

LINCOLNSHIRE COUNTY COUNCIL

Education and Cultural Services Directorate

**HEALTH
AND
SAFETY MANUAL**

Director of Education and Cultural Services : Dr, Cheryle Berry

Dear Colleague

Health and Safety Manual for Schools

We have reviewed the traditional presentation of health and safety information for schools and have consulted a group of headteachers in the county to get their views. The result of those consultations have been taken into account and this new manual has been produced and forwarded to you.

We would encourage you to use this manual which has been provided in a sectionalised format in the binder for ease of use.

It is proposed that in future the manual and subsequent updates would, as a general rule, be circulated electronically, but would also be available on disk for those schools that do not have E-mail yet. If you have any thoughts or comments, which would improve this further, forward them to Malcolm Achille in Client Services Group at the above address or by E-mail on [Malcolm Achille@HBS.uk.com](mailto:Malcolm.Achille@HBS.uk.com)

Yours Sincerely

Dr Cheryle Berry

Director of Education & Cultural Services

November 2001

USE OF THE MANUAL

This version of the Health and Safety Manual has been created after consultation with Headteachers of County Schools.

- Section A** contains the main Health and Safety Policy statement for schools, along with the Organisation and Responsibilities information.
- Section B** contains the areas of responsibility of governors, headteachers and staff, and guidance to fulfilling those responsibilities.
- Sections C & D** contain a Model Health and Safety Policy for primary and secondary schools respectively. These policies also contain a Model Fire Risk Assessment as appendices.
- Section E** is designed to contain copies of advisory and/or warning information to assist schools in the day-to-day management of Health and Safety. These can be stored in date order.
- Section F** can be used to hold your own Health and Safety Policy and written Risk Assessments.

A master copy of the former manual will be retained by Client Services Group for use as a source of reference for schools. Consequently the schools' copies can be disposed of if this is felt appropriate.

The Hyder Health and Safety Team and Client Services Group are able to provide a Health and Safety Helpline on:-

01522 552205	Health and Safety Team
01522 542842	Client Services Group

For Curriculum based advice, schools should contact their relevant Education Inspector through the Curriculum and Monitoring Branch in Lincoln.

SECTION A

Lincolnshire County Council
Education and Cultural Services
Directorate

Health and Safety Policy (Schools)

Contents

- 1) Statement of Health and Safety Policy**
- 2) Organisation and Responsibilities**

January 2001

1 General Statement of Health and Safety Policy

The Education and Cultural Services Directorate's objective is to prevent accidents and cases of work-related ill-health by:

- assessing and ensuring adequate control of the health and safety risks;
- consulting employees on health and safety matters;
- providing and maintaining safe and healthy premises;
- providing and maintaining safe work equipment;
- ensuring employees are competent to do their tasks, providing information, instruction, training and supervision where necessary;
- ensuring contractors are competent to manage the health and safety aspects of their work;
- monitoring health and safety performance;
- reviewing performance and revising this policy as necessary at regular intervals.

The organisation and responsibilities to achieve this objective are set out in Section 2 of this policy.

Guidance and advice to help schools to achieve this objective is given in the Health and Safety Manual.

Signed Date.....

Dr Cheryle Berry
Director of Education and Cultural Services

2 Organisation and Responsibilities

**The Director of Education and Cultural Services is responsible for ensuring that:
(This only applies to Community and Voluntary Controlled schools)**

- a health and safety policy is prepared and reviewed every 2 years;
- effective action takes place at all levels to implement this policy;
- the annual report from Hyder Health and Safety Team is considered;
- health and safety performance targets are set and monitored;
- adequate financial provision is made to implement this policy;
- the Assistant Director (Access) is competent in health and safety management techniques, the minimum standard being the Institution of Occupational Safety and Health (IOSH) 'Managing Safely' certificate;
- bringing to the attention of the Education Committee any health and safety situation of concern or where the requirements of County Council's Health and Safety Policy cannot be implemented.

The Assistant Director (Access) is responsible for ensuring that:

- effective action takes place at all levels to implement this policy;
- health and safety performance targets are met;
- the County Council's "landlords's" responsibilities for school premises are discharged
- health and safety management training is provided for school governors;
- schools produce and implement effective health and safety policies to control risks;
- a Health and Safety Manual for Schools is produced and kept up to date;
- a health and safety helpline is provided for schools;
- health and safety standards in schools are monitored and, where appropriate, measures are taken to raise standards;
- arrangements for consultation with employee representatives on health and safety matters are in place;
- the Head of Premises and School Services is competent in health and safety management techniques, the minimum standard being the Institution of Occupational Safety and Health (IOSH) 'Managing Safely' certificate;
- bringing to the attention of the Director any health and safety situation of concern or where the requirements of County Council's Health and Safety Policy cannot be implemented.

The Head of Premises and School Services is responsible for ensuring that :

- health and safety performance targets are met;
- the assistance provided by Hyder Health and Safety Team and Client Services is co-ordinated to help meet the health and safety performance targets set;
- an annual program of health and safety assistance is agreed with the Hyder Health and Safety Team and Client Services;
- the Sites and Property Development Manager is competent in health and safety management techniques, the minimum standard being the Institution of Occupational Safety and Health (IOSH) 'Managing Safely' certificate;
- any health and safety matter that cannot be dealt with or any shortcomings in the health and safety arrangements are reported to the Assistant Director (Access).

The Sites and Property Development Manager is responsible for :

- liaising with Hyder Health and Safety Team and Client Services and co-ordinating the assistance provided to help meet the health and safety performance targets set;
- agreeing an annual program of health and safety assistance with the Hyder Health and Safety Team and Client Services;
- reporting to the Head of Premises and School Services any health and safety matter that cannot be dealt with or any shortcomings in the health and safety arrangements.

All employees are responsible for:

- taking reasonable care for their own health and safety and that of other employees and service users and other who may be affected by their activities;
- using any work equipment in accordance with the training and instructions provided;
- co-operating with their line manager as is necessary to implement the requirements of the health and safety policy;
- reporting to their line manager any health and safety matters they cannot, or do not feel competent to deal with themselves and any shortcomings they see in the health and safety arrangements.

Governing Bodies of Community Schools

Are responsible for ensuring:

- a health and safety policy is prepared, implemented and reviewed to ensure it remains valid;
- health and safety standards are monitored by direct involvement or by considering inspection reports;
- actions are prioritised where resources are required;
- health and safety is an agenda item at Governors' meetings
- a Governor is given specific responsibility for health and safety;

- the Governor with specific responsibility for health and safety attends the Health and Safety Management training module;
- the person responsible for health and safety management in the school is competent in health and safety management techniques, the minimum standard being the Institution of Occupational Safety and Health (IOSH) 'Managing Safely' certificate;
- assistance is obtained from specialists when in any doubt about the health and safety standards to apply;
- the Director of Education and Cultural Services is informed of any problem with regard to the County Council's "landlords's" responsibilities or of any situation of concern where appropriate health and safety standards cannot be implemented.

The Governing Bodies in foundation and voluntary aided schools are the employers and are directly responsible for health and safety in their school. Further guidance can be found on the following website- WWW.dfee.gov.uk/governor/foundation/chapter17f.htm

Health and Safety Assistance

Hyder Health and Safety Team are responsible for:

Being appointed as the competent person as required by the Management of Health and Safety at Work Regulations 1999 for providing health and safety assistance as follows:

- assistance for schools to identify the requirements of health and safety legislation and provide guidance to Schools on the measures needed to meet these requirements;
- providing a health and safety helpline for schools;
- assistance to meet the health and safety performance targets set;
- helping Client Services to produce and keep up to date the 'Health and Safety Manual for Schools';
- monitoring health and safety performance in schools by carrying out a program of inspections/audits and producing reports;
- investigating significant accidents/injuries recommending measures to prevent re-occurrences;
- receiving and reviewing accident forms, recording information on a database for the and production of statistics for review purposes;
- producing an annual report reviewing the overall health and safety performance of schools and proposing measures to improve standards where necessary;
- providing health and safety training where appropriate;
- informing the Head of Resources of any serious health and safety issues arising from inspections, investigations, helpline queries or complaints.

Hyder Client Services are responsible for:

Liasing with the Head of Resources and the Health and Safety Team where appropriate and providing health and safety assistance as follows:

- producing and keeping up to date a 'Health and Safety Manual for Schools';
- providing a health and safety helpline for schools;
- agreeing an annual program of health and safety assistance with the Head of Resources and the Health and Safety Team;
- assistance to meet the health and safety performance targets set;
- distributing health and safety reports to schools and where appropriate, following up and assisting with the implementation of remedial measures;
- organising health and safety training for schools where appropriate;
- informing the Head of Resources of any serious health and safety issues arising from helpline queries, inspection reports follow up work or complaints.

SECTION B

Health and Safety Manual for Schools

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1 Health and Safety Management in Schools

This guidance has been compiled to help you understand health and safety management. Whether you are a Governor, Headteacher, Teacher or Ancillary, an awareness of health and safety management helps to promote a positive health and safety culture within schools in Lincolnshire.

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- 1.10 Monitoring and Review of the Health and Safety Arrangements
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1.1 Introduction

Health and safety management systems are best integrated into routine school procedures. When this is achieved, the potential for accidental injuries, occupational ill health and accidental property damage` will be minimised. In short, schools activities will be safer and healthier for all.

1.2 Responsibilities of Governing Body

The Governing Body is responsible for all aspects of management in schools, including health and safety and must ensure that:

- a Health and Safety Policy is prepared, implemented and reviewed to ensure it remains valid;
- health and safety standards are monitored by direct involvement or by considering inspection reports;
- actions are prioritised where resources are required;
- health and safety is an agenda item at Governors' meetings;
- a Governor is given specific responsibility for health and safety;
- the Governor with specific health and safety responsibilities and the Headteacher receive health and safety management training and are competent to deal with the health and safety aspects of the work;
- assistance is obtained from specialists when in any doubt about the health and safety standards to apply;
- the Director of Education and Cultural Services is informed of any problem with regard to the County Council's "landlord's" responsibilities or of any situation of concern where appropriate health and safety standards cannot be implemented.

1.3 Health and Safety Policy

Successful health and safety management starts with sustained commitment and interest from the top of the organisation. This commitment is the basis of the Health and Safety Policy.

A written Health and Safety Policy must be prepared and brought to the attention of employees. Model Health and Safety Policies for Primary and Secondary Schools are available from the Health and Safety Team. These policies can be supplied on disk or via E-mail so they can be easily amended to suit specific needs.

The policy must be reviewed and revised as is appropriate to ensure it remains valid.

A Health and Safety Policy is in three parts:

i) Statement of Health and Safety Policy

This statement should set the health and safety "culture" of the school. It is an opportunity for the Governing Body and the Headteacher to influence the attitudes and behaviour of staff and pupils and create a positive health and safety "culture". This statement can be any set of words that conveys this message and it should be signed by the Chair of Governors and Headteacher.

EXAMPLE:

Statement of Health and Safety Policy and Intent

The Governing Body is committed to:

- *to the provision of safe and healthy conditions for pupils staff and visitors;*
- *compliance with all relevant health and safety legislation;*

and seek the co-operation of staff, pupils, parents and contractors to minimise injuries and work related ill health.

The main hazards and risk control arrangements are detailed in the arrangements section of this policy.

It is impossible to list every hazard likely to be present at any time and therefore everyone must be continually vigilant to ensure that any new hazards are identified and appropriate arrangements implemented to control the risks.

If in doubt about anything to do with health and safety, stop and ask, where necessary specialist advice will be obtained.

This Health and Safety Policy will be reviewed annually and amended as necessary in the light of new developments and information gathered from monitoring.

Signed.....Chair of Governors

Signed.....Head Teacher

Date.....

ii) Organisation and Responsibilities

The organisation part of the policy is basically the existing personnel structure. Health and safety is a management function and the responsibilities go hand in hand with other management functions. The school's actual organisation should be detailed, some responsibilities of the Headteacher may be delegated to Teachers or other specialists. What should be made clear is what is expected of staff and what they should do if they cannot fulfil these expectations, i.e. to whom to report the problem. If something is identified as not being satisfactory, it is dealt with or passed up the organisation for a decision to be made, with specialist help being obtained if necessary.

iii) Arrangements

This final part of the Policy is where the significant findings of the risk assessments and the arrangements for controlling risks and complying with health and safety legislation are recorded. It is recommended that these arrangements are kept as practicable as possible, to show how things are done in the school and who is specifically responsible for what. There is no need to repeat details that are recorded elsewhere; all that is needed in these cases is to refer to them i.e. Fire Procedures, COSHH Assessments etc. The important thing is that the arrangements should show how things are done at the school; they should be clear and reflect what actually happens.

1.4 Organising for Health and Safety

An effective organisation for health and safety ensures that the Health and Safety Policy is implemented. Involving employees, helps generate the commitment needed to develop a positive health and safety culture. Promoting this culture involves:

- Communication
- Co-operation
- Control
- Competence.

Communication

Managers lead by example. Their visible commitment to, and involvement in, health and safety management should be obvious and consistent.

A reliable health and safety information system is important. Managers need to make sure that everyone who needs health and safety information gets it, and takes appropriate action. As a minimum, staff need to know about the Health and Safety Policy and how they can do their work safely. They should be encouraged to comment on health and safety matters, and they should never fear criticism for raising health and safety issues.

Regular discussion also helps. Health and safety should be a standing agenda item for most, full staff meetings.

People outside the school, for example parents, contractors or visitors, may need information. A simple summary of the Health and Safety Policy could form part of the school's brochure. A Health and Safety report could appear in the Governors' annual report to parents. This could include reports of significant accidents, new Health and Safety projects, proposals etc. Contractors working in the school will need to know about any problems in the school that may affect their employees' health or safety. Equally, school managers need to know about any health or safety problems that the contractor's work may introduce to their school. For example, the school and the contractor may need to co-operate to ensure that deliveries do not arrive during lunch or playtime breaks. Similarly, the grounds maintenance team should not mow the grass at these potentially, more hazardous times.

Co-operation

Participation is essential to control risks effectively. Health and Safety Committees allow for formal participation. The contribution of staff representatives is important and should be actively encouraged and supported. Where employee representatives are

appointed by a Trade Union or through employee agreement, managers must consult them in good time on most health and safety issues. These representatives have the right to appropriate facilities and time off with pay for training and performing their functions.

Less formal participation, for example by discussing health and safety issues at staff meetings or by setting up ad hoc problem solving groups after accidents and incidents, can also help.

Other ways to promote involvement include encouraging people to report hazards, starting suggestion schemes, or holding health and safety discussion groups where problems are identified and solved.

Control

The responsibilities of managers, teachers and other staff should be detailed in the Health and Safety Policy.

Everyone working in the school can contribute to controlling health and safety risks. They need to know their responsibilities, understand what they must do, how they will be supervised and how they will be held accountable. Temporary staff, such as supply teachers who may be unfamiliar with local conditions, may need special attention, such as information relating to the schools own fire evacuation and bomb threat procedures, first aid arrangements and accident reporting procedures.

Competence

The Management of Health and Safety at Work Regulations 1999 require employers to appoint competent people to assist them in the measures needed to comply with health and safety law. Much of this expertise may already be in the school. For example, a science teacher may be able to advise on COSHH assessments, the Head of PE will have the appropriate expertise to specify the safe practices in sport and games. The expertise need not rest in one person; several people may advise on different subjects. The Health and Safety Team are appointed by Lincolnshire County Council to provide general health and safety assistance to schools and can be contacted at the address given in section 25.

The Regulations also require managers, when entrusting tasks to staff, to take into account their capabilities as regards health and safety. All staff must have adequate health and safety training, particularly after being recruited, transferred or given new responsibilities. Training also needs to be considered when introducing new equipment or changed systems of work. The training that people need will vary, and managers should be cautious about training packages that do not relate to individuals' needs. The training given should be geared to the work that staff are involved with and should take account of their experience.

