

Health and Safety in the Construction Industry

Small Builders/Domestic and Small Commercial Construction Projects



Name:

Source: Construction (Design and Management) Regulations 2015 (CDM 2015) - What you need to know
<http://www.hse.gov.uk/construction/areyou/builder.htm>

Running a Small Construction Site


Are you a small builder?

A small builder is a contractor and includes sub-contractors or any individual self-employed worker. Small builders will usually carry out construction work on:

- **Domestic projects** – involving extensions, repairs and refurbishment work on the homes of domestic clients. A small builder will usually have the sole responsibility for site health and safety on these projects
- **Small commercial projects** – involving short duration repairs and refurbishment work (with 15 or fewer people on site) for business commercial clients where site health and safety responsibilities are shared between the small builder and the commercial client.

You need to remember that you are responsible for health and safety – even if you don't directly employ the people working on your site.

- **Give enough time to planning** organising and controlling the work
- **Check what is actually happening**, and **stop dangerous practices**
- **Think about health** as well as safety risks
- **Keep your site clean and tidy**, with clear space for people to work in
- **keep people**, including the public, **away from danger**
- **Fence the site off** and use warning signs
- **plan demolition work** properly, and **write it down**
- **Make sure trenches and excavations can't collapse** and people can't fall in

 Think about the health and safety actions you take in the workshops. What health and safety considerations do you need to make as part of your training?

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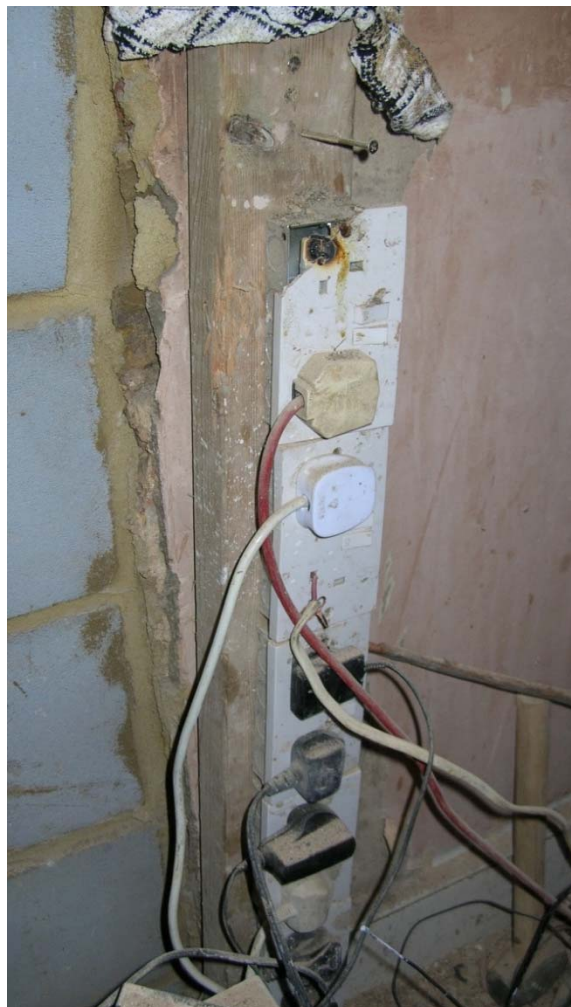
Manual Handling

- **Prevent unnecessary lifting and carrying**
- **Choose lighter materials**, smaller bags of cement and aggregates
- **Use trolleys**, hoists or telehandlers
- **Avoid repetitive laying of heavy building blocks** and installing heavy lintels by hand



Electricity and Power

- **Use low voltage systems** or battery-operated power tools, and make sure these are inspected regularly
- **Make sure connections to the system are properly made and suitable plugs used**
- **Keep Cables and leads in good condition and protected from damage**
- **Locate hidden cables and other services, and mark on plans**



