can be difficult.

There are other, less likely, hazards:
- Epilepsy
  Display screens do not induce epileptic seizures. Even people suffering
photosensitive epilepsy (1 per 10,000 population) find that it is safe to work
with display screens.
• Facial dermatitis
  Some users have reported skin complaints such as itching or reddening of
  the face or neck. These complaints are rare and may be associated with low
  relative humidity or static electricity near the screen.
• Electromagnetic radiation
  The levels of ionising and non-ionising electromagnetic radiation likely to be
  generated by display screen equipment are well below the internationally
  accepted safe levels.
• Effects on pregnant women.
  There is no evidence that pregnant women need to stop working with
  display screens. However, to avoid stress and anxiety, women who are
  pregnant or planning children and are worried about working with display
  screens should discuss their concerns with an adequately informed adviser.

3-6-2 Risks
The risk is related to the frequency, duration, and intensity of spells of
continuous use of the display screen equipment, allied to other factors such as
the amount of discretion the person has over the extent and methods of
display screen use. To deal with this the regulations define users as employees
who regularly use a display screen as a significant part of their normal work, and then
go on to specify the protection that users must have. Because it is a
combination of factors that affect the degree of risk, it is not possible to lay
down hard and fast rules based on, say, hours of use per day, to decide who is
or is not, a user.
However, it is clear that the likelihood of the principal hazards (upper limb
pains and discomfort, eye and eyesight effects, and stress) affecting a user is
high, unless steps are taken to prevent it.

3-6-3 Extent
This section attempts to identify users within the school.
• Academic staff
• Academic Related staff
• Clerical and Secretarial staff
• Technical staff
• Postgraduates
All members in the above categories are users.
• Visitors, e.g. maintenance engineers
• Staff from other schools, janitors & cleaners
Whether visitors and staff in these latter categories use display screens in their
normal work is not the responsibility of this school.

Strictly speaking, undergraduates are not users, because they are not
employees. However, the University of St Andrews Health & Safety Policy [1.1]
makes it clear that risk assessment must also cover people who are not
university employees, when those risks arise out of the university’s
undertaking. This clearly includes undergraduates.

3-7 Travel

3-7-1 Hazards
Most travel undertaken by the School is to attend or speak at seminars or
conferences, but members of CREEM in particular may be involved in
observational fieldwork. As well as the obvious hazards involved in travelling itself, such as crashes, there are also potential dangers associated with accommodation. The range of potential hazards associated with foreign travel is clearly wide, including disease, wide variations in terrain and/or weather conditions, and, in some areas, increased dangers of robbery or violence (be it small-scale, military or terrorism). Nonetheless the hazards associated with minor local journeys on School business (e.g. picking up speakers from stations or airports) should not be overlooked.

3-7-2  
**Risks**  
Although the likelihoods of most of the above hazards are low, their relative likelihoods can differ significantly. Public transport, for instance, will usually have lower associated risks than travel by private car. For some hazards, the risks are greater for those travelling alone, especially for female members of the School (e.g. vehicle breakdown). For some of the above hazards, variations in likelihoods between different countries are obviously considerable.

3-7-3  
**Extent**  
Most members of the academic staff provide speakers with lifts to stations or airports. Amounts of foreign travel undertaken by academic staff, research staff and postgraduates will vary considerably. Members of CREEM pursuing fieldwork for lengthy periods are probably likely to encounter the widest range of hazards.

3-8  
**Visit to The Burn**

3-8-1  
**Hazards**  
Most undergraduates do not need to travel as part of their work. Every year, however, some Honours students and other members of the School attend the annual reading party at The Burn, Edzell. For this purpose, the students, and often staff members as well, undertake outward and return journeys by hired bus.

3-8-2  
**Risks**  
Each journey takes around one and a half hours, and the associated hazards are the usual ones associated with transport by bus, namely accident or breakdown.

3-8-3  
**Extent**  
The risks are limited to those who attend the reading party. This is usually around 30 students together with a small number of members of staff.