1.5 Risk Assessment Definitions

Hazard - This is anything with the potential to cause injury to people or damage to property and equipment. Identifying hazards is the first step when carrying out risk assessments. Once the hazards have been identified the question should be asked - "Can any of these be eliminated?" If the hazard is eliminated the risk is also eliminated and

the risk assessment process is complete. e.g. using a battery operated drill eliminates the hazards of mains electricity, the associated risks of electrocution and cable trip hazards.

Risk - Where the hazard cannot be eliminated the risk must be assessed. This considers the likelihood of injury/damage actually occurring and the severity of the consequences. The risk depends on the actual circumstances prevailing and the risk control measures which are in place.

Risk Control Measures - These can be engineering control measures, i.e. guarding or procedural arrangements such as systems of work in conjunction with instruction/supervision and personal protective equipment. The hierarchy of risk control measures is:

- Eliminate the hazard, if reasonably practicable to do so
- Combat risks at source, using engineering controls where this is reasonably practicable
- Procedures and systems of work in conjunction with instruction, supervision and, where appropriate, personal protective equipment

1.6 Risk Assessment

The purpose of risk assessments is to identify the measures needed to eliminate or adequately control the risks, they are not ends in themselves.

Measures must be implemented to comply with relevant health and safety legislation. The purpose of risk assessments is to identify and implement these measures. Risk assessment is the process of arriving at suitable measures to eliminate or adequately control the risks.

In many cases risk assessments as described below are not necessary because the measures to comply with relevant health and safety legislation are simply a matter of following relevant good practices or by applying a similar level of precaution. These good practices should be incorporated into normal school procedures.

Many good practices are common sense, many are detailed in the Health and Safety Manual, a copy of the index of contents is attached. Other good practices are detailed in guidance and codes of practice issued by organisations such as:

Department for Education and Employment (DfES)
Consortium of Local Education Authorities Provision of Science Services (CLEAPSS) Design and Technology Association (DATA)
British Association of Advisors and Lecturers in Physical education (BAALPE)
Health and Safety Executive (HSE)
British Standards Institution (BSI)

In these situations the risk assessment process is identifying and implementing these relevant good practices.

When considering what health and safety measures are appropriate it is legitimate to take costs into account. Where relevant good practice is not defined, or where there is doubt:

- the magnitude of the risks, both in terms of the severity of foreseeable injury and the likelihood of occurrence, must be assessed (trivial risks can be ignored altogether);
- the risks should then be roughly balanced against the cost of reducing them;
- arrangements must be made to reduce or eliminate the risks unless the cost of doing so is obviously unreasonable compared with the risk.

Common sense is often all that is necessary. But remember the human consequences: the balance must be firmly on the side of health and safety.

1.7 Carrying out Risk Assessments

Look for the hazards

Hazard identification is the first step. Look for anything in the school environment, work practices, substances and equipment with the potential to cause harm. Inspecting the workplace helps, as does assessing information in the hazard data sheets from product suppliers. Guidance from Health and Safety Advisors, the Health and Safety Executive and other organisations may help.

In many cases, identifying hazards is simply common sense. A torn carpet or broken electrical socket are easily spotted by people with no specialist knowledge. In practice, most staff in schools probably check their department or workplace every day. Their knowledge, experience and common sense are invaluable. But be sure that their 'common sense' is not based on incorrect perceptions. For example, most people are well aware of technical and chemical hazards (because they may cause serious but usually infrequent incidents) but can be heedless of 'routine' hazards (like poorly maintained floors) that cause less serious accidents more often.

Decide who might be harmed, and how

Hazards will not all result in harm. The degree of damage or harm caused by the same type of hazard will depend on the circumstances. For example, a broken floor tile in a walk-in stationery store might cause someone to trip, but this would be unlikely. The same broken tile in the main school corridor would be much more likely to cause an accident. If the broken tile was on the main school staircase, not only would the likelihood of a pupil, employee or visitor tripping be very high but the consequences of the fall could be serious, e.g. a broken hip. Deciding how much harm a hazard might cause and how often harm might arise is called 'risk assessment'.

Evaluate the risks and implement appropriate arrangements

In the example of the floor tile in the stationery store, the risk is low. It is higher if the tile is in a corridor, and higher still if the damaged tile is on a staircase.

The risk assessment should help with decisions on how urgently problems need tackling. Good planning will define priorities and the actions, if any, which are needed to eliminate or reduce the risks. Clear objectives, whose completion is measurable within set time limits, and performance standards (i.e. who does what, when and to what effect) will help to monitor progress.

Staff need to accept the objectives and understand their role. Managers need to ensure that standards are maintained and deadlines met. Communication, control, co-operation and competence are vital.

1.8 Priorities for Risk Assessments

It is all too easy to be side-tracked by trivial hazards. When carrying out or reviewing risk assessments always consider 'The Big Picture', the following should be borne in mind.

Pupils

- Road traffic, at arrival and departure times and vehicles on the school premises, particularly large vehicles reversing and manoeuvring in confined areas are major risks to pupils.
- Drowning (often during supervised swimming lessons) is the most common cause fatal accidents to pupils whilst under school supervision.
- Falls through unprotected or unsafe guarded glazed areas and falls down stairwells have caused fatal and near fatal injuries to pupils.
- School trips, outdoor pursuits, including the associated road transport risks, physical education and play activities present significant risks compared with classroom activities.
- Painful, disfiguring injuries have resulted from nursery/primary pupils trapping fingers in doors.

Staff

- Falls from heights and vehicles in and around the workplace cause most fatal accidents at work.
- Injuries from manual handling operations and slips/trips and falls on the level (sometimes on ice outside) or on stairs are the most frequent kind of accident reported at work.
- National statistics show that more people are injured at work through assaults than by accidents.
- School trips and outdoor pursuits can also present significant risks to staff.

1.9 Recording the Significant Findings of Risk Assessments

These can be anything which is relevant to the risk assessment, usually these are a summary of the risk control measures or an indication of where these measures are to be found if recorded somewhere else, such as authoritative documents or Laboratory

Hazcards etc.

Recording the significant findings and conclusions of risk assessments will help in the planning and implementing of this process, it is also a requirement of the Management of Health and Safety at Work Regulations 1999. The arrangements section of the Health and Safety Policy are in effect, significant findings of risk assessments.

Only the significant findings need be recorded, there is no requirement in law to show how these were arrived at or to complete a risk assessment form.

1.10 Monitoring and Review of the Health and Safety Arrangements

Health and safety arrangements are too important to assume they work. They have to be checked. Risk control needs good management, not just good luck. Monitoring health and safety arrangements gives information for putting things right and, in the longer term, for reviewing policy and amend where necessary, for organising and planning risk control.

The Management of Health and Safety at Work Regulations 1999 require schools to have arrangements in place to control health and safety. These need to include monitoring arrangements.

In schools, monitoring is usually done by school managers, as part of their normal management duties. Formal monitoring, such as health and safety inspections carried out by designated persons should take place **once per term**.

The monitoring system checks that the management system is working and that risk control measures are effective and are being maintained ('active monitoring'). It also makes sure that lessons are learned from any incidents, accidents or cases of occupational ill health ('reactive monitoring').

Any management control system tends to weaken with time, particularly as people and activities change. There is, therefore, a clear need to review the health and safety management system periodically. This is best carried out by the senior managers, who are in a position to set future policies and can make judgements about the adequacy of health and safety performance and decide about the nature and timing of any actions needed. They also need to consider any inspection reports from Health and Safety Advisors where these are available, and any reports from incident/accident investigations. They need to assess whether performance standards and objectives have been met. Close involvement of staff representatives and of Health and Safety Committees can help this process.

Health and safety auditing is a technique for assessing the efficiency, effectiveness and reliability of the health and safety management system. This is carried out from time to time by Health and Safety Advisors on behalf of the County Council. This is in addition to the monitoring carried out by the school and gives the County Council and the school's management information about the health and safety management system to allow review and planning for corrective action.

Good health and safety performance by managers and staff should be recognised. Bad performance needs to be discussed with the people concerned and plans made to

improve performance. Successful health and safety management systems ensure that serious problems are put right quickly and do not wait until a formal review. Where problems have been left to the review stage, the review team should find out why, and ensure that in future such matters are dealt with properly.

1.11 Health and Safety Management Checklist

The answer to each question should be 'Yes'.

Details		Yes	No
1	Health and safety policy has been produced and reviewed within the last 2 years		
2	Health and safety policy has been brought to the attention of staff		
3	Risk assessments have been carried out to identify the control measures needed for activities involving significant risks		
4	The health and safety standards are monitored by carrying out formal inspections at least every term		
5	Health and safety is an agenda item at Governor's meetings		
6	A Governor is given specific responsibility for health and safety		
7	A H & S Co-ordinator is appointed to assist the Head Teacher to manage health and safety (Only usually necessary in larger schools)		
8	The Head Teacher, H & S Governor and H & S Co-ordinator have been trained in H & S management techniques		
9	Staff are consulted on H& S matters and H & S is an agenda item on Staff Meetings		
10	A system is in place for reporting H & S defects and initiating remedial action		
11	Induction health and safety training takes place for new staff		
12	A copy of the latest 'Health and Safety Law' poster is displayed where staff can read it and the spaces for specific details have been completed		

2 General Housekeeping Standards

A checklist is given below which can be used to audit standards.

The answer to each question should be 'Yes'.

Details		Yes	No or don't know
1	High standards of housekeeping are maintained to reduce the risk of accidents, e.g. keeping files, papers, boxes and equipment tidy and clearing out unwanted items to avoid congested work areas, corridors and stairwells and any other access/egress routes		
2	Premises are cleaned effectively		
3	Equipment and furniture is arranged to allow unobstructed passage to all work/storage areas and exit doors		
3	Sufficient service outlets are provided to avoid the need for wires to cross floors or, where this is unavoidable, appropriate covers are provided to prevent tripping		
4	Arrangements are in place to salt and grit the main external walkways in snow /ice conditions and to clear wet leaves to minimise the risk of slips and falls		
5	Radiator valve spindles at vulnerable heights are protected by caps or hand wheels to prevent serious penetration injuries to eyes		
6	Filing cabinet drawers are not overloaded		
7	Filing cabinets are fitted with devices to prevent more than drawer opening at a time to avoid toppling risks		
8	Desk and cabinet drawers are closed immediately after use,		
9	No defective or damaged furniture/equipment or any sharp edges noticeable which may cause injury and/or damage to clothing,		
10	Floors and external walkways are not excessively slippery and free of trip hazards,		

3 Premises Health, Safety and Welfare Issues

The Workplace (Health, Safety and Welfare) Regulations 1992 -

A short guide

Introduction

This gives a brief outline of the requirements of the Regulations and has been produced to give simple guidance to cover key areas of risk. The Regulations strictly only apply to employees, but the overall duty to take reasonable care of others extends to pupils and visitors.

A 'Workplace Health and Safety Checklist' is provided at the rear of this guide to help monitor standards.

Requirements under these Regulations

These Regulations aim to ensure that workplaces meet the health, safety and welfare needs of all employees, including people with disabilities. The Regulations require things to be 'suitable' and makes it clear that things should be suitable for anyone. This includes people with disabilities. Where employees have disabilities, it is important to ensure the workplace is suitable for them, particularly traffic routes, toilets and workstations.

HEALTH

The measures outlined in this section contribute to the general working environment of people in the workplace.

Ventilation

Workplaces need to be adequately ventilated. Fresh, clean air should be drawn from a source outside the workplace, uncontaminated by discharges from flues, chimneys or other process outlets, and be circulated through the workrooms. Ventilation should also remove and dilute warm, humid air and provide air movement which gives a sense of freshness without causing a draught. If the workplace contains process or heating equipment or other sources of dust, fumes or vapours, more fresh air will be needed to provide adequate ventilation. Windows or other openings may provide sufficient ventilation but, where necessary, mechanical ventilation systems should be provided and regularly maintained. These Regulations do not prevent the use of unflued heating systems designed and installed to be used without a conventional flue.

Temperatures in indoor workplaces

Comfort depends on air temperature, radiant heat, air movement and humidity. Individual personal preference makes it difficult to specify a thermal environment which satisfies everyone. For workplaces where the activity is mainly sedentary, for example offices, the temperature should normally be at least 16 degrees celsius. If work involves

physical effort it should be at least 13 degrees celsius (unless other laws require lower temperatures).

Lighting

Lighting should be sufficient to enable people to work and move about safely. If necessary, local lighting should be provided at individual workstations, and at places of particular risk such as crossing points on traffic routes. Lighting and light fittings should not create any hazard. Automatic emergency lighting, powered by an independent source, should be provided where sudden loss of light would create a risk.

Cleanliness and waste materials

Every workplace and the furniture, furnishings and fittings should be kept clean and it should be possible to keep the surfaces of floors, walls and ceilings clean. Cleaning and the removal of waste should be carried out as necessary by an effective method. Waste should be stored in suitable receptacles.

Room dimensions and space

Workrooms should have enough free space to allow people to move about with ease. The volume of the room, when empty, divided by the number of people normally working in it should be at least 11 cubic metres. All or part of a room over 3.0 m high should be counted as 3.0 m high. Eleven cubic metres per person is a minimum and may be insufficient depending on the layout, contents and the nature of the work.

Workstations and seating

Workstations should be suitable for the people using them and for the work. People should be able to leave workstations swiftly in an emergency. If work can or must be done sitting, seats which are suitable for the people using them and for the work done there should be provided. Seating should give adequate support for the lower back, and footrests should be provided for workers who cannot place their feet flat on the floor.

SAFETY

Maintenance

The workplace, and certain equipment, devices and systems should be maintained in efficient working order (efficient for health, safety and welfare). Such maintenance is required for mechanical ventilation systems, equipment and devices which would cause a risk to health, safety or welfare if a fault occurred.

Floors and traffic routes

'Traffic route' means a route for pedestrian traffic, vehicles, or both, and includes any stairs and doorways. There should be sufficient traffic routes, of sufficient width to allow people and vehicles to circulate safely with ease. Floors and traffic routes should be sound and strong enough for the loads placed on them and the traffic expected to use

them. The surfaces should not have holes, be uneven or slippery and should be kept free of obstructions. Where sharp or blind bends are unavoidable or vehicles need to reverse, measures such as one-way systems and visibility mirrors should be considered. Speed limits should be set. Additional measures need to be taken where pedestrians have to cross or share vehicle routes. These may include marking of routes, provision of crossing points and barriers.

Falls

The consequences of falling from heights are so serious that a high standard of protection is required.

Precautions should be taken where there is a risk of falling off or through a roof. Fragile roofs or surfaces should be clearly identified.

One of the main risks in schools is pupils falling over or through guard-rails on stairs/landings and falling out of upper windows. The heights of handrails on the stairs should be a minimum of 900mm (measured from the stair nosing vertically to the handrail). The handrails on the landings should be a minimum 1100 mm high. Gaps in the guard-rails should not allow a 100mm sphere to pass. This is to prevent small children from falling through. Window openings widths in rooms above ground level should be restricted to prevent pupils falling out. It is recommended that all windows above the ground floor be checked to ensure that opening widths at sills heights do not exceed 250mm.

Open sides of staircases should be fenced with an upper rail at 900mm (measured vertically from the stair nose) and a lower rail. Handrails should be at least 1100mm high on landings with a lower rail. Where children are likely to be present the handrails on stairs and landings must not be capable of being easily climbed and the gaps should not exceed 100mm to prevent falls through. A handrail should be provided on at least one side of every staircase and on both sides if there is a particular risk.

Falling objects

Materials and objects need to be stored and stacked in such a way that they are not likely to fall and cause injury. Storage racking and shelving needs to be of adequate strength and stability for the loads to be placed on it.