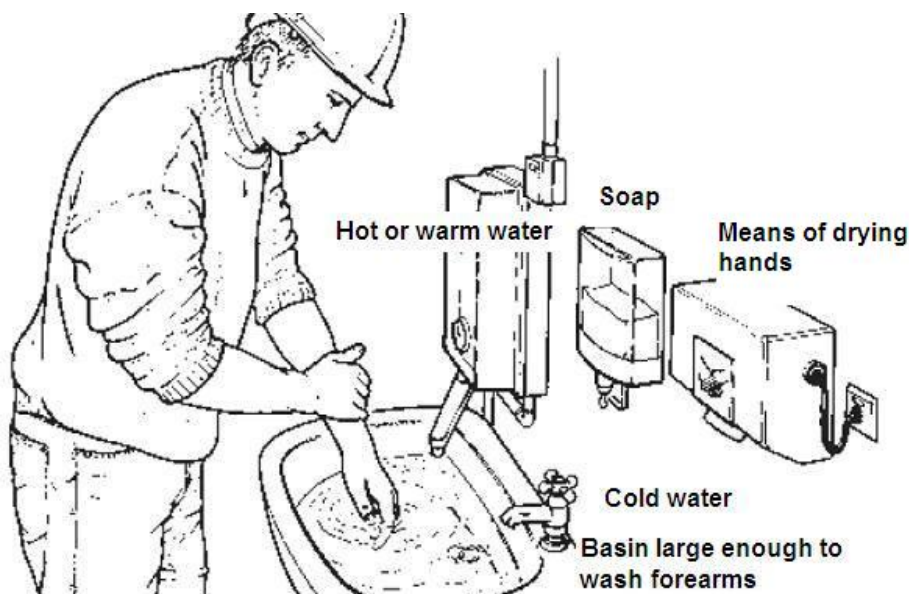
Health and safety workbook

Source: <http://www.hse.gov.uk/construction/areyou/builder.htm>

Welfare facilities

Provide:

- **Clean and working toilets**
- **Washbasins** with hot and cold running water, large enough to wash hands, face and forearms
- **Soap and towels**
- **Drinking water**, and cups if needed
- **Rest area** to sit, make hot drinks and eat



As a builder, you must think about health as well as safety risks.

As a builder, or a painter and decorator, what health and safety actions must you take on site? What welfare considerations should you expect?

Present your information in a leaflet or poster for new students.

 Plan your information here:

Read the text and then answer the questions on page 6. 

Why is it important for a small builder to ensure construction work is carried out in a way that avoids harm?

Small builders are those at most risk of injury and ill health on construction sites and suffer the majority of construction fatal accidents each year. Most deaths involve falls from height including: ladders, scaffolds, working platforms, roof edges, and falls through fragile roofs or roof lights. Because they have first-hand experience in doing the actual work, small builders are in a good position to ensure the work is carried out in a way which safely.

When do a small builder's duties start?

The duties for a small builder start as soon as they are appointed by the client to carry out the construction work. The client should appoint the builder early in the project so that the builder has sufficient time to plan the work and identify any risks to health and safety. Details of any planning must be recorded as a construction phase plan. An outline plan should be produced for even a simple project, with more complicated plans needed for more complicated jobs. All plans should take into account the risks involved in the work.

What skills, knowledge and experience does a small builder need to carry out their work in a way that ensures health and safety?

A small builder must be able to show that they have the skills, knowledge and experience to carry out the work safely and without risk to health. This includes being able to organise the project safely.

When a small builder employs an individual to carry out construction work, they must make sure the individual has the skills, knowledge, experience **and** training to carry out the work in a way that secures health and safety, or is in the process of obtaining them.

Examples of demonstrating skills, knowledge and experience (and training where required) might include:

- records of continuing professional development (CPD) including training records
- membership of professional bodies
- references from previous construction work.

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1. It is important for small builders to ensure that construction work is carried out safely because:

| | | |
|----------|---|--|
| A | Small builders are most at risk of injury and ill health on construction sites and suffer the majority of construction fatal accidents each year. | |
| B | Small builders have no proper experience of health and safety so they need to take extra care. | |
| C | Small builders are less at risk of injury and ill health on construction sites and suffer the no fatal accidents each year. | |
| D | Small builders must have training in health and safety. | |

2. Small builder's responsibilities and duties for keeping themselves and other people safe start:

| | | |
|----------|--|--|
| A | as soon as they are paid by the client. | |
| B | as soon as they are appointed by the client to carry out the work. | |
| C | as soon as they need to subcontract anyone. | |
| D | when they have begun the construction job. | |

3. A construction phase plan has to be detailed and complicated.
Circle your answer:

True

False


4. Give three examples of the kinds of ways small builders can show they have the rights skills, knowledge and experience to carry out construction work safely:

a)

b)

c)

Read the HSE Leaflet 'Running a Small Construction Site?'