3-9  
**Electromagnetic Radiation**

3-9-1  
**Hazards**  
There is now a considerable volume of anecdotal evidence on the web and in the press on adverse health effects attributed to electromagnetic radiation. The published scientific literature on such effects is also increasing, but there are deep divisions of scientific opinion.

The main sources of such radiation in the Mathematical Institute are (a) a pulse every four or five seconds from the Leuchars radar. This is mainly evident in north facing rooms on the top floor and on the north stairs, but is also detectable in inside rooms and on the middle floor.
(b) caused by the mobile phone mast on the top of the Purdie Building. This is
mainly evident on the West side of the upper floor.

(c) The strongest effect that has been found in the building is due to the
wireless networking. Links are located on each of the three floors of the
Mathematical Institute and in adjacent buildings.

There is also wireless networking in the Scott Lang Building, which is covered
by two links.

3-9-2 Risks

There is considerable debate about the risks, if any, from such sources. Little is
known about the effects on health of single masts, and still less about the
interaction effects from a number of different sources. Levels of exposure
currently deemed reasonable may well be subject to future revision.

3-9-3 Extent

Measurements taken within the Mathematical Institute suggest those on the
top floor are subject to the greatest levels of exposure.

3-10 Stress

3-10-1 Hazards

Some degree of stress can be helpful in providing motivation, but, if the level
of stress becomes greater than can be comfortably tolerated, various of the
following effects may be experienced:

**Physical effects:** Headaches, high blood pressure, sleep disturbances, nausea,
tearfulness, muscular aches and pains, and greater susceptibility to cold/flu
type illnesses etc. Over long periods, acute stress reaction may result in
persistent high blood pressure, digestive disorders such as stomach ulcers, and
an increased risk of strokes or heart attacks.

**Behavioural effects:** Poor concentration; memory loss; irritability, increased
intake of alcohol, coffee, or tobacco; lateness; absenteeism; reduced work
performance; more accidents at work or home; withdrawal from usual social
contacts.

**Psychological effects:** Depression, misplaced anxiety, apathy, lack of
motivation, poor concentration and memory, low self esteem, fear of failure.

3-10-2 Risks

Stress is potentially a problem for everyone, but susceptibility to stress is
obviously dependent on personality and lifestyle. Within the School, there are
times when the risks of stress are greater, such as the start of the session, and
when there are important deadlines e.g. for the submission of examination
questions and for the marking of scripts during examination diets.

3-10-3 Extent

Within the School, it is to be hoped that some potential causes of stress, such as
boredom or conflicts with colleagues or management, are likely to be rare. The
most likely cause for many is feeling one has too much work or not enough
time to do things properly. Other possible causes are lack of career
progression or believing that one’s contribution is not recognised.

Different categories of people are exposed to different causes of stress. For
secretarial staff, frequent interruptions by students or the telephone can be a
major source of stress. For contract research staff and postgraduates, major
factors may include job/career uncertainty or working long and unsocial
hours.
4 Arrangements
This section describes the systems and procedures for safety within the school.

4-1 General working environment
In general matters the school conforms to the university standards. A few specific items are detailed below.

4-1-1 Induction training
All new staff and postgraduates are advised to attend the School’s health & safety induction training talk held at the start of each academic session.

4-1-2 New and expectant mothers
Expectant mothers, new mothers or mothers who are breast-feeding must inform the Head of School and Human Resources of their condition, so that appropriate health and safety measures can be taken. For more information, see Guidance on health and safety aspects for new and expectant mothers [1.3].

4-1-3 Safety inspections
The School shall carry out annual safety inspections to determine whether the arrangements described in this document are working; and if not, to recommend changes.