Doors and windows

Windows, transparent or translucent surfaces in walls, partitions, doors and gates should, where necessary for reasons of health and safety, be made of safety material or be protected against breakage. If there is a danger of people coming into contact with it, it should be marked or incorporate features to make it apparent. Employers must consider whether there is a foreseeable risk of people coming into contact with glazing and being hurt. If this is the case, the glazing will need to be safeguarded. Serious injuries can be caused by persons colliding with or falling on glass panels. Safeguarding can be done by making sure the glazing meets the thickness standards set out in the Regulations, using protective screens, the application of anti-shatter film or the replacement with a safety material, e.g. laminated or toughened glass with impact ratings to BS 6206. Ordinary wired glass as fitted in internal fire doors is not a safety material and can, when broken, cause horrific injuries. Replacement wired glass is now available with both fire and impact rating to BS 6206. The vulnerable areas of glazing

are generally considered to be that in doors and sidepanels up to at least 1500mm high, glazing 800mm and below and any facing a play/sport areas up to 1500mm high.

Openable windows, skylights and ventilators should be capable of being opened, closed or adjusted safely and, when open, should not be dangerous. Windows and skylights should be designed so that they may be cleaned safely. When considering if they can be cleaned safely, account may be taken of equipment used in conjunction with the window or skylight or of devices fitted to the building. Windows should be capable of being opened easily from inside the building without having to stand on desks or chairs etc to reach or to pull, tug or lean over excessively.

Doors should be suitably constructed and fitted with safety devices if necessary. Doors which swing both ways, and conventionally hinged doors on main traffic routes should have a transparent viewing panel.

In Primary schools the doors that present finger trap risks should identified. Self-closers should be checked regularly to ensure that doors move slowly at the closing point. Finger trap protector devices should be fitted to vulnerable doors where small children congregate or wait. Boewood Prevention Ltd. Tel 01686 622228 can supply devices (Fingagard and Fingertoppa) which eliminate the risks of finger trapping at both the hinge and latch ends of the door.

WELFARE

Sanitary conveniences and washing facilities

Suitable and sufficient sanitary conveniences and washing facilities should be provided at readily accessible places. They and the rooms containing them should be kept clean and be adequately ventilated and lit. Washing facilities should have running hot and cold or warm water, soap and clean towels or other means of cleaning or drying. If required by the type of work, showers should also be provided. Men and women should have separate facilities unless each facility is in a separate room with a lockable door and is for use by only one person at a time.

Drinking water

An adequate supply of wholesome drinking water, with an upward drinking jet or suitable cups, should be provided. Water should only be provided in refillable enclosed containers where it cannot be obtained directly from a mains supply. The containers should be refilled at least daily (unless they are chilled water dispensers where the containers are returned to the supplier for refilling). Bottled water/water dispensing systems may still be provided as a secondary source of drinking water. Where not all cold taps provide wholesome drinking water direct from the mains taps must be labelled to warn people.

Accommodation for clothing and facilities for changing

Adequate, suitable and secure space should be provided to store employees' own clothing and special clothing. As far as is reasonably practicable the facilities should allow for drying clothing. Changing facilities should also be provided for employees

who change into special work clothing. The facilities should be readily accessible from workrooms and washing and eating facilities and should ensure the privacy of the user.

Facilities for rest and to eat meals

Suitable and sufficient, readily accessible, rest facilities should be provided. Rest areas or rooms should be large enough, and have sufficient seats with backrests and tables, for the number of employees likely to use them at any time. They should include suitable facilities to eat meals where meals and the food would otherwise be likely to become contaminated. Seats should be provided for employees to use during breaks. Work areas can be counted as rest areas and as eating facilities, provided they are adequately clean and there is a suitable surface on which to place food. Where provided, eating facilities should include a facility for preparing or obtaining a hot drink. Where hot food cannot be obtained in, or reasonably near to the workplace, workers may need to be provided with a means for heating their own food. Dining Rooms or restaurants may be used as rest facilities provided there is no obligation to purchase food. Suitable rest facilities should be provided for pregnant women and nursing mothers. They should be near to sanitary facilities and, where necessary, include the facility to lie down. Rest areas and rest rooms away from the workstation should include suitable arrangements to protect non-smokers from discomfort caused by tobacco smoke.

Workplace Health and Safety Checklist

If applicable, the answer to each question should be 'Yes'.

	Details	Yes	No	N/A
1	Guard-rails on stairs are least 900mm high and 1100mm on landings, both in-filled so that gaps do not exceed 100mm and not readily climbable			
2	The opening widths of all upper floor windows that are in positions where pupils could fall out are restricted to a maximum of 150mm			
3	Handrails provided on at least one side of staircases with 3 or more steps, including those outdoors			
4	All vulnerable glazing identified and safeguarded			
5	No greenhouse on the premises or if present, glazed with safety material or securely fenced			
6	Vulnerable finger trap door identified and safeguarded			
7	A person is nominated to check door self closers regularly to ensure correct operation i.e. final movement is slow to minimise finger trapping			
8	Ground floor windows do not open onto paths outside, or, measures implemented to prevent persons walking into the protruding edges			
9	All radiator valve spindles are fitted with a handwheel or cover to prevent penetration injuries			
10	Heaters with surfaces hot enough to burn are guarded and hot water temperatures in pupils' areas set so as not to scald			
11	Bus discharge and pick up points organised to avoid pupils having to cross the road and avoid the need for reversing whilst pupils are around			
12	Separate pedestrian and vehicle routes are provided, vehicles prohibited from playground whilst pupils are present			
13	Arrangements to safeguard pupils from delivery/collection vehicles and grass mowing activities have been devised and implemented			
14	No pond over 450mm deep present, or if present, fenced securely to prevent unsupervised access			
15	No asbestos on premises, or, location is known, materials are sealed and a plan is in place to prevent disturbance without the appropriate safeguards			
16	No large trees present on the premises, or if present, these have been inspected by a competent person within the last 2 years			
17	Stocks of road salt are kept and a system in place for treating main walkways in snow/ice conditions			
18	Smoking not allowed in the school, or, restricted to a specific room with adequate ventilation and ashtrays where only those who smoke go			
19	The number of staff toilets and wash stations meet minimum requirements i.e. Up to 5 staff - 1, Up to 25 staff - 2 (Alternately, for up to 15 male staff - 1WC plus 1 urinal is OK)			

4 Working at Heights

The consequences of falling from heights are so serious that a high standard of protection is required. Falls from heights are the most common cause of fatal and serious accidents at work.

The need to reach things at heights should be eliminated wherever possible e.g. displaying pupils' work and storing things below head height, using window poles instead of climbing to open windows. Where this is not possible, proper access equipment must be used and the following rules followed:

Staff shall not use ladders or step ladders if they are working alone in or around the school; if an incident occurs there is no one to call for assistance.

Before using a ladder or step ladder, make sure it is the right equipment for the work. Scaffold towers or specialist access equipment may be required to reach the position and enable the work to be carried out safely. In these cases the equipment must be erected in accordance with the manufacturers' instructions by a person who is competent, having received sufficient instruction and training.

Ladders and Step Ladders - General Rules

- Check that equipment is in good condition; do not use ladders or step ladders with cracked, broken or splintered stiles/rungs/steps/hinges/cords/clips or other defects.
- Check the ladder is clear of overhead electrical cables.
- Set the ladder at the correct angle (1 out to every 4 up).
- Never climb higher than the fourth rung from the top to ensure adequate hand hold.
- If using the ladder for access onto a flat roof or platform etc. make sure it extends at least 1.1m above the stepping off point so as to provide an adequate handhold, especially for coming down.
- Move ladders and step ladders so as to avoid the need to overreach.
- Secure the ladder at the top wherever possible; this ensures the ladder cannot slip sideways or backwards and whilst doing this get someone to foot the base.
- If this is impracticable, see that it is firmly secured at the base or footed by a responsible person.
- Ladders less than 3m in length, where securing or footing is not practical, can be used unsecured or footed, providing they are set at the correct angle on a firm, level, non slippery surface.
- Ladders over 3m in length must be secured as above or footed.
- Make sure that extension ladders have enough overlap to prevent collapse, refer to the manufacturer's instructions.

- Stand the ladder or step ladder on a firm level base and not on loose material.
- Clean wet, icy or greasy rungs or steps before use; make sure footwear is in good condition and free from mud or grease on the soles before climbing.
- Carry light tools and equipment in pockets or a holster/tool bag slung from a strap over the shoulder, use a hoist line to raise larger items when at the working position.
- Step ladders must be long enough to reach the work and provide a secure hand hold. Do not stand on the top step or platform on a step ladder unless it is constructed with a secure hand hold.
- Always spread step ladders to their fullest extent for stability and check retaining hinges/cords/clips are secure.
- Whenever possible place step ladders at right angles to the work, i.e. with the front or back of steps facing the work. Pushing, pulling or reaching sideways whilst on step ladders should be avoided because it is less stable; where this is unavoidable another person should support the steps to prevent them tipping.

Working at Heights Checklist

If applicable, the answer to each question should be ‘Yes’.

Details		Yes	No	N/A
1	Step stools, step ladders and ladders are provided and used where necessary to reach above head height			
2	Step ladders & ladders are visually examined each term by a nominated person, defects are rectified and records of examinations kept			
3	General rules for using ladders or step ladders issued to staff			
4	The use ladders or step ladders is prohibited if staff are working alone in or around the school			
5	The tower scaffold meets the requirements of the Construction (Health, Safety and Welfare) Regulations 1996. i.e. double guard-rails, toeboards			
6	The above is erected in accordance with the manufacturer’s instructions by a person who has attended a tower scaffold training course			
7	If tower is erected for use for over 7 days it is inspected by person who has attended the above course & prescribed report form is completed			

5 Electrical Risks

Electricity at normal mains voltages has the potential to kill, particularly when used in low resistance situations such as outdoors, in workshops, laboratories, garages, kitchens or anywhere with wet/damp floors etc.

Effective arrangements should be in place to ensure:

- The avoidance of contact with live electrical conductors, such as overhead lines, underground cables, wires set in walls and terminals in equipment with covers removed etc.
- Suitable electrical installations and equipment are provided i.e. meeting the standards set out in the relevant British and European Standards.
- Additional safeguards are provided for vulnerable situations e.g. splash proof switches and connectors, residual current device (RCD) protection for any socket supplying equipment used in low resistance areas e.g. outdoors, garages, workshops, laboratories, kitchens and anywhere the floor is damp or likely to be wet. The best place for RCD protection is at the distribution board, this ensures all supplies are covered and the protection cannot be bypassed. RCD adapters provide similar protection levels if they are used. These require good staff instructions and discipline to ensure they are used at all times and not discarded if an item causes these to trip. All RCD units must have the test button operated frequently in accordance with the manufacturer's instructions. Termly is usually satisfactory to ensure that the tripping mechanism work properly.
- Any alterations or additions or maintenance to installations or portable/transportable equipment are carried out by competent persons, this includes fitting new plugs.
- Battery powered portable tools are provided where possible to eliminate the risks of serious electric shocks and trips over cables, e.g cordless drills.
- Where appropriate, electrical installations and portable/transportable equipment are inspected and tested to identify any maintenance necessary to prevent danger. Installations should be inspected and tested every 5 years, this is usually organised by the Property Division and is carried out by electrical contractors. See below with regard to 'plug in' equipment.

Formal visual inspections and tests of 'plug in' equipment.

'Plug in' electrical equipment must be maintained to prevent danger. To identify if any maintenance is necessary equipment must be inspected and tested at suitable intervals. As a general rule, formal visual inspections and tests should take place annually on 'plug in' equipment but experience has shown that equipment such as vacuum cleaners and floor buffers are more liable to damage and may need more frequent attention. On the other hand, permanently sited, low risk office equipment such as computers and printers have an easy life and so long as they are organised so as the mains cables are not likely to be damaged, no maintenance will be necessary to prevent danger and therefore no action is required. Any staff owned equipment should be included in this

routine and all persons should be encouraged to keep an visual inspect equipment they use and to report any defects occurring between these formal inspections and tests.

Formal visual inspection and tests of this equipment can be contracted to electrical contractors or done ‘in-house’ by suitably equipped and competent staff such as technicians or caretakers. The Health and Safety Team provide training courses for persons to carry out this work.

An Electrical Risks Checklist and Portable Appliance Inspection and Test Checklist/Record are attached

Electrical Risks Checklist

If applicable, the answer to each question should be ‘Yes’.

	Details	Yes	No	N/A
1	The fixed electrical installation inspected and tested within the last 5 years and any remedial work identified carried out			
2	Only electrical equipment provided by the school is used or privately owned equipment is inspected/tested before being used			
3	Battery operated portable tools are used to avoid the electrical risks associated with mains powered tools			
4	Staff are instructed to visually examine portable electric equipment before use			
5	Formal visual inspections/tests of portable electric equipment are carried out by a competent person at least annually and records kept			
6	Where permanently sited low risk office equipment is not included in the above, the mains cables are organised to prevent damage			
7	Sockets in Boiler House and any supplying equipment outdoors are protected by an RCD in the mains or by integral RCD’s in the sockets			
8	The test buttons on the above are operated monthly and any which fail to trip are reported for urgent maintenance			
9	RCD adapters are used where these not fitted in mains for any electrical equipment used outdoors and for all mains portable electric tools			
10	Socket protectors are fitted to socket outlets accessible to young pupils			

Portable Appliance Inspection and Test Checklist

Item	Pass Condition
Mains Lead	(a) Two layers of insulation on all parts outside plug and case. (b) No cuts, cracks, kinks, fraying or taped repairs. (c) Cable protected by grommet or other means at entry point to equipment. (d) No appreciable movement of lead at entry point to equipment.
Mains Plug	(a) Body not damaged. (b) Sleeved pins fitted where children are present. (c) Cable sheath gripped securely. (d) Correct fuse fitted. (e) Correctly connected (re-wireable units). (f) Wires secure in pins (re-wireable units). (g) Cover securely attached.
Mains Lead Equipment Connector (if lead is detachable) and sockets on extension leads.	(a) Body not damaged. (b) Unopenable without a tool. (c) Cable sheath gripped securely.
Equipment Male Connector (if lead is detachable).	(a) Pin straight and in good condition.
Mains on/off Switch	(a) No damage and correct operation.
Class 1 Equipment	(a) Case not damaged, vents clear of dust and dirt. (b) Earth resistance less than 0.1Ω or 0.5Ω if fused at 3A or less (c) Insulation resistance above $2M\Omega$
Class 2 Equipment	(a) Case not damaged, vents clear of dust and dirt. (b) Insulation resistance above $7M\Omega$
Accessible Fuse Holders	(a) No damage. (b) Removal of carrier does not permit live parts to be touched.
Exposed Output Connections	(a) No voltage greater than 50V.

Portable Appliance Inspection and Test Record Sheet

Date				Sheet of	
Establishment					
Person carrying out inspections and tests					
Location	Equip. No.	Description	Class	*Pass/Fail	Comments
	1				
	2				
	3				
	4				
	5				
	6				
	7				
	8				
	9				
	0				
	1				
	2				
	3				
	4				
	5				
	6				
	7				
	8				
	9				
	0				

6 Control of Substances Hazardous To Health

Assess risks to health

The Regulations require employers not expose employees and other persons (pupils, service users etc.) to substances hazardous to health unless an assessment of the risks to the health has been carried out to determine the steps that are needed to prevent or adequately control exposures.

