



Nazeing Pre-School, c/o Nazeing Primary School, Hyde Mead, Nazeing. EN9 2HS

## **Health and Safety policy**

### **Safeguarding and Welfare Requirement: Safety and Suitability of Premises, Environment and Equipment**

Providers must take reasonable steps to ensure the safety of children, staff and others on the premises.

#### **Health**

The provider must promote the good health of children attending the setting.

### **Policy statement**

We believe that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers.

- We aim to make children, parents, staff and volunteers aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.
- Our member of staff responsible for health and safety is:

**Claire Weir**

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- They are competent to carry out these responsibilities.
- They have undertaken health and safety training and regularly update their knowledge and understanding.
- We display the necessary health and safety poster in:

**Back Room: Notice board**

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### *Insurance cover*

We have public liability insurance and employers' liability insurance. The certificate for public liability insurance is displayed in:

**Back Room: Notice Board**

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### **Procedures**

#### *Awareness raising*

- Our induction training for staff and volunteers includes a clear explanation of health and safety issues, so that all adults are able to adhere to our policy and procedures as they understand their shared responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances.

- We keep records of these induction training sessions and new staff and volunteers are asked to sign the records to confirm that they have taken part. (Appendix 1)
- We explain health and safety issues to the parents of new children, so that they understand the part played by these issues in the daily life of the setting.
- As necessary, health and safety training is included in the annual training plans of staff, and health and safety is discussed regularly at our staff meetings.
- We operate a no-smoking policy.
- We make children aware of health and safety issues through discussions, planned activities and routines.

**Daily Environmental checks will be carried out daily prior to children arriving at the setting.**

(Appendix 2 and Environment risk assessments)

*Windows*

- Low level windows are made from materials that prevent accidental breakage or we ensure that they are made safe.
- We ensure that windows are protected from accidental breakage or vandalism from people outside the building.
- We ensure that any blind cords are secured safely and do not pose a strangulation risk for young children.

*Doors*

- We take precautions to prevent children's fingers from being trapped in doors by using door safety sponges that prevent the door from being closed fully.
- The entrance/exit door is supervised when open by a member of staff and when in sessions is locked with a thumb turn lock out of the reach of children.

*Floors and walkways*

- All our floor surfaces are checked daily to ensure they are clean and not uneven, wet or damaged. Any wet spills are mopped up immediately.
- Walkways are kept clear.

*Electrical/gas equipment*

- We ensure that all electrical/gas equipment conforms to safety requirements and is checked regularly by the School Caretaker.
- Our boiler/electrical switch gear/meter cupboard is not accessible to the children.
- Fires, heaters, fans, wires and leads are properly guarded and we teach the children not to touch them.

- We check storage heaters daily to make sure they are not covered.
- There are sufficient sockets in our setting to prevent overloading.
- We switch electrical devices off from the plug after use.
- We ensure that the temperature of hot water is controlled to prevent scalds.
- Lighting and ventilation is adequate in all areas of our setting, including storage areas.

### *Storage*

- All our resources and materials, which are used by the children, are stored safely.
- All our equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing.
- All cleaning equipment is kept high up in the locked storage cupboard in the back toilet, which is labelled COSHH cupboard.
- We only replace AA and AAA batteries within the setting, these are kept in a click lid container in the COSHH cupboard. On the lid of the container it has a label with AA and how many batteries are there, and another label with AAA and how many batteries there are. This will be edited each time a member of staff takes batteries out to replace them so we are aware how many we have onsite at any time.
- We will avoid any toy or equipment that does not have a screw panel to the batteries as a safety precaution (Please see battery risk assessment).

### *Outdoor area*

- Our outdoor area is securely fenced. All gates and fences are childproof and safe.
- Our outdoor area is checked for safety and cleared of rubbish, animal droppings and any other unsafe items before it is used with a daily environmental check list (Appendix 2).
- Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides.
- We leave receptacles upturned to prevent collection of rainwater. Where water can form a pool on equipment, it is emptied and cleaned before children start playing outside.
- Our outdoor sand pit is covered when not in use and is cleaned regularly.
- We check that children are suitably attired for the weather conditions and type of outdoor activities; ensuring that suncream is applied and hats are worn during the summer months.
- We supervise outdoor activities at all times; and particularly children on climbing equipment (See garden risk assessment)

### *Hygiene*

- We seek information from the Public Health England to ensure that we keep up-to-date with the latest recommendations.
- Our daily routines encourage the children to learn about personal hygiene.

