

# Scaffold Usage Guideline & Procedure

January 2023



## **PURPOSE**

1. It is the intent of this procedure to provide pertinent guidelines for the proper safe use, erection, dismantling and maintenance of scaffold components and structures. Scaffolds should only be erected to provide a safe work platform when no other safe means of access can be achieved.
2. These guidelines are generalities and are not intended to cover every specific situation or component. The primary codes or regulations promulgated by OSHA are the minimum reference guidelines upon which related activities should be carried out.

## **RESPONSIBILITY**

1. It shall be the responsibility of all users / erectors to avail himself and to comply with all applicable codes, regulations, standards, and common-sense practices designed to purport safety in the erection, use, and dismantling of scaffolds.
2. Stationary scaffolds over 125 ft in height and rolling towers over 60 ft must be designed by a professional engineer.
3. No scaffolds shall be moved or altered except by competent persons.

## **DEFINITIONS**

1. Scaffold - Any temporary elevated or suspended platform, and it's supporting structure used for supporting employees or material or both.
2. Maximum Intended Load - The total load of all employees, equipment, tools, material, transmitted loads, wind loads, and other loads reasonably anticipated to be applied to a scaffold or scaffold component at any one time.
3. Outrigger - The structural member of a supported scaffold used to increase the base width of a scaffold in order to provide greater stability.
4. Platform - The horizontal working surface of a scaffold.
5. Competent Person - One who is certified by his employer as having the ability and capability to identify existing, potential, and predictable hazards and has the authority to take prompt action to correct or eliminate these conditions.

## PROCEDURE

1. The jobsite shall be inspected prior to erection, to ascertain proximity of power lines, obstructions, ground conditions, openings or pits, strength of supporting structure, interference with other workers, overhead protection, wind / weather protection, and environmental hazards.
2. All equipment must be inspected to ensure that it is in good condition. Damaged or deteriorated equipment shall not be used and must be removed from the site.
3. Intermixing different brands of scaffold or planning to use materials in any manner other than what the manufacturer intended their design to accommodate is prohibited.
4. Areas in which scaffold erection and dismantling shall occur will be barricaded with a warning tape prior to work assignment.
5. The footing or anchorage of a scaffold shall be sound, rigid, and capable of supporting the intended load without settling or displacement. This can be achieved by compensating the settling by dismantling the leg load over a greater surface area. Displacement can be compensated for by providing adequate support and anchorage for the total leg load.
6. Unstable objects such as barrels, boxes, loose bricks, or concrete blocks shall not be used for sills. A minimum of a 2 X 10 wood sill shall be utilized and in full contact with the ground.
7. Scaffolds shall be plum. Scaffold legs shall be set on adjustable base plates or screws to compensate for out of level erection. Lean to scaffolds are prohibited. Adjusting screws shall be no longer than 12 inches on a scaffold platform over 10 feet in height.
8. The poles, legs or uprights of scaffolds shall be securely and rigidly braced to prevent swaying.
9. All scaffolds shall be secured to prevent tipping at each end and every 35 feet in length horizontally. Vertical ties must be placed a distance apart four (4) times the minimum scaffold base dimension. Securement may be performed using #9 carbon steel wire.
10. Free standing scaffolds, when the height of the tower exceeds 4 times its minimum base dimension, shall be secured by guying, outriggers, or other means.
11. No scaffold should be installed on a scaffold without a safe means of access and egress. Scaffold ladders must extend at least 36' past the top rail.
12. Guard rails and toe boards shall be installed on all open ends and sides of any scaffold more than six feet (6') in height and four feet (4') in height if a rolling type scaffold.
  - A. Guard rails shall consist of a top rail no less than 36 inches and no more than 42 inches from the scaffold.
  - B. Guard rails shall be a minimum of a 2' X 4' or equivalent material.
  - C. Toe boards shall be a minimum of 4' high.
13. Platforms shall be tightly planked for the full width of the scaffold. Planking shall be overlapped a minimum of 12 inches or secured from movement. Scaffold planks shall extend over their

end supports not less than 6 inches or more than 12. All planks shall be of scaffold grade.

14. All scaffolds and platforms shall be capable of supporting at least 4 times its intended load. Material placed on scaffolds shall be for current use. Material will only be placed over cross members.
15. Scaffolds shall be braced and tied off both horizontally and vertically at intervals required by height and width dimensions of the scaffold.
16. Mobile / rolling scaffolds shall have wheels locked or chocked when in use. Rolling tower under 20 feet in height shall have a minimum of 5-inch casters and 8-inch casters for towers over 20 feet. Casters shall be firmly attached to the frame leg to prevent falling out when tower is moved. Mobile scaffolds are prohibited in work areas where floors have different elevations.
17. Scaffolds shall not be moved horizontally while in use or occupied.
18. Once scaffold is complete, it shall be inspected by the contractor Competent Person and tagged.
19. During erection and dismantling fall protection shall be worn at heights over 6 feet. Fall protection shall be utilized on any scaffold not completely decked or missing handrails.
20. When persons are required to work or pass under a scaffold, the scaffold shall have #18-gauge U.S. standard 1/2-inch wire mesh net or equivalent attached between the toe board and mid-rail.