Carrying Out Assessments

Step 1 - Identify Hazardous Substances

This is any substance with the potential to cause harm. Identifying hazards is the first step when carrying out risk assessments. Once a hazardous substance has been identified the question should be asked - 'Can it be eliminated or substituted for something less hazardous or non-hazardous?' If the hazard is eliminated the risk is also eliminated and the risk assessment process is complete. e.g. using screw or crimp connectors to join wires instead of soldering will eliminate the inhalation risks completely. In terms of the COSHH Regulations substances hazardous to health are defined as:

substances labelled Very Toxic, Toxic, Harmful, Corrosive or Irritant;
substances assigned an MEL or OES in the latest edition HSE Guidance Note EH40;
dust in air of any kind (except dusts which are substances above) which exceed a time weighted average over an 8 hour period of 10mg/m³ total inhalable dust or 4 mg/m³ respirable dust;
a biological agent or any substance which creates a hazard to health (e.g. Weil's Disease, legionella bacteria, hepatitis, HIV etc.)

Step 2 - Assess Risks to Health

Where hazardous substances cannot be eliminated the risk to health must be assessed. This considers the likelihood of harm actually occurring and the severity of the consequences. The risk depends on the actual circumstances prevailing and the risk control measures which are in place.

The duty to assess risks and to take appropriate action is fundamental and absolute. Beyond that, many duties are expressed as goals or targets that are to be met 'so far as is reasonably practicable' or through exercising 'adequate control'. To do something as far as is reasonably practicable, for example, usually means to ascertain and apply up-to-date good practice. Since clearly it is always reasonably practicable to do that. Where good practice is not specified or obvious, it is reasonable to weigh the seriousness of the risk against the difficulty and cost of reducing it.

In such cases, risk reducing measures must legally be pursued up to the point where any further steps would be wholly disproportionate to the benefits those steps may be expected to secure. The significant findings of the assessments must be recorded along with any group of employees identified by it as being especially at risk.

There is no such thing as absolute safety or zero risk. This is an important concept to grasp, especially when undertaking a risk assessment. Decisions have to be made not only about whether the taking of particular risks is justified, but, if they are, whether control measures to be applied keep risks within tolerable bounds and strike an appropriate balance between risk and cost.

Step 3 - Decide on risk control measures

These can be engineering controls measures, such as fume cabinets* or local exhaust ventilation systems* or procedural such as systems of work in conjunction with instruction/supervision and personal protective equipment. The hierarchy of risk control measures is:

- if possible, eliminate the hazard;
- if not possible, combat risks at source, using engineering controls such as local exhaust ventilation, where this is reasonably practicable;
- where the above are not reasonably practicable, procedures and systems of work must be devised using personal protective equipment where appropriate. These procedures must be communicated to those exposed in conjunction with the necessary supervision;

(Engineering controls must be examined by a competent person at least every 14 months to ensure they remain effective at controlling the risks)

A checklist and model assessment for cleaning substances are attached.

Substances Hazardous to Health Checklist

(Hazardous substances used in the curriculum as covered in the Departmental Checklists)

If applicable, the answer to each question should be 'Yes'.

	Details	Yes	No	N/A
1	High hazard cleaning substances are avoided i.e. Substances labelled Toxic or Corrosive			
2	All cleaning substances stored securely when not in use			
3	All hazardous cleaning substances are properly labelled			
4	The manufacturer's instructions for the use of hazardous cleaning substances are followed and cleaners are trained by a competent person			
5	Protective equipment is provided and used in accordance with the manufacturer's instructions			
6	No asbestos on premises, or, location is known, materials are sealed and a plan is in place to prevent disturbance without the appropriate safeguards			
7	Water hygiene specialists have assessed legionella risks from the H and C water services and any remedial work identified has been completed			
8	Routine maintenance operations specified in the above assessment are carried out, e.g. cleaning/chlorination of tanks/pipes, shower heads etc.			
9	The shower heads are cleaned and the H and C water services are run through prior to the school re-opening after closure periods.			
10	Suitable equipment is provided for cleaning up body fluids, vomit etc.*			
11	Suitable equipment is provided for the safe handling and disposal of discarded syringes*			

* First aid equipment suppliers can provide single use kits for the safe handling of discarded syringes and cleaning up body fluids. Suggest contact 'Safa' 0151 708 9418

The Control of Substances Hazardous to Health (COSHH) Regulations 1999

Model COSHH Assessments

Liquid Cleaners, Disinfectants and Bleach

Liquid cleaners, disinfectants and bleach are used for the general purpose cleaning. These carry 'irritant' or 'harmful' hazard warning labels and are therefore subject to COSHH Regulations.

These substances are necessary, substitutes without these hazards are considered not to be effective.

The following measures are employed to control the risks to health from the use of these substances:

- The substances are kept secure at all times when not in use to prevent access by unauthorised persons.
- The substances are only to be used as directed by the manufacturers on the containers.
- Substances shall not be mixed together. This is particularly important with bleach, toxic fumes can be generated if this is mixed with other substances.
- Skin contact with the substances straight from the containers or prolonged/repeated contact with diluted solutions can cause health problems e.g. redness of skin, excema or dermatitis. Contact with the skin is to be avoided by the wearing of PVC gloves. These are to be inspected before use and replaced if damaged. At least one spare pair of gloves is kept in stock at all times.
- Accidental splashing on the skin or in the eyes need to be washed immediately with plenty of water and further medical assistance sought if any problems persist. Any skin problems associated with the use of these substances shall be reported to the undersigned and where appropriate to a medical practitioner.
- Where substances are transferred into smaller containers for use they are marked with their contents and appropriate hazard sign.

The above measures are considered necessary to comply with the COSHH Regulations and it is concluded that these will adequately control the risks to health presented by the use of these substances.

Assessment carried out by.....Date.....

7 Fire Risks

Introduction

The Management of Health and Safety at Work Regulations 1999 require that employers carry out risk assessments for the purpose of identifying what must be done to safeguard employees and other persons from fire. This applies to all premises, including schools.

Responsibility for managing fire risks, like managing other health and safety risks, lies with the Governing Body and Headteacher.

The Fire and Rescue Service are responsible for the enforcement of the Regulations and are available to provide advice and guidance.

The purpose of any risk assessment exercise is to identify what preventive and protective arrangements must be implemented to safeguard those at risk; they are a means to an end, not an end in themselves. Priority must be given to ensuring that adequate arrangements are in place to prevent fires starting and to limiting the likelihood of injury and damage if a fire starts, not the risk assessment process. If you already have arrangements in place, the purpose of the risk assessment has been achieved. All that is required is to monitor and review the arrangements to ensure they remain effective.

The term 'risk assessment' can sound complicated and specialised. It is more practical to think of them as having a 'careful look' at the working practices, the equipment and substances used or with which people come into contact, and the buildings in which they are housed. As a minimum check the following:

- that a fire can be detected in a reasonable time and that people can be warned;
- that people who may be in the premises can get out safely;
- that reasonable fire-fighting equipment is provided;
- that those in the premises know what to do if there is a fire;
- that fire safety equipment is properly maintained.

The significant findings of the 'fire risk assessment', as with other health and safety assessments, must be recorded in some way. Model fire risk assessments for primary and secondary schools are attached.

A Fire Risks Checklist is attached.

Fire Risks Checklist

Details		Yes	No	N/A
1	A fire risk assessment has been carried out and the significant findings recorded (Model fire risk assessments are attached for a primary and a secondary school)			
2	The fire alarm is on a maintenance contract with specialists			
3	The fire alarm sounders are tested weekly from a different call point and records kept			
4	Emergency lights are tested in twice per year and records kept			
5	Staff are instructed in the fire safety procedures identified by the fire risk assessment			
6	Fire drills are held each term and records kept			
7	Fire extinguishers are maintained annually by a specialist			
8	Designated members of staff have been trained in the use of fire extinguishers			
9	Boiler Room kept clear of combustible materials			
10	No excessive accumulations of waste materials			
11	All exits clear and capable of being opened from inside			
12	Signs incorporating 'Pictograms' designate fire exit routes			

Model

Fire Risk Assessment

Record of the Significant Findings

Premises and description

Primary school, single floor construction.

1) Fire hazards identified in the premises

A) Combustible materials and flammable liquids/gas hazards

Pupils coats and outdoor clothing, books, papers, cardboard/paper displays, carpets in some rooms, soft toys, soft balls/footballs, bean bags, plastic covered foam filled gymnasium mats, dressing up clothes, foam filled chairs (Staffroom only), oil for heating, waste paper/packaging, teatowels, Christmas decorations during Dec/Jan.

B) Source of ignition hazards

Fixed and portable electrical equipment, oil fired boiler for the hot water radiator central heating system.

2) Risk assessment and control measures

A) Preventing a fire starting

The main control measure to prevent fires starting in the school is to ensure that combustible materials do not accumulate around the electrical equipment, staff are aware of this and routine monitoring is carried out by the Headteacher. A high proportion of the combustibles are kept in storerooms, items being stacked carefully to prevent any likelihood of contact with the lights.

Waste bins are emptied into plastic sacks at the end of each day, the sacks are placed bins located clear of the buildings at the back of the school. Any large amounts of waste packing materials are removed to bins immediately.

Smoking is not allowed in the school.

The boiler is located in a separate room which is kept free of combustibles. Supplementary heaters are not needed. The oil tank is well clear of the premises and surrounded by a brick bund wall to contain any leakage's. The area inside the bund wall is kept free of combustibles.

The fixed and portable electrical equipment are inspected/tested at the recommended frequencies and maintained where necessary to prevent danger.

The only cooking appliances are a microwave cooker in the Staffroom and 'Baby Belling' electric oven which is used occasionally in classes for simple cookery demonstrations.

A meeting is held with contractors before any maintenance work is carried out at the school, the measures necessary to safeguard pupils and staff are agreed, along with fire prevention measures where blowlamps, pitch boilers or other heat producing equipment is to be used.

B) Limiting the injury and damage if a fire starts

(i) General

No one is particularly at risk from fire. Combustible materials are kept to a

minimum to limit the size of any fire that starts.

(ii) Fire detection and warning

During the normal school day staff are in and around all parts of the building every few minutes and a fire developing would be noticed quickly. A breakglass operated, electrical fire alarm is fitted with breakglass points at each exit door. The sounders can be heard throughout the school.

(iii) Means of escape (A plan is a good way of assessing these, attached one if possible)

Exit doors fitted with 'push bar to open' devices provide an escape routes from the Hall and three of the classrooms to the outside of the school. The exit door from the only classroom without an external fire exit door is only three metres away from an exit door which is in continuous use.

All entrance doors in normal use are secured with a push button lock from the outside, these can be opened easily from inside with a turn latch.

Emergency lights are positioned in the corridors and all exit doors are signed with the 'Fire Exit' notices incorporating 'Pictograms'.

(iv) Fire fighting equipment

Water extinguishers are located in the Hall and in the main corridor. A dry powder extinguisher is located near the main entrance. A foam extinguisher is located in the Boiler House

(v) Planning for an emergency

Procedures to follow in the event of a fire are displayed on notices around the school. Staff are instructed of these on their induction and the procedures are tested by carrying out a fire drill once every term. Special procedures for evacuating pupils with special needs have been devised and are practised on fire drills.

(vi) Maintenance and testing of fire equipment

The following is carried out by the Caretaker:

- The fire alarm is tested weekly from a different point
- Self closers on fire doors are checked weekly to ensure they fully close automatically
- Fire extinguishers are checked visually on a weekly basis to ensure they are present and unused.
- The emergency lights are tested in accordance with BS 5266 (Checked monthly that lights illuminate when power switched off, every 6 months this repeated but lights left on for at least 1 hour, every 12 months this repeated but lights left on for at least 3 hours)

Fire extinguishers are serviced annually by the Fire Brigade.

The fire alarm is serviced by specialists on a contract basis.

3) Assessment conclusion and any risk reduction measures necessary

The above measures are adequate to control the risks from fire. This conclusion is confirmed by satisfactory reports in the past from Fire Brigade inspections

Assessment carried out by

Date

Model

Fire Risk Assessment

Record of the Significant Findings

Premises and description

Secondary School, two storey construction in open grounds with play areas and sports field.

1) Fire hazards identified in the premises

A) Combustible materials and flammable liquids/gases hazards

General	Books, papers, cardboard/paper displays, carpets, curtains/blinds in some rooms, wooden furniture, foam filled chairs, waste paper/packaging, pupils clothes, hair, bags and outdoor clothing,
P.E	Plastic covered foam filled gymnasium mats, team strips and tabards, goal nets
Art	Cardboard/paper art displays, fabrics, oil based paints, white spirit, wax,
Kitchen	Gas for cooking, cooking oil, tea towels, packaging materials.
Technology/H.E.	Wood, wood shavings/dust, plastics, flammable liquids, gas and coke, tea towels, cooking oil, packaging materials.
Science	Highly flammable solvents, gas, Laboratory coats
Drama	Stage curtains, scenery and clothes
Caretaking	Gas for heating, flammable paints/white spirit for decorating and cleaning solvents.

B) Source of ignition hazards

General	Fixed and portable electrical equipment
P.E	Electrical equipment
Art	Heat from electric kiln, electrical equipment
Kitchen	Gas flames from oven and cooking ranges, electrical equipment.
Technology/H.E.	Gas flames from cookers/brazing/forge/casting/soldering work, electrical equipment including, soldering irons, glue guns
Science	Flames from Bunsen burners, electrical equipment, chemical reactions.
Drama	Electrical equipment
Caretaking/Maintenance	Electrical equipment, gas fired boiler for the hot water radiator central heating system, blowlamps, hot air guns, welding sets, grinders and pitch boilers used on the premises occasionally by contractors

2) Risk assessment and control measures

A) Preventing a fire starting

Staff in the kitchen are most at risk from fire because of the gas cooking appliances, the hot cooking oil and the drying of tea towels. All gas appliances are fitted with flame failure devices and are serviced routinely. The kitchen is not left unattended while cooking is taking place and kitchen staff ensure that the tea towels and cleaning cloths are not placed where they could catch fire.

Staff and pupils working in Technology and Science are the next most at risk from fire, the main control measures to prevent fires are the working practices which have been devised to ensure that sources of ignition kept well away from combustible materials and flammable liquids/gases.

Smoking is not allowed in the school.

Emergency gas shut off valves are provided in the Kitchen, Boiler House, Laboratories and Technology/H.E. Areas

The main control measure to prevent fires starting for the rest of the school is to ensure that combustible materials do not accumulate around the electrical equipment, staff are aware of this and routine monitoring is carried out by the Headteacher.

A high proportion of the combustibles are kept in storerooms, items being stacked carefully to prevent any likelihood of contact with the lights.

Waste bins are emptied into plastic sacks at the end of each day, the sacks are placed in a covered skip which is located clear of the buildings at the back of the school. Any large amounts of waste packing materials are removed to the skip immediately.

The boiler is located in a separate room which is kept free of combustibles.

Supplementary heaters are not needed.

The fixed and portable electrical equipment are inspected/tested at the recommended frequencies and maintained where necessary to prevent danger.

A meeting is held with contractors before any maintenance work is carried out at the school, the measures necessary to safeguard pupils and staff are agreed, along with fire prevention measures where blowlamps, pitch boilers or other heat producing equipment is to be used.

B) Limiting the injury and damage if a fire starts

(i) General

The Kitchen, Laboratories, Technology & H.E Rooms and the Boiler House are the areas of most fire risk in the school. Combustible materials and flammable liquids/gases in these areas are kept to a minimum to limit the size of any fire that starts. The upper floor areas and rooms accessed by single direction corridors are the areas of most risk if a fire starts.

(ii) Fire detection and warning

During the normal school day staff are in and around all parts of the building every few minutes and a fire developing would be noticed quickly.

Vision panels are provided in all classroom doors to aid early discovery of a fire affecting the corridor.

A breakglass operated, electrical fire alarm is fitted with breakglass points at the top of the staircases and at each exit door. The sounders can be heard throughout the school.