4-1-4 Drinking water
All supplies shall be labelled to indicate whether they are for drinking. The only approved supplies of drinking water are:

Mathematical Institute
Level 1 Staff room.
Level 1 Female staff WC opposite room 116.
Level 1 Male staff WC opposite room 116.
Level 1 Pantry opposite room 116.
Level 1 Drinking fountain in male students’ WC, south east corner.
Level 2 Photocopying / First Aid Room 201.
Level 2 Female staff WC opposite room 208.
Level 2 Male staff WC opposite room 209.
Level 2 Pantry opposite room 210.
Level 3 Pantry opposite room 310.
Level 3 Male staff WC opposite room 309.
Level 3 Female staff WC opposite room 310.

Scott Lang Building
Ground Floor Tea Prep Room 122.
Upper Floor Coffee Room 205.

4-1-5 Temperature
Thermometers shall be available from school offices to measure room temperature.

4-1-6 Accident, incident or ill-health
The first priority is to deal with any emergency aspects (see back cover). Subsequently all accidents, incidents or ill-health should be recorded on the University of St Andrews Accident Report Form and a copy sent to the Director of Environmental Health and Safety Services. A copy is also retained
by the School Safety Coordinator for school records. The university is obliged
to report certain cases to the Health and Safety Executive.
Rooms are provided at which any sick person can rest, recover, receive First
Aid, or await medical help. See the back cover for details.

4-1-7 Waste disposal
There are regulations governing the disposal of waste. Most of our waste is in
the category called controlled waste: this includes household waste, scrap metal,
surplus substances, building or demolition waste, things which are broken,
worn out, contaminated or spoil. You can dispose of this in the waste bins in
the usual way, but note that the Computing Officers should be consulted
before disposing of computing equipment. The category of special waste
includes medical products available only on prescription, and substances
which are highly flammable or dangerous. If you wish to dispose of special
waste, please contact the School Safety Coordinator. Non-compliance can
result in a fine.

4-1-8 Emergency evacuation of persons requiring assistance
The School Safety Coordinator should be notified of any member of staff,
student or visitor to the Mathematical Institute who will require assistance in
the event of an emergency evacuation of the building. Wherever possible,
room bookings should be made to ensure that all engagements for those with
mobility problems are either on Level 2 of the Institute, or in Theatre A on
Level 1. If the use of other levels is essential, the rooms most preferred are
those closest to the protected stairways, which offer temporary refuges until
assistance arrives.

4-1-9 Out-of-Hours Working and Lone Working
Heads of Schools in the University are responsible for the management of out-
of-hours access to their Schools. In Mathematics and Statistics, out-of-hours
use of the Mathematical Institute or the Scott Lang Building is permitted on the
understanding that members using these buildings at such times take due
cognisance of the increased risks to their own safety that arise when working
alone or when few others are around. There must also be an awareness of the
increased responsibility both for the security of the building, and for the safety
of any other colleagues who may be present.
In particular, those working in these buildings out-of-hours should
(i) ensure that they know what to do should an emergency arise by keeping
handy a copy of the School Safety Policy or the “What to do in an emergency”
notice;
(ii) familiarise themselves with the locations of First Aid boxes, and be aware
that it is unlikely that trained First Aiders will be present out of hours;
(iii) exercise particular care when using electrical equipment (e.g. dealing with
jams on photocopiers);
(iv) take prompt and appropriate action if they start to feel unwell;
(v) avoid bringing young children into the buildings unless it is absolutely
essential;
(vi) make sure corridor lights are on, when they are required, to avoid the
danger of walking into obstacles in the dark;
(vii) when leaving the building, take care that
(a) all windows used have been shut;
(b) the external door used is firmly secured, both for the safety of
any others who remain and for the security of equipment.
4-2 **Electricity**

In general the *University local rules for electrical safety* [1.8] shall apply. The rules cover both fixed wiring installations and portable appliances. These are described separately below.

### 4-2-1 Fixed wiring installations

Fixed wiring installations include components such as switches, circuit breakers, fuses, and cables, supplying items such as wall sockets, fixed lights, and extractor fans.