- We have a daily cleaning routine for the setting, which includes the classroom, kitchen, toilets and nappy changing areas.
- We have a schedule for cleaning resources and equipment, dressing-up clothes and furnishings.
- The toilet area has a high standard of hygiene, including hand washing and drying facilities and disposal facilities for nappies.
- We implement good hygiene practices by:
  - cleaning tables between activities;
  - cleaning and checking toilets regularly;
  - wearing protective clothing - such as aprons and disposable gloves - as appropriate;
  - providing sets of clean clothes;
  - providing tissues and wipes.

#### *Activities, resources and repairs*

- Before purchase or loan, we check equipment and resources to ensure that they are safe for the ages and stages of the children currently attending the setting.
- The layout of our play equipment allows adults and children to move safely and freely between activities.
- All our equipment is regularly checked for cleanliness and safety, and any dangerous items are repaired or discarded.
- Large pieces of equipment are discarded only with the consent of the manager and the management team.
- We make safe and separate from general use any areas that are unsafe because a repair is needed.
- All our materials, including paint and glue, are non-toxic and any allergies of children are catered too.
- We ensure that sand is clean and suitable for children's play.
- Physical play is constantly supervised.
- We teach children to handle and store tools safely.
- We check children who are sleeping at regular intervals of at least every ten minutes. This is recorded with the times checked and the initials of the person undertaking the check.
- If children fall asleep in-situ, it may be necessary to move or wake them to make sure they are comfortable.
- Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.

#### *Jewellery and accessories*

- Our staff do not wear jewellery or fashion accessories, such as belts or high heels, that may pose a danger to themselves or children.
- Parents must ensure that any jewellery worn by children poses no danger; particularly earrings which may get pulled, bracelets which can get caught when climbing or necklaces that may pose a risk of strangulation.

- We ensure that hair accessories are removed before children sleep or rest.

#### *Control of substances hazardous to health*

- Our staff implement the current guidelines of the *Control of Substances Hazardous to Health Regulations (COSHH)*.
- We keep a record of all substances that may be hazardous to health - such as cleaning chemicals used and where they are stored.
- Hazardous substances are stored safely away from the children.
- We carry out a risk assessment for all chemicals used in the setting. This states what the risks are and what to do if they have contact with eyes or skin or are ingested.
- We keep all cleaning chemicals in their original containers.
- We keep the chemicals used in the setting to the minimum in order to ensure health and hygiene is maintained. We do not use: Bleach.
- Anti-bacterial sprays are not used when children are nearby.
- All members of staff are vigilant and use chemicals safely.
- Members of staff wear protective gloves when using cleaning chemicals.

#### **Maintaining the safety of adults**

- We ensure that adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.
- We provide safe equipment for adults to use when they need to reach up to store equipment or to change light bulbs.
- We ensure that all warning signs are clear and in appropriate languages.
- We ensure that adults do not work on their own.
- We record the sickness of staff and their involvement in accidents. The records are reviewed termly to identify any issues that need to be addressed.

#### **Maintaining children's safety and security on premises**

We maintain the highest possible security of our premises to ensure that each child is safely cared for during their time with us.

- We ensure all employed staff have been checked for criminal records via an enhanced disclosure with children's barred list check through the Disclosure and Barring Service.
- Adults do not supervise children on their own unless the child has an individual risk assessment and is signed by the parents and manager.
- All children are always supervised by adults.
- Whenever children are on the premises at least two adults are present.
- We carry out risk assessments to ensure children are not made vulnerable within any part of our premises, nor by any activity.

## *Security*

- Systems are in place for the safe arrival and departure of children.
- The times of the children's arrivals and departures are recorded on the Tapestry register.
- The arrival and departure times of adults – volunteers and visitors - are recorded in the visitors book.
- The arrival and departure times of staff are recorded on the Tapestry register.
- Our systems prevent unauthorised access to our premises.
- Our systems prevent children from leaving our premises unnoticed.
- We only allow access to visitors with prior appointments.
- Our staff check the identity of any person who is not known before they enter the premises.
- We keep front doors and gates locked shut at all times. Back doors are always alarmed where they may lead to the School building or an unsupervised area.
- The personal possessions of staff and volunteers are securely stored during sessions, on the top shelf in the locked cupboard of the classroom.
- Minimal petty cash is kept on the premises.