(iii) Means of escape (A plan is a good way of assessing these, attached one if possible)

Most classrooms have just one exit door, this being satisfactory because of the max. distance from the furthest point is less than 12 metres, not more than 50 persons are present and the rooms do not contain high fire risks, such as highly flammable liquid cabinets which have to be passed to reach the door.

Multiple exit doors (push bar, outward opening) are provided for the Hall, Gymnasium and Lecture Theatre to suit the numbers of persons likely to be present.

Most rooms exit to a corridor with escape in either direction.

Corridors and stairwells are kept free combustibles, particularly those which provide the only escape route.

The doors leading onto corridors are self closing and fire resisting.

All corridors on the upper floor are served by two staircases from different fire compartment on the ground floor. Self closing, fire resisting doors are fitted at the top of the staircases. This ensures that an alternative escape is available if one becomes unpassable from a fire on the ground floor.

Exit doors at the base of the staircases are all outward opening to prevent a rush of people jamming the doors closed.

Fire doors are positioned on long corridors to prevent smoke from affecting all of the room exits if a fire starts.

All exit doors are unlocked whilst the school is occupied or capable of being easily unlocked from the inside.

All exit doors lead to the outside of the premises where it is possible to reach the assembly point in a safe area.

The escape routes are short enough to ensure that all of the school can be evacuated in less than 3 minutes.

Emergency lights are positioned in the corridors and all exit routes and doors are signed with the 'Fire Exit' notices incorporating 'Pictograms'.

(iv) Fire fighting equipment

Dry powder extinguisher and a fire blanket are located in the Kitchen and HE

Room.

Carbon dioxide extinguishers and fire blankets are located in Laboratories and in the Technology areas.

Water extinguishers are located in the corridors.

Carbon dioxide extinguishers are located near to the Information Technology Room and Office Areas.

(v) Planning for an emergency

Procedures to follow in the event of a fire are displayed on notices around the school.

Staff are instructed of these on their induction and the procedures are tested by carrying out a fire drill once every term.

Special procedures for evacuating pupils with special needs have been devised and are practised on fire drills.

(vi) Maintenance and testing of fire equipment

The following is carried out by the Caretaker:

- The fire alarm is tested from a different point each week,
- The self closers on fire doors are checked weekly to ensure they fully close automatically,
- The fire extinguishers in the corridors and Boiler House are checked visually every week to ensure they are present and unused.
- The emergency lights are tested in accordance with BS 5266 (Checked monthly that lights illuminate when power switched off, every 6 months the monthly test is repeated but lights left on for at least 1 hour, every 12 months the monthly test is repeated but lights left on for at least 3 hours)

Heads of Department check the fire extinguishers visually in their areas every week to ensure they are present and unused.

The fire extinguishers are serviced annually by the Fire Brigade.

The fire alarm is serviced by specialists on a contract basis

3) Assessment conclusion and any risk reduction measures necessary

The above measures are adequate to control the risks from fire. This conclusion is confirmed by satisfactory reports in the past from Fire Brigade inspections

Assessment carried out by

Date

8 Moving and Handling and Providing Assistance for Pupils with Special Needs

Assessing and Reducing the Risks from Moving and Handling

Injuries from lifting, moving, carrying and handling objects or persons are the most common type of accidental injury recorded. They cause more pain/suffering and time off work than any other kind of accident.

The Manual Handling Operations Regulations 1992

These Regulations were introduced to minimise the above injuries.

Employers Duties:

- avoid the need for hazardous manual handling , so far as is reasonably practical;
- assess the risk of injury from hazardous manual handling that can't be avoided;
- reduce the risk of injury from hazardous manual handling, so far as is reasonably practicable.

Staff have duties too, they should:

- follow appropriate systems of work laid down for their safety;
- make proper use of equipment provided for their safety;
- co-operate with employer on health and safety matters;
- inform the employer if they identify any hazardous manual handling activities;
- take care to ensure that their activities do no put others at risk.

Most manual handling assessments require just a few minutes observation to identify ways to make the activity easier and less risky, i.e. less physically demanding. It's a matter of judgement in each case. Assistance is available from the Health and Safety Team for difficult or unusual cases, or to help you get started. Staff should be involved in the assessment process, those who carry out moving and handling tasks will know the problems and will often know best how to solve them.

'Hazardous' moving and handling operations must be avoided or assessed. The diagram in the General Risk Assessment Guidelines at the rear indicate the weights in various positions that most people can handle without undue risk. Tasks within these guidelines do not generally require any further action and nothing need be recorded, unless those involved have existing health problems or are pregnant. Tasks outside these guidelines must be avoided or assessed to identify the measures necessary to reduce the risks. Look out for tasks that involve bad postures, handling loads away from the body or from low and high levels, cramped work areas, awkward or heavy loads. A box of A4 paper typically weighs 11kg, therefore tasks involving lifting these from floor level require an assessment. Any operation involving more than twice the guideline weights should be

rigorously assessed even for very fit, well trained individuals working under favourable conditions.

Staff should not be expected to carry out any operation which they consider to be beyond their individual capability. To ensure that staff work within their capabilities, manual lifting and lowering tasks should only take place with the consent and agreement of those involved

Assessing and reducing the risks involved when providing moving and handling assistance to pupils with special needs requires a more specialist level of competence. See County Council Policy attached. In these situations a member of staff should be designated and appropriately trained to carry out the assessments and to produce moving and handling plans which eliminate or reduce the risks to pupils and staff. The avoid, assess and reduce approach is the same for the moving and handling tasks involving people as it is for loads. 'Hazardous' moving and handling operations shall be avoided, so far as is reasonably practicable, by the use of fixed or mobile hoists and slings and, where appropriate, encouraging pupils to move themselves or by re-organising activities. Where the above is not reasonably practicable, measures shall be implemented to reduce the risk of injury to the lowest level reasonably practicable. e.g. providing wheelchair ramps, transfer boards, handling belts, sliding sheets, turntables, training for employees in the correct techniques and specifying team lifts, etc. Manual handling should only take place where it is suitable for the pupil, within the individual capability of the staff involved and where it is possible to use the correct lifting techniques.

Where significant changes occur the assessments and the measures to reduce the risks must be reviewed.

When carrying out moving and handling assessments, look for the following.

<p>Tasks, do they involve:</p> <ul style="list-style-type: none"> • holding loads away from the body? • twisting, stooping or reaching upwards? • long carrying distances? • strenuous pushing or pulling? • unpredictable movements of loads or persons? • repetitive handling? 	<p>Loads, are they:</p> <ul style="list-style-type: none"> • heavy, bulky or unwieldy? • difficult to grasp? • unstable or unpredictable? • unstable or unpredictable? • harmful, e.g. hot or sharp?
<p>Working environment, are there:</p> <ul style="list-style-type: none"> • poor or slippery floor surfaces? • variations in levels? • poor lighting conditions? • congested areas? 	<p>Individual capacity, does the job:</p> <ul style="list-style-type: none"> • require unusual capability? • endanger those with a health problem? • endanger pregnant women? • call for special information or training?

Ways of reducing the risks

- encouraging service users such as older persons and those with physical disabilities to move themselves where appropriate
- providing hoists, slings, wheelchair ramps, transfer boards, handling belts, sliding sheets, turntables etc.
- encourage employees to help each other and to report difficult tasks
- make the load lighter or less bulky by splitting in smaller units
- make the load easier to grasp by providing lifting grips
- improve workplace layout to improve efficiency
- avoid lifting from floor level or above shoulder height by storing heavy items at waist level
- reduce the amount of twisting and stooping
- reduce carrying distances or provide trolleys or barrows etc.
- provide suitable vehicles e.g. vans or estate type vehicles to avoid difficulties with car boots, vehicles with tail lifts where appropriate etc.
- vary work routines and task allocations
- designate tasks which require two or more persons to reduce the risk
- prohibit certain tasks from being carried out by individuals with existing health problems or who are pregnant
- training employees how to use the equipment provided and in the techniques that minimise the risk of injury

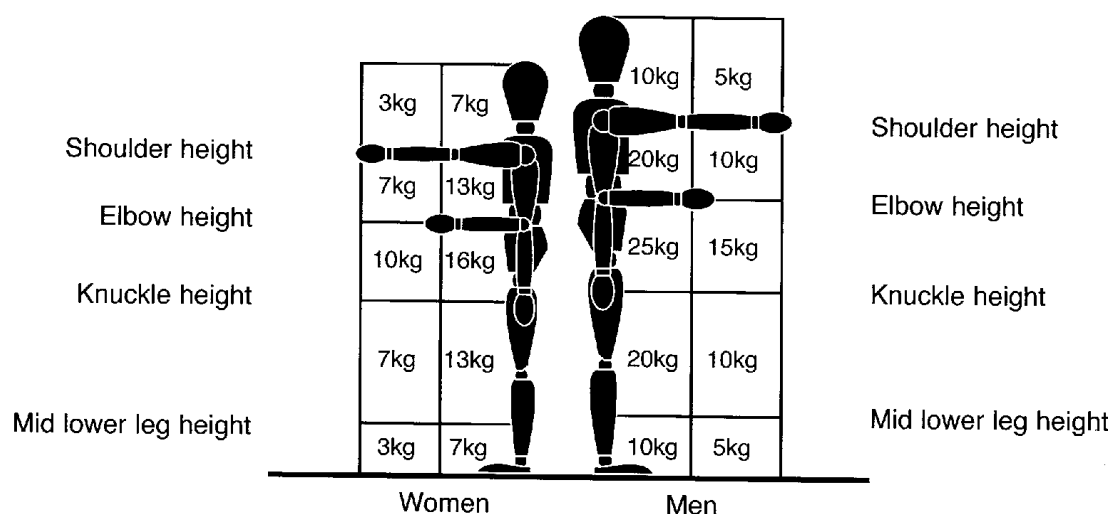
Keeping Records

Where moving and handling operations fall within the guidelines nothing need be recorded. If outside these guidelines the significant findings of the risk assessment should be recorded. All that is required in these cases is to summarise the procedures and equipment to be used to reduce the risk. In the case of moving and handling assessments for pupils with special needs, details should be recorded in a specific 'Moving and Handling Plan' for the individual.

The main purpose of recording assessments is to prevent you having to do the assessment again and to pass on information on to those that require it. Records also help an employer to show that their duties have been discharged and help to defend unjustified claims for compensation.

A record should be kept of any moving and handling training provided for employees. These records should include the date of training, names of persons attending and a summary of the topics covered.

General Risk Assessment Guidelines



These guidelines are not safe limits for lifting. There is no such thing as a completely 'safe' manual handling operation but working within these guidelines will cut the risk and reduce the need for a more detailed assessment. Any work outside these guidelines will increase the risk of injury and should be examined closely for possible improvements.

Each box in the diagram above shows guideline weights for lifting and lowering. It assumes the operation takes place in favourable working conditions and the load can be readily grasped with both hands.

Observe the activity and compare to the above diagram. If the lifter's hands enter more than one box during the operation, use the smallest weight. Use an in between weight if the hands are close to the boundary between the boxes. If the operation must take place with the hands beyond the boxes, make a more detailed assessment.

Any operation involving more than twice the guideline weights should be rigorously assessed even for very fit, well trained individuals working under favourable conditions.

Twisting

Reduce the guideline weights if the handler twists to the side during the operation. As a rough guide, reduce them by 10% if the handler twists beyond 45 degrees, and by 20% if the handler twists beyond 90%.

Frequent lifting and lowering

The guidelines are for up to about 30 operations per hour, reduce the weights if repeated more often. As a rough guide reduce weights by 30% if the operation is repeated five to eight times a minute and up to 80% where the operation is repeated more than 12 times a minute.

Moving and Handling Policy for Providing Assistance to Pupils with Special Needs

Objectives

To provide safe moving and handling procedures for pupils, whilst reducing the risks to employees so far as is reasonably practicable.

To maintain maximum functional mobility of pupils consistent with the above.

Policy

Compliance with the requirements of 'The Manual Handling Regulations 1992' is an effective way of achieving the above objectives. Compliance can be achieved by the following measures.

An employee in each special school and in those mainstream schools who provide education for pupils with physical disabilities for whom moving assistance is required, shall be designated as the 'Moving and Handling Co-ordinator'.

The 'Moving and Handling Co-ordinator' is to attend a suitable course of instruction on moving and handling assessments.

The 'Moving and Handling Co-ordinator' shall carry out assessments of the moving and handling needs of pupils for the purpose of producing a moving and handling plan to eliminate or control the risks to pupils and employees. Advice and guidance should be obtained, where appropriate, from Health Authority employees such as physiotherapists, occupational therapists and nurses. The Health and Safety Team can also be contacted for assistance on 01522 552205.

The assessments and moving and handling plans shall be reviewed each term or when significant changes occur.

Moving and Handling Plans

The assessments undertaken must be intrinsic to each moving and handling plan and identify the specific measures to eliminate or control the risks. The hierarchy of measures in these plans shall be as follows.

- Hazardous moving and handling operations shall be avoided, so far as is reasonably practicable, by the use of fixed or mobile hoists and slings and where appropriate encouraging pupils to move themselves or by re-organising activities.

- Where the above is not reasonably practicable, measures shall be implemented to reduce the risk of injury to the lowest level reasonably practicable. e.g. training for employees in using the correct techniques, team lifts, the use of wheelchair ramps, transfer boards, handling belts, sliding sheets, turntables etc.

The moving and handling plans are to be recorded and the Moving and Handling Co-ordinator is to instruct and train the employees involved as is appropriate.

Manual handling operations

It is recognised that there is no threshold below which manual handling operations may be regarded as 'safe'. Therefore consideration must be given to avoiding or making less demanding any operation wherever it is reasonably practicable to do so. The wide range of individual physical capability among employees is also recognised. Employees are not expected to carry out any operation which they consider to be beyond their individual capability. To ensure that employees work within their capabilities, manual lifting and lowering tasks shall only take place with the consent and agreement of those involved.

In summary, manual handling shall only take place where it is:

- Suitable for the pupil.
- Within the individual capability of the employees involved
- Capable of being carried out using the correct techniques.

Moving and Handling Checklist

Details		Yes	No	N/A
1	The significant moving and handling tasks have identified, those which can have been avoided by organisational changes			
	The above tasks which cannot be avoided have been assessed and risks reduced by organisational changes/chair trolleys/barrows/team lifts etc			
2	The significant findings of the above assessments are recorded i.e. the equipment to use/number of persons required etc			
4	Staff carrying out significant moving and handling have been trained in the techniques which minimise risk within last 3 years and records kept			
5	General instructions for the reduction of risks from moving and handling have been issued to all staff			
6	Moving and handling tasks given to pupils are closely supervised to ensure they are within their capabilities so they do not struggle			

Assistance for Pupils with Special Needs Checklist

Details		Yes	No	N/A
1	The significant moving and handling tasks have been assessed by a person competent in people moving and handling techniques			
2	The significant findings of the above assessments are recorded i.e. the procedures/techniques/equipment to use/number of persons required			
3	Equipment to avoid/minimise manual handling risks has been provided e.g. hoists/slings/stair lifts/ramps/transfer boards/handling belts etc.			
4	Staff whose work involves providing moving and handling assistance to pupils are trained in the techniques identified by the assessments			
5	Hoists/slings and stair lifts are thoroughly examined twice a year by a competent person and records are kept			

9 Contractors' Activities

Anyone working for the a School who is not a County Council employee is a contractor. The School, County Council and the contractor have responsibilities for the health and safety of:

- pupils
- County Council employees
- contractors' employees
- visitors and members of the public

The law requires that effective arrangements are implemented to ensure that contractors use the appropriate risk control measures whilst working on the School or the County Council's premises.

Planning and organising the work

- Define job
- Identify hazards
- Discuss with contractors and draw up a plan incorporating risk control measures
- A summary of the risk control measures necessary should be recorded

The Construction (Design and Management) Regulations 1994 (CDM Regulations) will apply to larger projects, see below. A County Council booklet 'Rules for Contractors' is available from the Health and Safety Team.