#### Computing classrooms

Each computing classroom shall be fitted with a residual current circuit breaker, clearly labelled, and tested regularly. Drinks shall not be allowed in any computing classroom unless a separate refreshments table, or equivalent, is also provided.

### 4-2-2 Portable appliances

Portable appliances are appliances that you plug into the mains supply. This includes not only obvious items like computers, but also adaptors, extension leads, and anything electrically connected to them. Battery-powered appliances that need charging from the mains are included.

**To which appliances do the rules apply?**

It depends on who owns (or more precisely, is responsible for) the appliance, and where the appliance is being used.

The rules apply to appliances owned by:

- the school (in use anywhere), or
- a research group in the School (in use anywhere), or
- an employee or student (in use on school premises).

The rules do not apply to appliances owned by:

- contractors (such as visiting field engineers), or
- other university schools and units (such as Estates).

Periodic checks of the safety status of portable appliances are arranged by the University’s Estates department.

Privately-owned appliances can be brought into the school, provided the appliance is subject to the same test procedures as the school’s own appliances. The university is not responsible for the condition of privately-owned appliances.

Note that the use of open bar fires is not permitted within the School. Where portable supplementary heating is necessary, convector type heaters should normally be used.

The University’s rules for the introduction and use of domestic electrical equipment in University property specify that:-

(i) Equipment and connecting leads must be serviceable and in a safe condition.
(ii) Plugs must be wired in the correct manner and incorporate fuses of the correct rating for the equipment.
(iii) A plug must supply only one piece of equipment.
(iv) Electrical adaptors must not be used to provide additional outlets. If extra sockets are required, multiway distribution boards with 13 amp shuttered sockets should be used, ensuring that the equipment will not overload the electrical circuit.
(v) The total load on a wall socket must not exceed 13 amps.
4-3 Machinery

4-3-1 Power tools
Power tools shall be used only by suitably qualified staff.

4-3-2 Printers
Printers shall be serviced only by the Computing Officers, and shall be clearly labelled to this effect.

4-4 Fire

4-4-1 Alarm system test
The Alarm System in the Scott Lang Building is tested weekly, whilst that in the Mathematical Institute is tested on alternate Mondays at 3 p.m.
The purpose of the tests is to check that the alarm system works. The tests are not evacuation drills, so you do not have to leave the building or stop whatever you are doing. You should hear the alarms ring for no more than 5 seconds. If the alarms go on for more than 10 seconds, it is not a test. This tight limit means we do not lose vital seconds in an emergency.
This procedure is described on the notice entitled Alarm system tests, which is displayed on main notice boards.

4-4-2 Alarm system failure
Faults in the alarm system are to be reported immediately to Estates, normally through the janitors. If a fault cannot be quickly repaired, all occupants will be informed. This will be done immediately by word-of-mouth, e-mail and by posting notices.

4-4-3 Evacuation drills
Evacuation drills are carried out periodically in both the Mathematical Institute and the Scott Lang Building.

4-4-4 Preferred Escape Routes
In the event of an evacuation, those who are not teaching classes should leave the building by the quickest safe route. Evacuation of teaching rooms, however, needs to be done more systematically or severe congestion can occur at some exits whilst other exits are deserted. Clearly this is particularly true when the building is busy. (If all the rooms are occupied, the Mathematical Institute can hold over 600 people). Provided it is possible, those teaching classes should therefore lead them to the preferred exits shown below, and then to the Assembly Area indicated. In the case of the Mathematical Institute, note that once you have entered a stairwell you should stay in it until you leave the building (since the stairwells are built to a higher safety specification than the rest of the building). In particular, those coming down South stairwell, or joining it from the Computing Classroom, should leave the building under the archway, rather than using the main exit. Particular care should be taken to assist any disabled students to evacuate buildings, noting that for them the preferred exit may not be the best option.