 **Complete the table below. You need to describe** what is unacceptable about the three examples of poor practice and what is acceptable about the examples of best practice shown in pictures on page 2.

| Safe Access | |
|--------------------|---------------|
| Poor practice | Best practice |
| | |
| Working at Heights | |
| Poor practice | Best practice |
| | |
| Welfare Facilities | |
| Poor practice | Best practice |
| | |

Plastering Students

Read the HSE Leaflet 'Preventing Injury during Plasterboard Handling'.

Use the information in the leaflet to **write a short report**.

Title:

Subheading: **Essential health and safety tips**

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Subheading: **How to reduce injury:**

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Conclusion:

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Painting and Decorating Students

Read the HSE Leaflet 'Old Lead Paint'.

Use the information in the leaflet to write a short report.

Title:

Subheading: **Essential health and safety tips**

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Subheading: **How to reduce the risk of lead poisoning:**

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Conclusion:

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Health and safety workbook

Curriculum mapping

Functional Skills English mapping

Coverage and range statements provide an indication of the type of content candidates are expected to apply in functional contexts. Relevant content can also be drawn from equivalent (school) National Curriculum levels and the Adult Literacy standards.

✓ indicates the main coverage and range skills that are (or can be) covered in this resource. However, these will vary with the student group and how the resource is used by the teacher. **Reference:** Ofqual (2009), *Functional Skills criteria for English: Entry 1, Entry 2, Entry 3, level 1 and level 2*. <http://www.ofqual.gov.uk/>

Entry 3 Reading skill standard: Read and understand the purpose and content of straightforward texts that explain, inform and recount information.

E3 students may need support with the reading text on p5.

Coverage and range statements

- a) Understand the main points of texts ✓
- b) Obtain specific information through detailed reading ✓
- c) Use organisational features to locate information ✓
- d) Read and understand texts in different formats using strategies and techniques appropriate to task

Entry 3 Writing Write texts with some adaptation to the intended audience

- a) Plan, draft and organise writing ✓
- b) Sequence writing logically and clearly ✓
- c) Use basic grammar including appropriate verb-tense and subject-verb agreement
- d) Check work for accuracy, including spelling

Level 1 Reading Read and understand a range of straightforward texts

skill standard:

Coverage and range statements

- a) Identify the main points and ideas and how they are presented in a variety of texts ✓
- b) Read and understand texts in detail ✓
- c) Utilise information contained in texts ✓
- d) Identify suitable responses to texts ✓

Level 1 Writing Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience

- a) Write clearly and coherently, including an appropriate level of detail ✓
- b) Present information in a logical sequence ✓
- c) Use language, format and structure suitable for purpose and audience ✓
- d) Use correct grammar, including correct and consistent use of tense
- e) Ensure written work includes generally accurate punctuation / spelling & that meaning is clear

Level 2 Reading Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions

skill standard:

Coverage and range statements

- a) Select and use different types of texts to obtain and utilise relevant information ✓
- b) Read and summarise, succinctly, information/ideas from different sources ✓
- c) Identify the purposes of texts and comment on how meaning is conveyed
- d) Detect point of view, implicit meaning and/or bias
- e) Analyse texts in relation to audience needs and consider suitable responses

Level 2 Writing Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively

Note L2 students can write extended reports (p8, p9) without using the writing frames.

- a) Present information on complex subjects clearly and concisely ✓
- b) Present information/ideas concisely, logically, and persuasively ✓
- c) Use a range of writing styles for different purposes ✓
- d) Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively
- e) Punctuate written text using commas, apostrophes and inverted commas accurately
- f) Ensure written work is fit for purpose & audience, with accurate spelling & grammar that supports clear meaning