Choosing a contractor

The competency of contractors must be assessed in advance, helpful indicators are:

- Inclusion in County Council lists of approved contractors
- Good work undertaken elsewhere
- Accredited by trade organisations
- Good H & S knowledge of their business
- Good policy/risk assessment documentation

See attached checklist to help assess competency.

Keeping a check whilst work is in progress

Reasonable steps must be taken to ensure contractors apply the appropriate risk control measures and that your activities do not affect them.

- Are they working to plan
- Discuss with contractors any problems
- Stop work if the risk control measures are not satisfactory
-

Review on completion

- Was the planning adequate?
- Any serious problems?
- Would you use the contractor again?

Any lessons learnt should be used to make future projects run better and to revise lists of preferred contractors

The Construction (Design and Management) Regulations 1994 (CDM Regulations)

These Regulations apply to larger projects and place duties on the School and County Council as a 'client', and on designers and contractors at every stage of a project from conception, design and preparation through to the execution of the works, subsequent improvement, maintenance and demolition. At each stage of a project the CDM Regulations require health and safety to be properly considered, managed and co-ordinated.

Where a project is over 30 working days or 500 person days long or involves demolition then the Health and Safety Executive must be advised of appointments and commencement using F10 (modified) and all parts of the Regulations apply.

Where a project has 5 or more persons working on it then the CDM Regulations will apply but no notification is necessary to the HSE unless the duration or manpower employed exceeds the limits as outlined above.

The Client have a duty to use competent persons as Planning Supervisors, Designers and Principal Contractors and to be satisfied that sufficient resources, have been or will be allocated to enable the projects to be carried out in compliance with Health and Safety Legislation. The Client also has a duty not to allow work to proceed until the construction phase health and safety plan prepared by the Principal Contractor is sufficiently developed to cover the risks incurred.

Further details see the Health and Safety Executive guidance below, which can be obtained, from the Health and safety Team.

Construction Sheet No 39 'The role of the client'

Construction Sheet No 40 'The role of the planning supervisor'

Construction Sheet No 41 'The role of the client designer'

Construction Sheet No 42 'The pre-tender health and safety plan'

Construction Sheet No 43 'The health and safety plan during the construction phase'

Construction Sheet No 44 'The health and safety file'

Checklist for Assessing the Competency of Contractors to Manage Health and Safety Matters

The answers to the following questions will give a good indication of the contractor's management attitude towards health and safety.

Health and Safety Policy

1. Has the contractor got a safety policy?
2. Does this commit the contractor to achieving high standards of health and safety and emphasise that deviations from these standards are unacceptable?
3. Is the policy up to date?
4. Is a director or partner named as having the final responsibility for health and safety?
5. Are the responsibilities of managers, supervisors, and employees made clear?
6. Does the policy adequately cover the hazards of the proposed work?.
7. Are precautions and procedures detailed in the policy for managing these hazards?
8. Does the policy state where they can call upon professional health and safety advice?

Past Health and Safety Performance

1. How many injuries/dangerous occurrences/diseases have been reported under the RIDDOR Regulations to the enforcing authority in the last 12 months?
2. How many improvement or prohibition notices have they been served with in the last 5 years?
3. Have they been prosecuted for a health and safety offence in the last 5 years?

Contractor's Activities Checklist

If applicable, the answer to each question should be 'Yes'.

	Details	Yes	No	N/A
1	The health and safety competence of contractors is assessed prior to orders being placed			
2	A staff member is nominated to liase with the contractor before work starts to agree the risk control measures to protect pupils and staff			
3	The nominated member of staff monitors generally the activities of contractors to ensure the agreed risk control measures are implemented and are adequate			
4	The School is aware CDM Regulations will apply to larger projects. i.e. all demolition work/work involving more than 4 persons/30 days			

10 Security and Violence at Work

For further advice refer to DfEE Guide 4 ‘Improving Security in Schools’, available from HMSO bookshops or by contacting the order line on 0171 873 9090.

A checklist is given below which can be used to audit standards.

If applicable, the answer to each question should be ‘Yes’.

	Details	Yes	No or don't know	N/A
1	The school grounds are fenced so that access is possible only via the proper entrances			
2	Visitors are directed to Reception for authorisation to enter the premises and are issued with an identification badge			
3	Staff are encouraged to be alert for the presence of strangers on the premises and to investigate if they feel it is safe to do so or report if not			
4	Staff have been trained in techniques which help minimise confrontational behaviour e.g. ‘Keep Calm – Keep Safe’ training package *			
5	Staff are instructed to report all incidents of verbal abuse, threats or actual assaults and this information is used to develop control and support arrangements			
6	Appropriate support is provided where it is anticipated parental interviews will involve conflict or abuse			
7	Arrangements are in place for staff to summon help quickly if an incident arises where they require support			
8	Staff who experience verbal abuse or assault at work are treated sympathetically and given support to help overcome the experience			
9	Staff working alone on the premises is avoided where possible			
10	Where the above is unavoidable a system is in place to check persons are OK and raise the alarm if there is no response +			

*‘Chase (BM) Ltd’ supply the Interactive Video Training Pack ‘Keep Calm – Keep Safe’ Telephone 01246 235225 for further details

+ A company called ‘Voice Connect’ offer a lone working monitoring service which requires nothing more than access to telephone. Telephone 0116 232 2433 for details

11 Food Hygiene and Health and Safety in the Kitchen

A checklist is given below which can be used to audit standards.
If applicable, the answer to each question should be 'Yes'.

	Details	Yes	No or don't know	N/A
1	The School is registered with the local Environmental Health Department and is regularly visited by Food Hygiene Inspectors			
2	Food Hygiene Inspectors have visited within the last 12 months and are satisfied with both physical and procedural arrangements for food hygiene			
3	Hazard Analysis and Critical Control Points (HACCP) have been documented to ensure the food hygiene risks are properly controlled as required by the Food Safety (General Food Hygiene) Regulations 1995.			
4	All food handlers are trained in basic food hygiene procedures			
5	Slip-resistant floor tiles are installed in kitchen			
6	Suitable access equipment is provided for reaching items located at heights			
7	The main gas isolation valve is accessible and clearly marked			
8	RCD protection provided for all sockets outlets			
9	Stainless steel worksurfaces and tables are securely bonded to earth			
10	Fire blanket and dry powder extinguisher provided			
11	Suitable oven cloths or oven gloves provided			
12	Ovens are fitted with flame failure devices			
13	Safe lighting procedures have been drawn up for lighting ovens and ranges			
14	All gas equipment is serviced annually by CORGI registered engineers			
15	Formal visual inspections/tests of portable electric equipment are carried out by a competent person at least annually and records kept			
16	Safety rules for kitchen knives drawn up			
17	Staff are prohibited from using or cleaning the hazardous machinery (e.g. mixer and slicer) until they have been trained and authorised in writing			
18	The food mixer is fitted with a fully interlocked guard to prevent access to the blades whilst in motion.			
19	Foodstuffs are purchased in manageable sizes, 25kg maximum to minimise manual handling risks			
20	Cleaning substances are all purchased from one supplier and staff are trained in the risk control measures necessary			
21	Protective equipment for use with the cleaning substances is available			
22	General health and safety training is provided for new staff covering the risk control measures necessary for each task they are authorised to carry out			

12 Young Persons at Work and on Work Experience Programmes

Introduction

The Management of Health and Safety at Work Regulations 1999 require that young persons are protected at work from any risks to their health or safety which are a consequence of their lack of experience, or absence of awareness of existing or potential risks or the fact that young persons have not yet fully matured. These Regulations make specific what all good employers do as a matter of course and are unlikely to impose any significant additional burden. They should not be viewed as a barrier to employing young people, but more as a means to ensure that their introduction to the workplace is as safe as possible.

Definitions

Where a trainee/student/employee is not over the minimum compulsory school leaving age they are defined as **'Child'** under these Regulations. Those older but below 18 years of age are defined as **'Young Persons'**

Risk Assessment

These Regulations require a specific Risk Assessment to be made for young persons at work. In making the assessment an employer who employs, or is to employ, a child or young person shall take particular account of:

- the inexperience, lack of awareness of risks and immaturity of young persons
- the nature and layout of the work area
- the extent of exposure to physical, biological and chemical agents
- the types of work equipment, methods of use and activities undertaken
- the extent of the health and safety training provided

Prohibitions

Employer shall not employ a child or young person for work:

- which is beyond their physical or psychological capacity
- involving harmful exposure to harmful agents which cause damage
- involving harmful exposure to radiation
- involving the risk of accidents which they will not recognise due to their insufficient attention to safety or lack of experience or training
- in which there is a risk to health from extreme cold or heat, noise and vibration

Nothing in the above paragraph shall prevent the employment of a young person who is no longer a child (i.e. over the compulsory school leaving age) for work;

- where it is necessary for their training
- where the young person will be supervised by a competent person
- where any risk will be reduced to the lowest level that is reasonably practicable
- except where prohibitions or restrictions on the employment of any person already exist

Information for Parents

When employing a **'Child'**, employers must provide a parent or guardian with comprehensible and relevant information on:

- the risks to their health and safety identified by the assessment
- the preventative and protective control measures
- the risks notified to the child's employer by another employer

Exemption

The Regulations do not apply to occasional work or short-term work involving domestic service in a private household and work not regarded as harmful in a family undertaking, e.g. baby-sitting and serving in a local shop.

A model risks assessment is attached for a young person working in an office situation.

Work Experience

A written policy clarifying the objectives/responsibilities for work experience programmes should be drawn up and a 'Work Experience Co-Ordinator' appointed.

Only approved work placements are used

Pupils should be briefed/de-briefed before/after placements and visited/contacted whilst on placement

The following DFEE publications give more advice and guidance:

'Work Experience - A guide for schools'

'Work Experience - A guide for employers'

Young Persons/Work Experience Checklist

If applicable, the answer to each question should be 'Yes'.

	Details	Yes	No or don't know	N/A
1	Risk assessments are carried out for young persons under the age of 18 years working in the school or on work experience to identify any measures necessary to protect them because of their lack of experience or immaturity			
2	The significant findings of the above assessments are recorded			
3	Where young persons are below the school leaving age (e.g. work experience trainees) the measures to safeguard their health and safety are communicated to their parents before they start			
4	A written policy clarifying the objectives/responsibilities for work experience programmes has been drawn up			
5	A 'Work Experience Co-Ordinator' has been appointed			
6	Only approved work placements are used			
7	Pupils are briefed/de-briefed before/after placements and visited/contacted whilst on placement			
8	The DFEE publication 'Work Experience - A guide for schools' is available			

Model Young Persons Risk Assessment Significant Findings

Trainee/Student/Employee:	Employer: <i>Various (Typical office work)</i>
Home Address:	
Home Phone No:	
Trainee/Student/Employee is under minimum compulsory school leaving age.	Yes/No

I have carried out a careful examination of what could cause harm to the trainee/student/employee taking into account their inexperience, lack of awareness, immaturity and physical capabilities.

The following **Significant Hazards** (potential to cause harm) have been identified with the work. (Include any created by the activities of another employer)

Low risk office hazards such as slips on floors and stairs, manual handling, office electrical equipment, glazed panels in doors and partitions, falls from landings and windows, storage of items on shelves above head height, road traffic in car parks, fires in the building, computer health hazards.

The following **Control Measures** are used to minimise the **Risks** (likelihood of harm occurring and the severity injury) associated with the above hazards.

Induction training is carried out by the Supervisor and health and safety arrangements are communicated. Students are supervised closely to ensure that the correct procedures are followed to minimise the risks. Guard-rails and handrails on stairs and landings meet statutory requirements and vulnerable glazing is safeguarded. Falls from windows above ground floor are prevented by the sill heights, barriers or restricted opening widths. Floor surfaces are kept in good repair and prevented from becoming slippery to minimise falls. Work areas are kept clean and tidy. Proper access equipment is provided for reaching items stored above head height. Electrical installations and equipment are checked and maintained to prevent danger. Fire risks are low, means of escape, fire doors, fire alarm, fire procedures, fire extinguishers are in line with the requirements of the local Fire Brigade. Smoking is not allowed in the buildings. Some minor manual handling will be required, supervisors will ensure that this is within the capabilities of the students, any assistance necessary will be provided along with instruction in the correct techniques. Computer workstations are set up so they can be adjusted to minimise the health risks associated with this work and students will be shown how to do this. First aid materials are available and an 'Appointed Person' has been nominated in case of illness or injury. Students are alerted to the dangers of road traffic generally, they are encouraged to take special care at all times when on the roads. Care is also necessary in the car park and restricted areas around the premises, large vehicles such as refuse and delivery lorries must reverse and turn around in these areas.

Assessment Carried out by:	
Date:	

13 New and Expectant Mothers at Work

Introduction

The law requires an employer to assess the risks to new and expectant mothers and to do what is reasonably practicable to eliminate or control those risks.

Employees are required to inform their employer if become pregnant. The employer is entitled to ask for written confirmation such as a certificate from a registered medical practitioner, or a registered midwife, confirming the pregnancy;

Definitions:

"**New or expectant mother**" means an employee who:

- is pregnant;
- has given birth within the previous six months;
- is breastfeeding.

"**Given birth**" is defined as 'delivered a living child or, after 24 weeks of pregnancy, a stillborn child'.

Duties of Employers

Employers must take action to ensure that new or expectant mothers are not exposed to any significant risk. These include risks to the unborn child or the child of a woman who is still breastfeeding. There could be different risks depending on whether an employee is pregnant, has given birth recently, or is breastfeeding.

Assessing and Reducing Risks to Employees in Schools

Pregnant employees are especially at risk from manual handling injury. Postural problems may increase as the pregnancy progresses. Fatigue from standing and other physical work may result in miscarriage, premature birth and low birth weight. Excessive physical or mental pressure may cause stress and can give rise to anxiety and raised blood pressure. Pregnant employees may experience problems in working at heights (e.g. ladders, platforms); in tightly fitting workspaces; or with work-stations which do not adjust sufficiently to take account of increased abdominal size, particularly during the later stages of pregnancy. This may lead to strain or sprain injuries. Dexterity, agility, co-ordination, speed of movement, reach and balance may also be impaired and an increased risk of accidents may need to be considered.

The changes required will depend on the risks identified (e.g. it may be possible to alter the nature of the task so that risks from manual handling are reduced). It may be necessary to reduce the amount of physical work for an individual employee or provide aids for her in future to reduce the risks.

Ensure that hours of work and the volume and pacing of work are not excessive and that, where possible, the employees themselves have some control over how their work is organised.

Ensure that seating is available where appropriate.

Longer or more frequent rest breaks will help to avoid or reduce fatigue.

Adjusting work-stations or work procedures may help remove postural problems and the risk of accidents.

Anxiety about radiation emissions from display screen equipment and possible effects on pregnant women has been an issue with some people. However, there is substantial evidence that these concerns are unfounded. The HSE has consulted the National Radiological Protection Board, which has the statutory function of providing information and advice on all radiation matters to Government Departments, and the advice below summarises scientific understanding.

Rest Facilities

The Workplace (Health, Safety and Welfare) Regulations require suitable rest facilities to be provided for employees who are pregnant or breastfeeding.

Breastfeeding Employees

Suitable arrangements should be provided for employees who are breastfeeding to express and store milk.

Information for Employees

If an assessment reveals any significant risks, employees of child-bearing capacity should be given information about these. Information on the main areas relating to County Council work is contained in an employee leaflet on pregnancy and health (PO/EL/12). This should be made available, both to pregnant employees and to other employees, on request.

In general, employees should be given information about the actions that will be taken to make sure that they are not exposed to the risks that could cause harm.