## **Risk Assessments**

Risk assessment means: Taking note of aspects of your workplace and activities that could cause harm, either to yourself or to others, and deciding what needs to be done to prevent that harm, making sure this is adhered to and is updated when necessary. Our risk assessments are based on the five steps below:

- Identification of a risk: Where is it and what is it?
- Who is at risk: Childcare staff, children, parents, cooks, cleaners etc?
- Assessment as to whether the level of a risk is high, medium, low. This takes into account both the likelihood of it happening, as well as the possible impact if it did.
- Control measures to reduce/eliminate risk: What will you need to do, or ensure others will do, in order to reduce that risk?
- Monitoring and review: How do you know if what you have said is working, or is thorough enough? If it is not working, it will need to be amended, or maybe there is a better solution.

We carry out risk assessments to ensure the safety of children, staff, parents and visitors. These are kept in our health and safety file and reviewed regularly in staff meetings throughout each year as they inform our procedures. We hold risk assessments on:

- Entrances and exits
- Outdoor areas and provision
- Indoor areas and provision
- Resources not suitable for under 3s
- Visitors, students and entertainers
- Sleep
- Intimate care, toileting and nappy changing

- Kitchen areas, food preparation and serving of food
- Shared areas with Primary School
- Home visits
- Outings
- Individual children with SEN, behaviour and medical conditions
- Fire and emergency evacuations
- Batteries

Blank template (Appendix 3)

### **Notifiable incidents, non-child protection**

Staff respond swiftly, appropriately and effectively in the case of an incident within the setting. Notifiable incidents in this procedure are those not involving children. A notifiable incident could include;

- Fire or suspected arson
- Electric or gas fault
- Burst pipe, severe leak or flooding
- Severe weather that has caused an incident or damage to property
- Break in with vandalism or theft
- Staff or parent threatened/assaulted of the premises by a parent or visitor
- Outbreak of a notifiable disease
- Accidents due to any other faults that are reportable under RIDDOR
- Any event or information that becomes known, that may have implications for the setting or the wider organisation in the future.

The designated health and safety officer will have all emergency numbers immediately to hand, have a list of contacts for maintenance and repair, ensure that members of staff know what to do in an emergency, risk assess the situation and decide with the trustees if the premises are safe to receive children before any children are to arrive or to offer a limited service or closure.

In most instances, children will not be evacuated from the premises unless there is an immediate risk or unless they are advised to do so by the emergency services. There is an emergency evacuation procedure in place which is detailed in our risk assessment for emergencies and practiced regularly alongside fire drills. Once evacuated, nobody enters the premises until the emergency services arrive.

On discovery of a notifiable incident, the member of staff will report to the appropriate emergency services, fire, police, ambulance, if those are needed. The member of staff ensures that the Pre-School manager and/or deputy manager are informed who will then inform the trustees. The manager/deputy will then complete and send an incident report (Appendix 4) to the trustees, who, according to the severity of the incident notifies Ofsted or RIDDOR. If the incident indicates a crime may have been committed, all staff

witness to the incident should make a witness statement (Appendix 5). Staff will not discuss the incident with press/media.

RIDDOR events include:

- Specified injuries at work, as detailed [www.hse.gov.uk/pubns/indg453.pdf](http://www.hse.gov.uk/pubns/indg453.pdf)
- Fatal accidents to staff, children and visitors or parents
- Accidents resulting in the incapacitation of staff for more than seven days
- Injuries to members of the public, including parents and children, where they were taken to hospital
- Dangerous 'specified' occurrences, where no-one is injured but they could have been e.g. a member of staff injures back at work through lifting and is off for two weeks, a parent slips on wet floor near the water tray and is taken to hospital, child falls from a climbing frame and is taken to hospital, the ceiling collapses an outbreak of Legionella.

The setting manager/deputy informs the trustees and completes an accident and/or incident record and witness statements. If the incident is RIDDOR reportable, the manager/deputy telephone HSE contact centre on 0345 300 9923 or online [www.hse.gov.uk/riddor/report.htm](http://www.hse.gov.uk/riddor/report.htm) this must within 15 days of the event occurring.