(a) Scott Lang Building

<table>
<thead>
<tr>
<th>Room</th>
<th>Preferred exit</th>
<th>Assembly Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar Room</td>
<td>Fire Exit by Door next to Room</td>
<td>Grass in front of main entrance</td>
</tr>
</tbody>
</table>
Fire extinguishers shall be inspected regularly. Fire extinguishers should be suitable for a fire in the area where the extinguisher is kept. For example, an extinguisher in a computing classroom should be suitable for electrical fires. The suitability of fire extinguishers should be clearly marked on the extinguisher.

Publically accessible fire extinguishers are located at the following points:

### (a) Scott Lang Building

<table>
<thead>
<tr>
<th>Location</th>
<th>Water</th>
<th>Carbon dioxide</th>
</tr>
</thead>
<tbody>
<tr>
<td>To left of main entrance</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Outside Room 106</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Outside Room 112</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Outside Seminar Room</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>By Fire Exit next to Seminar Room</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Outside Coffee Room</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Outside Room 203</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Outside Room 207</td>
<td>✔</td>
<td>✔</td>
</tr>
</tbody>
</table>
(b) Mathematical Institute

<table>
<thead>
<tr>
<th>Location</th>
<th>Water</th>
<th>Carbon dioxide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outside Staff Room</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Outside Room 117</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Outside Room 114</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Outside Theatre A</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Outside Theatre B</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Outside Room 208</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Outside Room 213</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>By Main Exit</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Computing Classroom</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Outside Theatre D</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Outside Room 309</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Outside Room 324</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Outside Theatre C</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

4.5 Explosion

Cylinders of compressed air, nitrogen etc should be handled only by suitably qualified staff, and should be labelled clearly to this effect. A label attached to the cylinder should warn of the dangers of heating.

4.6 Manual handling

4.6.1 General

In this school the most commonly moved items are pieces of equipment, paper in various forms, and less often, furniture. All staff should exercise common sense and should avoid manual handling where reasonably practicable, by using trolleys etc. No member of staff should attempt to lift or move a load if they are in any doubt as to their capability to do so without risk to their health and safety. If a large or heavy object has to be moved, a secretary should be asked to contact the janitors for assistance.

If you think that routine manual handling carried out during the course of your work may put you at risk, or you wish to be trained in manual handling, contact the School Safety Coordinator. For advice on manual handling, see references [1.9], [1.10] and [2.13].

4.6.2 Computing Officers

Computing Officers are advised to use trolleys when moving computing equipment from one room to another on a particular floor. When there is a need to use stairs, or if the load is particularly heavy or awkward, help should be sought from a colleague or the task passed to the janitors. Training courses in manual handling will be offered to Computing Officers.
**4.6.3 Items Stored Above Head Height**
Items should not be stored above head height unless it is essential to do so. When it is necessary to do so, the items should never be stacked. Kick-stools are provided to enable items stored above head height to be accessed safely.

**4-7 Display screens**
The school follows *Guidance notes for the safe use of display screen equipment* [1.7]. In addition, the following arrangements are made.

**4-7-1 Information**
Copies of *Guidance notes for safe use of display screen equipment* [1.7] will be available in all laboratories. See also the Health & Safety Executive leaflet [2.14].

**4-7-2 Training on use of Display Screens**
Members of staff and research students should note that all employee users in the school are required to undertake web-based Display Screen Equipment (DSE) training *at least once every three years*. The university’s preferred package is the Cardinus program Workstation Safety Plus, which can be accessed at

https://secure.cardinus.com/launch.asp?id=ustan22439

This package works well under the following combinations of operating system and browser (with pop-ups enabled):

- MacOS X Firefox;
- Windows Internet Explorer;
- Linux Mozilla or Firefox

The ‘Test Certificate’, produced on completion of the quiz at the end of the program, should be passed to the School Safety Coordinator. These certificates have to be kept for inspection by the University and relevant enforcing authorities (e.g. Health and Safety Executive) as they may be used as evidence of compliance with legislation.

Any ‘DSE User’ who, for whatever reason, is unwilling to undertake the computerised training programme and/or the associated ‘Test’, must provide an appropriate written statement to the Head of the School.