For example, female employees whose work brings them into contact with children must be advised of the risk of Rubella and the actions that must be taken to avoid this risk. This advice must be given when the employee takes up an appointment and can via the issue of employee leaflet (PO/EL/12).

A checklist is attached which can be used to audit standards.

New or Expectant Mothers at Work Checklist

If applicable, the answer to each question should be 'Yes'.

Details		Yes	No or don't know	N/A
1	Staff are aware of the need to inform the Head Teacher if they become pregnant so that a risk assessment can be carried out to identify any measures necessary to minimise the risks			
2	Risk assessments are carried out to identify any measures necessary to minimise the risks new or expectant mothers at work			
3	The significant findings of the above assessments are recorded			
4	Female staff are issued with leaflet PO/EL/12			
5	The Department of Health poster 'Guidance on infection control in schools and nurseries' is displayed in a prominent place			
6	Female staff are aware of the precautions for expectant mothers detailed in the above poster			
7	Suitable rest facilities are provided for new and expectant mothers, i.e. Staffroom with a comfortable chair			

14 Display Screen Equipment

A checklist is given below which can be used to audit standards.

If applicable, the answer to each question should be 'Yes'.

	Details	Yes	No	N/A
1	'Users' under the Regulations have been identified *			
2	Workstations used by 'Users' meet the minimum requirements set out by the Regulations i.e. adjustable chairs, sufficient desk space to position the screen in front at a comfortable distance, separate keyboards, foot rests and window blinds where necessary etc.			
3	Workstations used by 'Users' have been assessed to identify any actions required to reduce health risks and records are kept (A workstation checklist is attached)			
4	'Users' have been trained how to set up their workstations to minimise the health risks			
5	'Users' have been informed of their right to free eye tests and special spectacles if these are required			
6	'Users' have been informed how to obtain their free eye tests and special spectacles if these are prescribed by the optician			
7	'Users' work routines include changes of activity or breaks to offset fatigue			

*Definition of 'User'

The need for a definition stems from the fact that the possible hazards associated with DSE are mainly those leading to musculoskeletal problems, visual fatigue and stress. The likelihood of experiencing these is related mainly to frequency, duration, intensity and pace of spells of continuous use of DSE, allied to other factors, such as the amount of discretion the person has over the extent and methods of DSE use. The combination of these factors makes it impossible to lay down hard and fast rules about who should be classified as a user.

In some cases it will be clear that the use of DSE is more or less continuous on most days and the individuals concerned should be defined as "users". Where use is less continuous or frequent, other factors connected to the job must be assessed. It will generally be appropriate to classify employees as "users" if most or all of the following criteria apply:

- the individual depends on the use of DSE to do the job, as alternative means are not readily available for achieving the same results;
- the individual has no discretion as to the use or non-use of DSE;
- the individual needs significant training and/or particular skills in the use of DSE to do the job;
- the individual normally uses DSE for continuous spells of an hour or more at a time;
- the individual uses DSE in this way more or less daily;
- fast transfer of information between user and screen is an important requirement of the job;
- the performance requirements of the system demand high levels of attention and concentration by the user, for example, where the consequences of error may be critical.

Display Screen Equipment Workstation Assessment

Name of User	Workstation	Date
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Checklist completed by	Any further action needed? Yes/No
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You should be able to tick the 'Yes' box to all of the following questions.

Item	Yes	No	Action required
Workstation furniture			
Is the space beneath the desk free of objects, which prevent you from sitting straight?			
Can the chair sitting height be adjusted so that forearms are parallel with the floor?			
Is there space under the desk when the chair height is adjusted as above to move your legs freely? i.e. legs not trapped.			
Does the chair back adjust and lock in place to provide you with support in the small of the back?			
Do your feet sit flat on the floor when chair height adjusted as above? If not is a footrest provided?			
Is the worksurface large enough for documents and to position monitor, keyboard and mouse in suitable positions?			
Is the worksurface free from distracting glare?			
Screen			
Does the screen swivel and tilt?			
Is your screen positioned so that you face it straight on at a comfortable distance? If not and the screen is positioned to one side, can you avoid neck ache by the work routine or by swivelling in your chair?			
Is the screen at a comfortable height? i.e. not too high or low.			
Are repeated neck movements avoided when copying from documents? If not is a copy holder provided?			
Are the characters readable?			
Is the image free of flicker and movement?			
Are the brightness and contrast adjustable?			
Is the screen free from distracting glare and reflections from windows, lights and bright coloured surfaces? If not are suitable blinds provided?			
Is the screen positioned to avoid excessive contrast in light levels from behind the screen? i.e. a window directly behind the screen. If not are suitable blinds provided?			
Is a screen cleaning kit provided?			

Item	Yes	No	Action required
Keyboard and mouse			
Is the keyboard tiltable?			
Can you find a comfortable keying position with forearms horizontal?			
Is there enough space to rest hands in front of the keyboard?			
Are the characters on the keys easily readable?			
Is the mouse within easy reach? i.e. the arm not stretched out or you having to lean over to reach.			
Can the mouse be used with the forearm supported on the desk?			
Does the mouse respond consistently?			
Training and information			
Have you been provided with health and safety training to show you how to adjust your workstation to minimise health risks?			
Have you been informed of your right to an eye test and special spectacles if these are needed?			
Have you received sufficient training on the software packages so as to be able to use them efficiently?			
General health and safety			
Is the workstation free from cables, which could cause trips and falls?			
Are the mains cables organised to avoid the risk of damage? e.g. kept clear of feet/chair legs and not pulled tight.			
Is the equipment free of any obvious electrical defects?			
Is the desk strong enough to support the equipment and the equipment positioned so as not to fall off?			
Are the heat and humidity levels satisfactory? i.e. not excessively hot from high volume of computer equipment and the air too dry so as to cause dry eyes, mouths and throats?			

15 Working Time

Introduction

When people work too many hours their health can be affected and the risk of mistakes/accidents is increased.

Regulations were introduced from October 1998, implement a European Union Working Time Directive. They provide rights for workers ensuring they do not have to work excessive hours. The Regulations set minimum standards for time off, while allowing flexibility for workers and employers to make arrangements, which suit them. The new rights will apply to all workers except the self employed and those working in transport sectors, sea fishing or other work at sea and doctors in training. The Regulations provide flexibility in how the rights are applied. In certain circumstances the rights may be modified. Furthermore, workers and employers may modify some rights by agreement to allow them to arrange their working time in a manner best suited to their situation.

Basic rights and protections provided by the Regulations

- A limit of an average of 48 hours a week which a worker can be required to work (This is an average over a 17 week reference period, workers can choose to work more if they want to but a written agreement to exclude 48 hour limit must be drawn up).
- A limit of an average of 8 hours work in 24 which night workers (persons working more than 3 hours between midnight and 5am) can be required to work. (This can be varied by agreement between workers and employer)
- A right for night workers to be offered free health assessments on a regular basis, for young persons this is a right to health and capacities assessments.
- A right to 11 hours rest a day, 12 hours for young persons over school leaving age but not 18.
- A right to a day off each week, two days for young persons.
- A right to an in-work rest break of at least 20 mins if the working day is longer than six hours, for young persons this is a right to an in-work rest break of at least 30 mins if the working day is longer than four and a half hours.
- A right to three weeks paid leave per year, rising to four weeks from 23 November 1999. (Bank holidays with pay count towards this entitlement.)

The calculation of average working time

Periods of annual, sick or maternity leave are known as 'excluded days'. Allowance for these are made by adding the total number of hours worked in the equivalent number of days immediately after the reference period. (*This is to make the excluded days typical in length to working days.*) To calculate the average time worked, the total hours worked in the reference period are added the allowance for any 'excluded days' and the figure is divided by the number of weeks in the reference period.

Example

A person works a standard 5 day week of 40 hours (8 hours a day) and does 8 hours a week overtime for the first 12 weeks of a 17 week reference period. 4 days annual leave is taken at the end of this reference period. The total hours worked in the reference period is:

$$12 \text{ weeks of } 48 \text{ hours} + 4 \text{ weeks of } 40 \text{ hours} + 1 \text{ day of } 8 \text{ hours} = (12 \times 48) + (4 \times 40) + (1 \times 8) = 744 \text{ hours}$$

To this must be added the allowance for the 4 days annual leave, which are the number of hours worked in the 4 days immediately after the reference period, in this case it was 4 days of 8 hours = 32 hours.

The average working time is this total divided by 17 = $\frac{744 + 32}{17} = 45.6$ hours per week

Special Circumstances

The Regulations set out a number of special circumstances in which the provisions relating to the length of nightwork, daily rest, weekly rest and breaks in the working day do not apply, e.g:

- Where there is a need for continuity of service such as in residential care.
- Where there is a need to provide security arrangements such as caretakers.
- Where there is a foreseeable surge in activity, such as at Christmas.
- Exceptional events such as accidents/fires etc.

Where these exemptions apply, compensatory rest must be afforded as soon after as possible. In exceptional cases in which it is not possible, for objective reasons, to grant such periods of rest, appropriate protection must be afforded to safeguard individuals health and safety.

Also in these special circumstances, the reference period for calculating the average working time can be extended from 17 weeks to 26 weeks. The reference period can be increased to 52 weeks if employees agree.

Persons working split shifts i.e. cleaners/caretakers who work mornings and evenings, the entitlement to 11 hours daily rest does not apply. In these cases compensatory rest should be provided by the time off during the day.

Taking work home would only constitute working time if it was agreed with the employer.

Standby or sleep in duties are not counted as working time unless the person actually works.

Unmeasured Working Time

The 48 hour weekly working time limit and the provisions relating to breaks in the working day, daily rest, weekly rest and night working do not apply to managing executives or other persons with autonomous decision-taking powers over when and how long they work. This could include Directors and Senior Managers. Where this is unclear it is best to err on the side of caution and seek to agree an extended reference period of 52 weeks or for them to agree to work more than the 48 hours weekly limit.

Records

Existing records may be adequate, employers should be able to show the weekly/night work working time limits are being complied with and that night workers health assessments are offered.

Multiple Employment

Employers must take reasonable steps to ensure that employees do not exceed an average of 48 hours working time a week (unless they have agreed to do more). Such steps will include enquiring whether employees are employed elsewhere (or requesting that they be notified if other employment is taken up).

Enforcement

The limits (the weekly working time, night work limits and health assessments for night workers) will be enforced by the health and safety enforcing authorities i.e. the Health and Safety Executive for schools.

The entitlements (the weekly and daily rest, rest breaks and paid annual leave) will be enforced through the Employment Tribunals.

To find out more

For more detailed guidance on how the Regulations apply in practice, a booklet entitled 'A Guide on the Working Time Regulations' is available. To obtain a copy call 0845 6000 925.

A checklist is given below which can be used to audit standards.

Working Time Checklist

The answer to each question should be 'Yes'.

	Details	Yes	No	N/A
1	Staff do not work more than 48 hrs per week averaged over 17 weeks			
2	Staff have at least 20 mins break in the day			
3	Staff have at least 1 day off per week			
4	Staff normally have at least 11 hrs break between leaving work and starting next day			

16 First Aid, Infection Control and Healthcare Plans for Pupils Special Medical Needs

The answer to each question should be 'Yes'

Details		Yes	No or Don't Know	N/A
1	A suitable number of first aid boxes, stocked with the recommended contents are sited around the school, see attached list of recommended contents			
2	A person is nominated to check the contents of first aid boxes regularly and to replenish items as necessary			
3	In schools with more than 50 staff, sufficient persons have been trained in first aid (4 day course) within the last 3 years to ensure coverage during school times and for out of hours activities			
4	In schools with less than 50 staff, sufficient persons have been trained (as a minimum) in emergency first aid (1 day course) within the last 3 years to ensure coverage during school times and for out of hours activities			
5	Suitable equipment is provided for cleaning up body fluids, vomit etc.*			
6	The Department of Health poster 'Guidance on infection control in schools and nurseries' is displayed in a prominent place			
7	Staff are aware of the precautions for the prevention of transmission of infection detailed in the above poster			
8	The DfEE package 'Supporting Pupils with Medical Needs' is available			
9	Healthcare plans based on the have been devised for pupils with special medical needs			
10	Clinical waste disposal units are provided which are collected by specialist contractors			
11	Suitable equipment is provided for the safe handling and disposal of discarded syringes			

* First aid equipment suppliers can provide single use kits for the safe handling of discarded syringes and cleaning up body fluids. Suggest contact 'Safa' 0151 708 9418

Staff should administer first aid treatment in accordance with their training and always err on the side of caution by referring pupils for further medical attention as set out below or when in doubt.

Head Injuries

Head injuries can easily be underrated. Any significant knock to the head which shows signs of swelling, grazing, crushing or which changes the behaviour of the pupil should be referred immediately for further medical attention. Slight knocks to pupils who have had previous head injuries, could be serious and these also should be referred immediately for further medical attention. Parents are to be contacted immediately where further medical attention is necessary and informed via the standard letter of any non significant head bumps, which show no signs or only slight reddening.

Other Injuries

Broken bones may sometimes not be obvious in children, any injury which results in continued pain or changed mobility should be referred immediately for further medical.

Aids and hepatitis B viruses are a risk to staff involved in the provision of first aid. The universal precautions for cleaning up body fluid spills detailed in the Department of Health poster 'Guidance on infection control in schools and nurseries should be followed to prevent the spread of infection. This poster should be displayed in the Staffroom.

Recommended contents of first aid box

Card (see County Council leaflet PO1 – (See attached)
20 individually wrapped sterile adhesive dressings (assorted sizes), appropriate to the type of work
2 sterile eye pads
4 individually wrapped triangular bandages (preferably sterile)
6 safety pins
6 medium sterile individually wrapped unmedicated wound dressings (approximately 12cm x 12cm)
2 large sterile individually wrapped unmedicated dressing (approximately 18cm x 18cm)
one pair of disposable gloves

This is a suggested contents list only; equivalent but different items will be considered acceptable.

FIRST AID GUIDANCE NOTES

This leaflet contains advice on basic first aid for people to use in an emergency.

YOU SHOULD NOT ATTEMPT TO GIVE MORE THAN THIS BASIC FIRST AID IF YOU HAVE NOT BEEN TRAINED.

When giving first aid it is vital that you assess the situation and that you:

take care not to become a casualty yourself while administering first aid (use protective clothing and equipment where necessary);
send for help where necessary. Don't delay;
follow the advice given below.

Check whether the casualty is conscious. If the casualty is unconscious or semi-conscious:

check the mouth for any obstruction;
open the airway by tilting the head back and lifting the chin using the tips of two fingers.



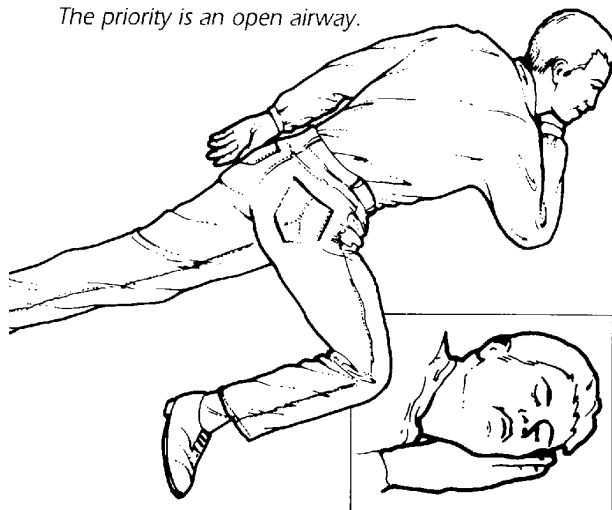
If the casualty has stopped breathing and you are competent to give artificial ventilation, do so. Otherwise send for help without delay.