The local authority investigates all reported injuries, diseases or dangerous occurrences. They will decide if there has been a breach in health and safety regulations and will decide what measures will be taken. The trustees will review how the situation was managed, as above, to ensure that investigations were rigorous and that policies and procedures were followed.

If an insurance claim is likely, incidents such as fire, theft or flood are notified to the insurance provider immediately, the setting does not accept liability, if broken or faulty equipment is involved, it must not be repaired, destroyed or disposed of in case it is needed during the investigation. If communication from a solicitor is received on behalf of the injured party, this is sent directly to the insurance provider; the setting manager will then write to the solicitor to confirm the letter has been passed on. The incident is not discussed with any outside person, or other parents, no matter what questions they may ask about their own child's safety in relation to the incident, as it is regarded as confidential under Data Protection Act.

### **Legal framework**

- Health and Safety at Work Act (1974)
- Management of Health and Safety at Work Regulations (1999)
- Electricity at Work Regulations (1989)
- Control of Substances Hazardous to Health Regulations (COSHH) (2002)
- Manual Handling Operations Regulations (1992 (As Amended 2004))
- Health and Safety (Display Screen Equipment) Regulations (1992)



## Further guidance

- Health and Safety Law: What You Need to Know (HSE Revised 2009)
- Health and Safety Regulation...A Short Guide (HSE 2003)
- Electrical Safety and You: A Brief Guide (HSE 2012)
- Working with Substances Hazardous to Health: What You Need to Know About COSHH (HSE Revised 2009)
- Getting to Grips with Manual Handling - Frequently Asked Questions: A Short Guide (HSE 2011)

This policy was adopted by	Nazeing Pre-School	<i>(name of provider)</i>
On	<hr/> 28 <sup>th</sup> June 2024	<i>(date)</i>
Date to be reviewed	<hr/> June 2025	<i>(date)</i>
Signed on behalf of the provider	<hr/> Nicky Mainwaring	
Name of signatory	<hr/> Emma Hughes	
Role of signatory (e.g. chair, director or owner)	<hr/> Committee Chairperson	
	<hr/>	

## Appendix 1 – Induction of employees

Task	Notes	Tick	Manager	Employee
<b>First day induction</b>	<b>Paperwork checked and signed and setting vision explained</b>			
Line manager of new employee to meet and welcome new employee.	Contract of employment signed by employee and received by manager. Check that the employee understands the contract and has signed it and returned it to employer/manager.	<input type="checkbox"/>		
	Manager to receive and check relevant paperwork, e.g. P45, work permit, birth certificate & passport, DBS certificate, contact details	<input type="checkbox"/>		
	Employees certificates received, copied and placed in their file	<input type="checkbox"/>		
<b>First day induction - employee is shown around the building and the fire procedure explained</b>	<b>Help employee to get to know the setting</b>			
	Where the toilets are situated	<input type="checkbox"/>		
	Where the staff room is (if applicable)	<input type="checkbox"/>		
	Fire evacuation assembly point (include fire procedure)	<input type="checkbox"/>		
	Other important rooms/areas	<input type="checkbox"/>		
	Meet and greet colleagues and management/committee	<input type="checkbox"/>		
	Introduced to mentor	<input type="checkbox"/>		
	Staff shown day-to-day setting routine – including lunch breaks/other breaks	<input type="checkbox"/>		
<b>First Day Induction - staff requirements</b>	<b>Topics to cover (where applicable)</b>			
Ensure all relevant information is included in the staff handbook.	Staff uniform (dress code)	<input type="checkbox"/>		
	Wearing of EAL/SEN lanyards	<input type="checkbox"/>		
	Signing in/out of workplace	<input type="checkbox"/>		
	Procedures for accepting visitors	<input type="checkbox"/>		