**4-7-3 Risk assessment of computers**
Members of staff and research students are also required to undertake risk assessment of their computers and their computing environment *at least once every three years*. This should also be carried out using the Workstation Safety Plus program (see 4-7-2 for the URL).

**4-7-4 Faulty equipment**
If your computer is faulty, please report it to the Computing Officers.

**4-7-5 Eyesight tests**
Since 2006 any UK resident has been able to obtain a free NHS eye examination from any optician in Scotland. The university will provide basic glasses required for DSE use, or contribute to the cost of ordinary ones (see §6, [1.7]).

**4-8 Student supervision**
As indicated on the webpage *Student supervision* [1.15], universities have a legal duty to provide "such supervision as is necessary" to ensure the health and safety of both postgraduate and undergraduate students. This legal duty is delegated to the Head of School and hence to supervisors, who must be able to
demonstrate that they have exercised an effective supervisory role. Undergraduates should be assumed to be initially untrained in all matters of health and safety. It should not be assumed that postgraduates ‘ought’ to know what they are doing.

Most honours undergraduate and postgraduate projects centre on the use of a workstation and do not introduce any new risks beyond those associated with merely being in the building. Reading the school Health & safety policy and the university’s Guidance notes for safe use of display screen equipment [1.7] is thus adequate training. It is the supervisor’s responsibility to ensure that this training is provided. For most sub-honours undergraduate projects, the risks are insignificant and carry no special supervision considerations.

Any project which, either from the outset or at a later stage, falls outwith the previous paragraph will need an individual written risk assessment, which, in the case of postgraduates, will need to be reviewed at least annually. Please discuss it with the School Safety Coordinator during the project planning stage, so that there is time to take any necessary action before the project begins.

4-9 Travel

4-9-1 Local Journeys
Members of staff who use their cars for School business (e.g. picking up speakers from stations or airports) should ensure that their vehicle insurance covers use for employment purposes. Those whose cars are not insured for such purposes should not use them for School business.

4-9-2 Conference and seminar travel
Those attending a conference or a seminar should give an appropriate School secretary details of their itinerary and contact details, noting in particular whether they will be reading email (and on which account) whilst they are away. Those travelling abroad alone should ask the Head of School whether or not he wishes to have periodic progress reports on the trip, and agree the procedure to be followed in the event of such a report not being received.

4-9-3 Observational studies
An important distinction is drawn between “fieldwork” and “placement”. Trips which are organised by a member of this University count as “fieldwork”, but participation in an activity that comes under the auspices of another organisation is labelled “placement”.

For fieldwork, a full risk assessment needs to be undertaken, using as a basis the checklists produced by Environmental, Health and Safety Services. In the case of staff, approval for the trip needs to be granted by the Head of School who has responsibility for members of the School when they travel on university business. He therefore needs to be satisfied that appropriate precautions are taken for whatever hazards have been identified. In particular, the risk assessment should cover the itinerary, addresses and contact details for the accommodation to be used, a specification of the insurance cover obtained, inoculations or other medical precautions taken, and, for less stable regions of the world, a copy of any relevant safety advice for travellers from the Foreign and Commonwealth Office.
For placement, the risk assessment for the activity should have been conducted by the organisation running the activity. Here the report to the Head of School can consist of a copy of that risk assessment, together with any comments on any additional precautions that are perceived to be required.

The University now has procedures in place for postgraduates needing to undertake fieldwork. Requests for fieldwork not outlined in the original research proposal must be submitted at least three months before the intended date of travel. All fieldwork applications must be assessed and approved by the Pro Dean (Postgraduate Research). The required components for applications are detailed in [1.17]. These include a risk assessment, which will need to cover similar issues to those described above in the case of staff.

4-10 Visit to The Burn

Each year, when hiring the bus, the reading party organiser should check with the bus company concerning insurance (including passenger coverage), road worthiness certificates of vehicles and the licence of the driver. If extreme weather (snow, ice, etc.) occurs, the reading party organiser will review the viability of the reading party.