## INSPECTION

Prior to use and upon completion of erection or alteration, the scaffold shall be inspected by a competent person.

1. A tag shall be affixed indicating inspection status. If in full compliance a green safe to use tag shall be affixed.
2. If a scaffold is in safe condition for use but has a potential hazard, a yellow tag shall be affixed in indicating what potential hazard is present.
3. If a scaffold is not safe for use, a red danger tag shall be affixed.
4. All scaffolds and the components shall be inspected for visible defects by a competent person before each shift.

## TRAINING

1. Any employee designated as a competent person shall have documentation verifying such status.
2. All persons required to use a scaffold in the performance of his work shall be trained to recognize hazards, fall protection, use, load capacities and proper scaffold erection.
3. When the employer has reason to believe that an employee lacks the skill or understanding needed for safe work involving the erection, use or dismantling of scaffolds, the employer shall retrain each such employee so that the requisite proficiency is regained. Retraining is required in at least the following situations:
  - (i) Where changes at the worksite present a hazard about which an employee has not been previously trained; or

- (ii) Where changes in the types of scaffolds, fall protection, falling object protection, or other equipment present a hazard about which an employee has not been previously trained; or
- (iii) Where inadequacies in an affected employee's work involving scaffolds indicate that the employee has not retained the requisite proficiency.

## Revision History

| Rev | Rev Date   | Rev By         | Approved By    | Description                |
|-----|------------|----------------|----------------|----------------------------|
| 1.0 | 1.3.2022   | Shayne Torrans | Shayne Torrans | Initial Procedure Document |
| 1.1 | 11.23.2022 | Shayne Torrans | Shayne Torrans | Format Revision            |
|     |            |                |                |                            |
|     |            |                |                |                            |
|     |            |                |                |                            |
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|     |            |                |                |                            |

### Approvals:

Procedure Owner

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

# Competency Assessment

| No. | Questionnaire | C/NYC |
|-----|---------------|-------|
| Q1  |               |       |
| A1  |               |       |
| Q2  |               |       |
| A2  |               |       |
| Q3  |               |       |
| A3  |               |       |
| Q4  |               |       |
| A4  |               |       |
| Q5  |               |       |
| A5  |               |       |

| Enclosed Attachments            |                                     |
|---------------------------------|-------------------------------------|
| Risk Assessment                 | <input checked="" type="checkbox"/> |
| Environmental Aspect and Impact | <input checked="" type="checkbox"/> |
| Training and Competency         | <input checked="" type="checkbox"/> |
| Measure and Evaluation Tools    | <input checked="" type="checkbox"/> |

# Competency Checklist

To be filled out by Trainer and signed by Employee, Assessor and Supervisor before being returned to the HSEQT Manager for recording purposes.

| Procedure | Competency | Date | Competent<br>YES / NO | Employee<br>Signature |
|-----------|------------|------|-----------------------|-----------------------|
|           |            |      |                       |                       |
|           |            |      |                       |                       |
|           |            |      |                       |                       |
|           |            |      |                       |                       |
|           |            |      |                       |                       |

(Please tick appropriate box)

This employee is competent in performing the job.

This employee has not attained the competency level.

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**\*** *If the employee has not attained all competency levels, the General Manager must assess the action to be taken, provide an extension of training or alternative action as listed below.*

Alternate action to be taken: \_\_\_\_\_

Signed By      Employee: \_\_\_\_\_ Date: \_\_\_\_\_

Trainer: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor:

Date:

\_\_\_\_\_

Regional Manager:

Date:

\_\_\_\_\_

# Environmental Aspects and Impacts

## Identified Environmental Aspects and Impacts

The following table is a summary of the likely environmental aspects and impacts that may be identified during site inspections. The significance of each impact needs to be assessed using the Risk Assessment Model.