	Important policies and procedures explained(especially safeguarding)	<input type="checkbox"/>		
	Sickness policy explained	<input type="checkbox"/>		
	Food health and safety	<input type="checkbox"/>		
	Parking facilities	<input type="checkbox"/>		
	Pension scheme	<input type="checkbox"/>		
	Mobile phone policy	<input type="checkbox"/>		
	Contact numbers exchanged with colleagues and WhatsApp group invite	<input type="checkbox"/>		
	Give employee current staff handbook	<input type="checkbox"/>		
<b>Main induction/probationary period</b>	<b>Topics for discussion with employee</b>			
This is a good time for employer and employee to get to know each other. It is a two-way process.	Pre-School vision, aims and objectives, development plan discussion	<input type="checkbox"/>		
	Setting aims and objectives	<input type="checkbox"/>		
	Induction/probation and what it entails, including the length of time (weeks/ months) it will take.	<input type="checkbox"/>		
	Schedule of regular fortnightly progress reviews	<input type="checkbox"/>		
	Health and safety in the workplace, safe lifting, lone working, COSHH, reporting accident or injuries in workplace etc.	<input type="checkbox"/>		
	How employee finds his/her workload	<input type="checkbox"/>		
	Agree objectives/goals with the employee in a supervision	<input type="checkbox"/>		
	Relevant policies and procedures, any questions. Copies emailed to them	<input type="checkbox"/>		
	Employee's training needs and check that employee has booked to attend or has attended the training	<input type="checkbox"/>		
	Work mentor in place and introduce employee to people/ person they will be shadowing	<input type="checkbox"/>		

	Employee's performance so far	<input type="checkbox"/>		
	Any problems or queries that the employee has.	<input type="checkbox"/>		
	Ensure new employee is helped to socially integrate with colleagues.	<input type="checkbox"/>		
	Ensure that employee understands the principles of the Early Years Foundation Stage (EYFS)	<input type="checkbox"/>		
<b>Performance appraisals/supervision after induction/probationary period</b>	<b>Suggested frequency of supervision and topics</b>			
Their aims and objectives are aligned to the aims and objectives of the business.	Book regular formal performance appraisal/supervision meetings with all employees. These should take place regularly – ideally, every six weeks – once a half term.  A planning meeting should be held after induction is completed to set objectives and agree training and development needs. Regular supervision meetings can cover any relevant subject although would mainly focus on progress towards achieving objectives and development.	<input type="checkbox"/>          <input type="checkbox"/>		
<b>Useful induction materials/advice that the whole children and young people's workforce should know about</b>				
Early Years Foundation Stage (EYFS)	The Early Years Foundation Stage (EYFS) is a comprehensive statutory framework that sets the standards for the learning, development and care of children from birth to five.  All providers are required to use the EYFS to ensure that whatever setting parents choose, they can be confident their child will receive a quality experience that supports their care, learning and development. The EYFS framework can	<input type="checkbox"/>          <input type="checkbox"/>		

	be downloaded from the Department for Education website.			
Working Together in Essex	<p>Everyone supporting children and families should work together effectively to provide early help and targeted and specialist support.</p> <p>Essex County Council has free online training available with modules on working together to support children and families, safeguarding and information sharing. Registration is required; to access the training visit <a href="https://www.ecclms.co.uk/goecclms.asp">https://www.ecclms.co.uk/goecclms.asp</a></p> <p>There are other training courses detailed in a brochure on the site.</p>	<input type="checkbox"/>  <input type="checkbox"/>		
<b>Policies and procedures</b>				
Safeguarding (child protection) described and policy made available to read and digest by staff member.	Manager must highlight how staff member should report safeguarding/child protection concerns – poster too	<input type="checkbox"/>		
	Staff member must read and understand policy	<input type="checkbox"/>		
	Place copy of policy in staff handbook	<input type="checkbox"/>		
<b>Essential policies and procedures</b>	Health (Accident, medication, allergy, poorly children and oral health)	<input type="checkbox"/>		
	Promoting Inclusion, Equality and Valuing Diversity	<input type="checkbox"/>		
	Fire Safety	<input type="checkbox"/>		
	Staff, Volunteers and Students	<input type="checkbox"/>		
	Food Hygiene and Safety			
	Health and Safety	<input type="checkbox"/>		
	Record Keeping	<input type="checkbox"/>		
	Safeguarding	<input type="checkbox"/>		
	Sleep	<input type="checkbox"/>		
	Working in partnership with parents and other agencies	<input type="checkbox"/>		