4-11 Electromagnetic Radiation

Members of the School who have concerns about the possible hazards discussed in section 3.9 are advised to discuss the matter with the School Safety Convenor or with Environmental Health and Safety Services.

4-12 Stress

4-12-1 Preventive measures

Members of the School are advised to identify potential causes of stress, and consider ways in which they may be mitigated. Within the School, efforts will be made to ensure individuals are given adequate warning of impending deadlines (e.g. for setting examination questions). Externally, the School will aim to ensure that centrally-determined schedules (e.g. lengths of examination diets, and deadlines for reporting of examination grades) are realistic.

Attention should also be paid to planning one’s use of time, to prioritising the required tasks and to lifestyle choices, including adequate exercise, getting enough sleep, taking time over meals and eating a nutritious diet. For more detailed advice, see [1.5] or [3.5].

4-12-2 Support in the event of stress

If you suffer problems of stress, they may be discussed in confidence with your Head of Division, the School Safety Coordinator or the Head of School. Alternatively the matter may be discussed in confidence with the Occupational Health Unit, Human Resources, your Trade Union, or the Harassment Network via the harassment line (ext 3002). Further assistance may come from courses run by Staff Development or from personal fitness assessment at the Sports Centre. Outwith the university, help may be obtained from your G.P., from the NHS 24 Helpline (Phone 111), or from family and friends.
5 Security

5-1 Local Personnel

<table>
<thead>
<tr>
<th>Function</th>
<th>Person</th>
<th>Room</th>
<th>Ext</th>
</tr>
</thead>
<tbody>
<tr>
<td>Security Coordinator</td>
<td>Thomas Neukirch</td>
<td>Mathematical Institute 205</td>
<td>3713</td>
</tr>
<tr>
<td>Deputies</td>
<td>Ian Goudie</td>
<td>Mathematical Institute 316</td>
<td>3705</td>
</tr>
<tr>
<td></td>
<td>Valerie Sturrock</td>
<td>Mathematical Institute 202</td>
<td>3744</td>
</tr>
</tbody>
</table>

5-2 Incident Reporting

All members of staff have a responsibility to report incidents such as attacks on staff, students or the public on University premises, arson, explosion, fire, death, theft, terrorist activity, unauthorised intrusion in buildings, criminal activity by staff or students, vandalism, break-ins and disturbances.

Any appropriate incident should be reported first to the emergency services. Thereafter, submit an internal report using one of:

- **email:** Send an email to incident@st-andrews.ac.uk. This automatically generates a response providing a blank form with instructions for its completion.

- the **web:** Access can be obtained from the web-page https://www.st-andrews.ac.uk/staff/policy/safety/incidentreporting/
An online form is generated with instructions for its completion.

5-3 Postal Bombs

Be on the look-out for tell-tale signs:

- grease marks on the envelope or wrapping;
- unusual odour e.g. marzipan or machine oil;
- visible wiring or tinfoil, especially if the envelope or package is damaged;
- item is unusually heavy for its size;
- uneven weight distribution, or rigid contents in a flexible envelope;
- item was delivered by hand, from an unknown source, or posted in an unusual place;
- excessive wrapping of a package;
- poor handwriting, spelling or typing;
- item is wrongly addressed;
- too many stamps for the weight of the package.

If the sender’s identity is visible, telephone them asking them what they have sent.

If the sender’s identity is unknown, or assurances are unconvincing:

- Do NOT open the item.
- Place the item on the nearest horizontal firm surface.
- Open the windows of the room if you can do so.
- Leave the room, closing the door as you go.
- Prevent others entering the room by locking the door if possible.
• If you have the key give it to the Security Coordinator or the Police.
• Dial 9-999 and inform the Police immediately.
• Evacuate the area by sounding the fire alarm.
• Without delay, tell the university what is happening. See the telephone numbers for Serious Incident/Threat on the back cover.