| Activity                                         | Aspect                                                          | Impact                                                                                                                                                   |
|--------------------------------------------------|-----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Purchasing &amp; Administrative Work</b>      | Consumption of goods                                            | Conservation of natural resources                                                                                                                        |
|                                                  | Consumption of energy (eg. Electrical equipment and facilities) | Release of greenhouse gases and atmospheric pollution;<br>Consumption of natural resources; Habitat loss                                                 |
|                                                  | Generation of waste (eg. Paper)                                 | Consumption of space for waste disposal;<br>Habitat loss                                                                                                 |
| <b>Climate Control</b>                           | Consumption of energy                                           | Release of greenhouse gases and atmospheric pollution;<br>Consumption of natural resources; Habitat loss                                                 |
|                                                  | Generation of noise                                             | Disturbance to community; Habitat loss                                                                                                                   |
| <b>Cleaning of – offices / vehicles</b>          | Storage, use and release of chemicals                           | Contamination of air, water or soil;<br>Risk to human health                                                                                             |
| <b>Transport (Fleet vehicles / staff travel)</b> | Consumption of energy                                           | Release of greenhouse gases and atmospheric pollution;<br>Consumption of natural resources; Loss of habitat at all stages of generation; Light pollution |
|                                                  | Consumption of goods (eg. Oil)                                  | Consumption of natural resources; Generation of waste; Habitat loss; Biodiversity impacts                                                                |
|                                                  | Generation of waste (eg. Oil)                                   | Consumption of space for waste disposal;<br>Potential contamination of water or soil;<br>Habitat loss                                                    |
|                                                  | Exhaust emission                                                | Release of greenhouse gases and atmospheric pollution                                                                                                    |
|                                                  | Use of dangerous goods (eg. Batteries)                          | Potential contamination of air, water or soil;<br>Risk to human health                                                                                   |
|                                                  | Generation of noise                                             | Disturbance to community; Habitat degradation                                                                                                            |
| <b>Operations</b>                                |                                                                 |                                                                                                                                                          |

| Activity | Aspect | Impact |
|----------|--------|--------|
|          |        |        |
|          |        |        |

# Risk Assessment

Risk Assessment // insert name here

| Step No:<br>Logical sequence | Sequence of Basic Job Steps documented in the Procedure, Work Instruction and project plans. Break down Job into steps.<br><br>Each step should be logical and accomplish a major task. | Potential Safety & Environmental Hazards/Impacts at the site of the Job<br><br>Identify the actual and potential health and safety hazards and the environmental impacts associated with each step of the job. | Risk Rating<br><br>Refer to the risk matrix or HSEQT.PRO. Risk Mgt | Recommended Corrective Action or Procedure<br><br><i>Determine the corrective actions necessary to reduce the risk to as low as reasonably practical (ALARP) refer to HSEQ.PRO.Risk Mgt. The risk must be reduced or controlled to ALARP before work commences.</i><br><br>Document who is responsible for implementing the controls to manage each hazard identified. | Risk Rating refer to the risk matrix or HSEQT.PRO.Risk Mgt |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
| 1.                           |                                                                                                                                                                                         |                                                                                                                                                                                                                |                                                                    |                                                                                                                                                                                                                                                                                                                                                                        |                                                            |
| 2.                           |                                                                                                                                                                                         |                                                                                                                                                                                                                |                                                                    |                                                                                                                                                                                                                                                                                                                                                                        |                                                            |
| 3.                           |                                                                                                                                                                                         |                                                                                                                                                                                                                |                                                                    |                                                                                                                                                                                                                                                                                                                                                                        |                                                            |
| 4.                           |                                                                                                                                                                                         |                                                                                                                                                                                                                |                                                                    |                                                                                                                                                                                                                                                                                                                                                                        |                                                            |
| 5.                           |                                                                                                                                                                                         |                                                                                                                                                                                                                |                                                                    |                                                                                                                                                                                                                                                                                                                                                                        |                                                            |

# Audit

| <b>Process:</b> insert//<br><b>Procedure:</b> Insert // |          |                                                    | Date:              | Audited by:                                                                            |
|---------------------------------------------------------|----------|----------------------------------------------------|--------------------|----------------------------------------------------------------------------------------|
|                                                         |          |                                                    | Location of Audit: | Area Mgr/Supervisor:                                                                   |
| Item                                                    | Question | Evidence Sited                                     | Comments           | Conformance Score<br>0,3,5                                                             |
| 1.                                                      |          |                                                    |                    |                                                                                        |
| 2.                                                      |          |                                                    |                    |                                                                                        |
| 3.                                                      |          |                                                    |                    |                                                                                        |
| 4.                                                      |          |                                                    |                    |                                                                                        |
| 5.                                                      |          |                                                    |                    |                                                                                        |
| 6.                                                      |          |                                                    |                    |                                                                                        |
| 7.                                                      |          |                                                    |                    |                                                                                        |
| AUDITOR'S SIGNATURE:<br><br>SAFETY REP'S SIGNATURE:     |          | CONFORMANCE SCORE:      / 25<br><br>CONFORMANCE %: |                    | 0 – Non-Conformance<br>3 – Continuous Improvement Opportunity<br>5 – Total Conformance |