	Childcare Practice	<input type="checkbox"/>		
<b>Observation of practice</b>	Observation on Tapestry	<input type="checkbox"/>		
	Taking the register	<input type="checkbox"/>		
	Leading group to Rainbow garden	<input type="checkbox"/>		
	Leading circle time	<input type="checkbox"/>		
	Administering first aid and completing accident book	<input type="checkbox"/>		
	Phoning a parent	<input type="checkbox"/>		
	Opening/closing on the gate	<input type="checkbox"/>		
	Door at welcome and collection	<input type="checkbox"/>		
	Environmental checks	<input type="checkbox"/>		
	Lunch club	<input type="checkbox"/>		
	Nappy changing/toileting	<input type="checkbox"/>		
	ABC forms	<input type="checkbox"/>		
	Health care plans	<input type="checkbox"/>		
	Parent consultations	<input type="checkbox"/>		
<b>Training</b>				
Internal training (provided by employer) identified by manager and arranged for staff member to attend.	Planning in the moment	<input type="checkbox"/>		
	Tapestry	<input type="checkbox"/>		
	SEN	<input type="checkbox"/>		
	TPP	<input type="checkbox"/>		
	Wellcomm	<input type="checkbox"/>		
Statutory Training	Safeguarding	<input type="checkbox"/>		
	Prevent	<input type="checkbox"/>		
	FGM	<input type="checkbox"/>		
	Food Hygiene	<input type="checkbox"/>		
	Paediatric First Aid	<input type="checkbox"/>		

<p>Qualification Training.</p> <p>The GOV.UK qualifications tool gives a list of all relevant accredited qualifications.</p> <p><a href="https://www.gov.uk/early-years-qualifications-finder">https://www.gov.uk/early-years-qualifications-finder</a></p> <p>If you need further advice about qualifications visit <a href="http://dnn.essex.gov.uk/eycp/CPDandQualifications/Qualifications.aspx">http://dnn.essex.gov.uk/eycp/CPDandQualifications/Qualifications.aspx</a></p>	<p>There are lots of training courses available to anyone that wants to work with children, young people and their families. When deciding on any training for staff the following should be considered:</p> <ul style="list-style-type: none"> <li>• If the employee needs further training</li> <li>• The type and content of the course</li> <li>• The most appropriate style of study</li> <li>• Which training provider to choose</li> <li>• Affordability – including course costs, costs to the learner, staff cover, travel costs etc.</li> </ul>			
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## Appendix 2 – Daily environmental checks

### Opening and closing checks

Enter a tick ✓ and initial if satisfactory. Enter X and initial if not satisfactory and make a note below. Add action taken and if problem is resolved, sign and date.

#### Opening checks date:

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- School door alarmed

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#### Equipment check

- Fridge, working properly. Temp
- Telephone working
- Internet working
- Thermometer working


Floors clear and clean

All bags on pegs

No loose wires

Fire exits clear

No broken toys


#### Closing checks date:

School door de-alarmed

Bins emptied

Sink areas clean and clear

All food disposed of

Water butt under sink emptied

Names out for the next day


Report any problem(s) here

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Action taken

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**Appendix 3 –**

**Risk Assessment**

Area:	Date:	Risk assessment completed by:	Date:

Activity/Task/ Situation	What are the risks?	Who might be harmed and how?	What are you already doing?	What further action is necessary?	Action by whom	Action by when	Completed

Agreed by:	
Review Date:	

## Appendix 4 - INCIDENT RECORD

<b>Date of record:</b>		<b>Date and time of incident</b>	
<b>Name of Employee:</b>		<b>Role of Employee:</b>	
<b>Who was involved in the incident:</b>		<b>Who witnessed the incident:</b>	
<b>Details of Incident:</b>			
<b>Reported to:</b>		<b>Role of person reported to:</b>	
<b>Signed:</b>			

<b>Action taken:</b>	
<b>Incident discussed with parent / carer?</b>	
<b>Name and contact number of advise sought</b>	
<b>Other notes / information / concerns:</b>	

## Appendix 5 – Witness Statement

<b>Date of Statement:</b>		<b>Date and time of incident</b>	
<b>Name of Employee:</b>		<b>Role of Employee:</b>	
<b>Who was involved in the incident:</b>		<b>Who witnessed the incident:</b>	
<b>Details of Incident witnessed:</b>			
<b>Reported to:</b>		<b>Role of person reported to:</b>	
<b>Signed:</b>			

<b>Action taken:</b>	
<b>Other notes / information / concerns:</b>	