5-4 Bombs Left on Premises

• Do NOT move the item, unless it can be placed in an approved bomb container.
• Open the windows of the room if you can do so.
• Leave the room, closing the door as you go.
• Prevent others entering the room by locking the door if possible.
• If you have the key give it to the Security Coordinator or the Police.
• Dial 9-999 and inform the Police immediately.
• Evacuate the area by sounding the fire alarm.
• Without delay, tell the university what is happening. See the telephone numbers for Serious Incident/Threat on the back cover.

5-5 Bomb Threats by Telephone

If you receive a bomb threat by telephone
• Listen. Do not interrupt the caller.
• Try to keep the caller talking.
• Ask the essential questions:
  • When will the bomb go off?
  • Where is the bomb planted?
  • What does the bomb look like?
  • What type of bomb is it?
• Note any details you can hear about the caller’s identity, including:
  • Gender and approximate age;
  • Accent;
  • Pitch and tone of voice;
  • Speed and clarity of speech;
  • Quality of language;
  • Level of anger, rationality and coherence.
• Note any background noises you can hear.
• After the call, notify Police 9-999
  • The University building which is threatened.
• Without delay, tell the university what is happening. See the telephone numbers for Serious Incident/Threat on the back cover.
6 References

6-1 University

[1.2]  *Guidance on fire safety for staff*, 1999. (Use the links “Fire Safety” and then “Safety guidance for staff”.)
[1.3]  *Guidance on health and safety aspects for new and expectant mothers.*
(Follow the link to the Human Resources web-page  
http://www.st-andrews.ac.uk/staff/policy/hr/  
then look under ‘Stress’.)
[1.8]  *University Local Rules for Electrical Safety.*
[1.10]  *Guidance notes on manual handling operations.*
[1.11]  *Guidance notes on safe use of minibuses.*
[1.12]  *Safety signs and signals.*

The following Environmental, Health & Safety Services documents/webpages can be found via  
http://www.st-andrews.ac.uk/staff/policy/Healthandsafety/Publications/  
The relevant sub-heading on that page is shown in curly brackets.

[1.13] Health and safety policy for student placement. (Use the link “Placement of students”.)

[1.14] Guidance on health and safety aspects of young people at work, Revised April 2008. (Use the link “Young people at work”.)

[1.15] Student supervision

[1.16] School/Unit health and safety policy

Also on the University website is

[1.17] Policy on fieldwork for postgraduate research students which is available at
https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/fieldwork.pdf

6-2 Health and Safety Executive

http://www.hse.gov.uk/pubns/hse49.htm

[2.2] The health and safety toolbox, 2014
http://www.hse.gov.uk/PUBNS/books/hsg268.htm

http://www.hse.gov.uk/pubns/indg244.pdf

[2.4] Health and safety regulation.... a short guide

http://www.hse.gov.uk/pubns/indg293.pdf

[2.6] Safety Signs and Signals
http://www.hse.gov.uk/pubns/priced/l64.pdf

[2.7] Noise at work : A brief guide to controlling the risks

Guidance on a variety of safety topics is available at
http://www.hse.gov.uk/guidance/topics.htm

In particular, you may wish to note:-

[2.8] Managing for health and safety
http://www.hse.gov.uk/managing/index.htm

[2.9] Plan, Do, Check, Act - an introduction to managing for health and safety

http://www.hse.gov.uk/pubns/indg90.pdf

[2.11] New and expectant mothers
http://www.hse.gov.uk/mothers/index.htm

[2.12] Noise. Don’t lose your hearing!


http://www.hse.gov.uk/pubns/indg73.pdf

6.3 Other Sources

[3.1] Offices, Shops and Railway Premises Act 1963


http://www.meningitisnow.org/how-we-help/resources/

[3.4] Meningitis Association Scotland
http://www.menscot.org/about_us.htm

[3.5] Steps To Deal With Stress: A simple guide to stressing less and enjoying life more (2016 edition)