UNCONSCIOUSNESS

In most workplaces expert help should be available fairly quickly, but if you have an unconscious casualty it is vital that his or her airway is kept clear. If you cannot keep the airway open as described above, you may need to turn the casualty into the recovery position. The priority is an open airway. Make sure that the head is tilted well back and that the hand supports the head.

the casualty into the recovery position.

The priority is an open airway.



WOUNDS AND BLEEDING

Open wounds should be covered - after washing your hands if possible.

Apply a dressing from the first aid box over the wound and press firmly on top of it with your hands or fingers. The pad should be tied firmly in place. If bleeding continues another dressing should be applied on top. Do not remove the original dressing. Seek appropriate help.

MINOR INJURIES

Minor injuries of the sort which the injured person would treat themselves at home, can be treated from the contents of the first aid box. The casualty should wash his or her hands and apply a dressing to protect the wound and prevent infection. In the workplace special metallic and/or coloured or waterproof dressings may be supplied according to the circumstances. Wounds should be kept dry and clean.

SUSPECTED BROKEN BONES

If a broken bone is suspected obtain expert help. Do not move casualties unless they are in a position, which exposes them to immediate danger.

BURNS

Burns can be serious - if in doubt seek medical help. Cool the part of the body affected with cold water until the pain is relieved. Thorough cooling may take 10 minutes or more, but this must not delay taking the casualty to hospital.

Certain chemicals may irritate or damage the skin - some seriously. Treat in the same way as for other burns. It is important that irrigation continues, even on the way to the hospital if necessary. Remove any contaminated clothing, which is not stuck to the skin. Make sure that you avoid contaminating yourself with the chemical.

EYE INJURIES

All eye injuries are potentially serious. The casualty will be experiencing intense pain in the affected eye, with spasm of the eye lids. Before attempting to treat, wash your hands.

If there is something in the eye, irrigate the eye with clean, cool water or sterile fluid from a sealed container, to remove loose material. Do not attempt to remove anything that is embedded.

If chemicals are involved, flush the open eye with water or sterile fluid for at least 10-15 minutes. Apply an eye pad and send the casualty to hospital.

SPECIAL HAZARDS

Electrical and gassing accidents can occur in the workplace. You must assess the danger to yourself and not attempt assistance until you are sure it is safe to do so. If the casualty has stopped breathing and you are competent to give artificial ventilation and cardiac resuscitation, do so. Otherwise send for help without delay.

ILLNESS

Many everyday ailments can arise at work. Giving medicines is not within the scope of first aid at work. Application of common sense and reassurance to the casualty is the most valuable help that you can give. If in any doubt about the seriousness of the condition, expert help should be sought. If the casualty has his or her own pain relief tablets they may take these as appropriate. People assisting should not offer medication of their own or belonging to others.

RECORDING OF TREATMENT

It is good practice that any injuries or cases of illness, which have been treated, are recorded in a book. Include the following information in your entry:

- date, time and place of incident or treatment;
- name and job of injured or ill person;
- details of the injury/illness and the treatment given;
- what happened to the person immediately afterwards (e.g. went home, went back to work, went to hospital);
- name and signature of the person providing treatment.

This sort of information can help identify accident trends and possible areas for improvements in the control of health and safety risks.

INJURY REPORTING

Certain injuries must be reported to the Health and Safety Executive (HSE). Injury report form P03 is used for this purpose and can also be used for all other injuries. Copies of this form kept on file are an accepted method of record keeping for both HSE and Social Security purposes making the upkeep of the separate accident book (BI510) unnecessary. There is now a facility to e-mail the HSE direct on the following website- hse.gov.uk

TRANSMISSION OF INFECTION

These basic hygiene rules should be followed:

always cover any exposed cuts or abrasions with a waterproof dressing. However, food handlers should never wear a dressing for more than two hours as bacteria can build up on it;

wash hands before and after applying dressings where this is practicable;

if direct contact with another person's blood or body fluids occurs wash skin thoroughly with soap and running water. If your skin has been broken, encourage bleeding, clean the wound and apply a dressing. Seek medical help;

wash out splashes in the eye preferably using a sterile eye wash or cold tap water if this is not available. Clean, cold tap water should be used if the mouth or broken skin are affected. Medical advice should be sought;

whenever blood, or other body fluid, has to be mopped up disposable plastic gloves and an apron should be worn and paper towels used. Emergency clean up kits are available from first aid suppliers. All items should be disposed of through the clinical waste procedures;

blood and other body fluids may be cleaned from clothing in an ordinary washing machine, using hot cycle (80°C) or boil washed if necessary. Non washable items should be dry cleaned;

where possible, areas where spills of blood or other body fluids have occurred should be disinfected using one part of bleach freshly diluted with ten parts of water;

bleach used for this purpose must be of good quality and renewed at least every 6 months. (Available chlorine in the bleach reduces with age, particularly if the container is not stored in ideal conditions).

ADDITIONAL EQUIPMENT

A mouthpiece disposable should be available to prevent infection from mouth to mouth resuscitation. (NB: It is possible to carry out resuscitation through a clean handkerchief or several layers of gauze.)

ADDITIONAL INFORMATION

Information on AIDS and Hepatitis B is contained in employee leaflet POEL7 Bloodborne Viruses Advice for Employees and First Aiders" is also available from the Health and Safety Team.

17 Accident Reporting

Minor injuries to staff and pupils should be recorded in the accident book.

The Head Teacher is responsible ensuring that PO3 forms are completed for more serious injuries and for carrying out the statutory reporting procedures for "Major" and "Over 3 day" absence injuries as required by the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995.

A supply of PO3 forms must be kept available.

These forms must be used to notify the Health and Safety Executive (HSE) of any 'Major' injuries to staff, pupils or visitors and any 'Over 3 day absence' injuries to staff.

'Major' injuries to pupils and visitors are those which require them being taken directly to hospital. This only applies to injuries, which arise in connection with work, either through a premises fault or through work organisation, such as lack of care, not those which arise from play or sport activities or which arise from health condition.

'Major' injuries to staff are basically any break of the large bones or any injury which requires hospitalisation for more than 24 hours.'

All 'Major' injuries must be notified to the HSE immediately by telephone 0115 971 2800, followed with an PO3 form within 10 days.

'Over 3 day' absence injuries to staff do not require telephone notification but the PO3 form must arrive at the HSE within 10 days of the injury.

Some incidents, which do not result in injury, must be reported by telephone and PO3 form to the HSE. These are known as 'Dangerous Occurrences' and are only those which are specified by the Regulations. These mainly large incidents in the construction and manufacturing sectors but some such as a collapse of a building or scaffold, fire or electrical short circuit which disrupts activities for more than 24 hours or the failure of a lift, will apply. . In the event of any serious incident similar to these or if in doubt contact the Health and Safety Team for further advice.

Certain work related diseases must be reported to the HSE. The list of these is complex and most are extremely rare. The diseases listed below are those, which could be related to school activities. These only require reporting when a Doctor's Certificate is received which quotes a listed disease. In these cases or if in doubt contact the Health and Safety Team for further advice.

- Cramp in the hand or forearm due to repetitive movement. (Where work involves prolonged periods of handwriting, typing or other repetitive movements of the fingers, hand or arm).
- Traumatic inflammation of the tendons of the hand or forearm or of the associated tendon sheaths (Physically demanding work, frequent or repeated movements, constrained postures or extremes of extension or flexion of the hand or wrist).
- Carpal tunnel syndrome.
- Leptospirosis

Tetanus

Hepatitis from work involving contact with human blood products or any viral hepatitis.

Legionellosis from exposure to contaminated water supplies.

Occupational Dermatitis (Work involving a wide range of substances including strong acids and alkalis, detergents, bleaches, mineral oils, paints, solvents)

The Health and Safety Team (01522 552205) should be contacted if in doubt about these reporting procedures.

Accident Reporting Checklist

A checklist is given below which can be used to audit standards.

The answer to each question should be 'Yes'.

Details		Yes	No
1	An accident book is kept for recording minor injuries		
2	A person is nominated to be responsible for reporting incidents as required by the RIDDOR Regulations (Tel HSE and PO3 Forms)		
3	The above person knows generally what must be reported under the above Regulations		
4	A stock of PO3 forms are kept		
5	Copies of any completed PO3 forms kept on file		

18 Play Risks for Pupils

Accident statistics show that 95% of all injuries to pupils result from sport or play activities.

A checklist is given below which can be used to audit standards.

If applicable, the answer to each question should be 'Yes'.

Details		Yes	No or don't know	N/A
1	A separate area is provided for ball games			
2	Sufficient staff are on duty and positioned at suitable places to monitor the activities in all play areas			
3	Playground rules have been drawn up, communicated to pupils and are enforced by staff on duty			

8 (Continued from overleaf) Describe what happened

(Continued from overleaf) State any action taken to prevent re-occurrences

19 Physical Education

Accident statistics show that 95% of all injuries to pupils result from sport or play activities.

A separate health and safety policy should be produced for physical education.

A checklist is given below which can be used to audit standards.

If applicable, the answer to each question should be 'Yes'.

	Details	Yes	No or don't know	N/A
1	Risk assessments for physical education activities have been carried out and the necessary risk control measures have been incorporated into departmental procedures and recorded in lesson plans etc.			
2	The BAALPE booklet 'Safe practice in Physical Education' is available and used when carrying out risk assessments to help identify the risk control measures necessary			
3	Only suitably qualified members of staff are allowed to supervise physical education			
4	Gymnasium apparatus is thoroughly examined annually by a specialist contractor and records are kept			
5	Apparatus and sports pitches are visually inspected before use by staff			
6	The guidance issued by the relevant national governing body for any activity is followed to minimise risks			
7	Swimming lessons only take place in swimming pools meeting the safety standards set by the Sports Council under the supervision of persons with the appropriate teaching/lifesaving competencies			

20 Educational Visits

A separate health and safety policy should be produced for Educational Visits.

Most serious accidents to pupils occur outside the school premises.

A checklist is given below which can be used to audit standards.

If applicable, the answer to each question should be 'Yes'.

	Details	Yes	No or don't know	N/A
1	A separate Visits Policy has been produced based on the DfEE document 'Health and Safety of Pupils on Educational Visits'			
2	A risk assessment is carried out for all visits and for new venues staff carry out trial runs without pupils to identify the hazards and the measures necessary to control the risks			
3	The significant findings of the above assessments are recorded			
4	The minibus is fitted with forward facing seats and lap and diagonal seat belts			
5	Where appropriate a seat belt installation check has been carried out at an MOT and a certificate of approval issued			
6	The minibus is serviced in accordance with the manufacturers instructions			
7	The periodic checks recommended by the minibus manufacturers are carried out by a nominated person and records kept			
8	A system is in place for restricting the driving of the minibus to those with the appropriate licence who are assessed as competent			
9	Rules have been set to avoid minibus driver fatigue			
10	Actions in the case of a minibus breakdown or accident have been devised and recorded			

21 Science

Primary School Science

A separate health and safety policy should be produced for science. A model policy for a primary school is available from CLEAPSS as follows:

L224 Model Health and Safety Policy for Primary Schools. Guidance on producing a school policy, and on risk assessments for teaching science. 01/99

The health and safety arrangements in science should be based on the advice and guidance issued by CLEAPSS. A Primary School Science Checklist is attached which can be used to audit standards.

The CLEAPSS advisory documents for primary schools are categorised under the following headings. These should be used to help assess the risks and determine the control measures necessary. The individual documents are too many to list, full details are available on the CLEAPSS website www.cleapss.org.uk.

Experimental and Investigative Science Sc1
Life Processes and Living Things Sc2
Materials and their Properties Sc3
Physical Processes Sc4
Information Technology
Managing Science
Primary Science and Technology Newsletters INDEX for Issues 1
- 19 (Spring '94 – Spring '01)

Primary School Science Checklist

A separate health and safety policy should be produced for Science.

A checklist is given below which can be used to audit standards.

The answer to each question should be 'Yes'.

Details		Yes	No
1	A separate policy has been produced based on the CLEAPSS Model Health and Safety Policy in Science for Primary Schools (L224).		
2	The following documents are available in the school and the guidance in these is incorporated into lesson plans to control the risks:		
	<ul style="list-style-type: none">• L5p Safe Use of Household and Other Chemicals (CLEAPSS)		
	<ul style="list-style-type: none">• L86p Electrical Safety - Primary (CLEAPSS)		
	<ul style="list-style-type: none">• L164a Heating in Primary Science (CLEAPSS)		
	<ul style="list-style-type: none">• L190p Studying Micro-organisms in Primary Schools (CLEAPSS)		

Secondary School Science

A separate health and safety policy should be produced for science. A model policy for a secondary school is available from CLEAPSS as follows:

L223 Model Science Health and Safety Policy. 07/97 (Available on disc in PC or Mac formats, for customising by school)

The health and safety arrangements in science should be based on the advice and guidance issued by CLEAPSS. All secondary schools should have the 'Laboratory Handbook' and 'Hazcards' and receive the 'CLEAPSS Bulletins' on a regular basis. A Secondary School Science Checklist is attached which can be used to audit standards.

The CLEAPSS advisory documents for secondary schools are categorised under the following headings. These should be used to help assess the risks and determine the control measures necessary. The individual documents are too many to list, full details are available on the CLEAPSS website www.cleapss.org.uk.

- Risk Assessment and Safety Policies
- Management of Science
- Laboratory Design and Fitting
- General Laboratory Equipment
- Animals and Plants
- Biological Techniques
- Mainly Chemistry
- Mainly Physics
- Earth, Environment and Space
- Information Technology
- Miscellaneous
- Index of CLEAPSS BULLETINS Issues 77 – 111 (Spring 1990 - Summer 2001)

Secondary School Science Checklist

If applicable, the answer to each question should be 'Yes'

	Details	Yes	No or don't know	N/A
1	The school subscribes to the CLEAPSS School Science Service and receives the regular information bulletins and updates.			
2	A separate policy has been produced for science, which is based on the CLEAPSS Model Health and Safety Policy L223, June 1998.			
3	The following documents are available, kept up to date, where appropriate and are used to determine the control measures which are incorporated into lesson plans: <ul style="list-style-type: none"> • CLEAPSS, Hazcards, 1995 or later • CLEAPSS, Laboratory Handbook, 1997 or later • Safeguards in the School Laboratory, ASE, 1996 (10th Edition), ISBN 0863572502 • DfEE, Safety in Science Education, HMSO, 1996, ISBN 011270915X] • Topics in Safety, ASE, 1988 (2nd edition), ISBN 0863571042 			
4	All sockets in Laboratories are protected by an RCD fitted in the distribution board or by integral RCD's in the sockets			
5	The test buttons on the above are operated monthly and any which fail to trip are reported for urgent maintenance			
6	Gas isolation valves easily are accessible and clearly marked			
7	Fume cupboards are examined at least every 14 months by a competent person and records kept			
8	All defects identified by the above have been rectified.			
9	Health and Safety Guidelines for science staff have been drawn up e.g. Appendix 11 of CLEAPSS Model Policy.			
10	Health and Safety Rules for pupils during science lessons have been drawn up e.g. Appendix 12 of CLEAPSS Model Policy.			
11	Immediate response actions for foreseeable Laboratory incidents (splash in eyes, hair on fire etc) drawn up for science staff e.g. Appendix 8 of CLEAPSS Model Policy.			
12	Fire blanket and suitable extinguishers are provided			
13	Science staff are trained in the use of fire blankets/extinguishers to deal with minor bench fires etc.			
14	A 'Spill kit' is provided and science staff know how to use this for clearing/disposing of spilt hazardous substances safely (e.g. in accordance with the guidance in the CLEAPSS Laboratory Handbook)			
15	Preparation and storage areas are reasonable tidy			
16	Entry to laboratories and preparation rooms is controlled to prevent unsupervised access to hazardous substances			

17	Pupils are supervised by a qualified science teachers, familiar with the departmental safety procedures for all practical lessons using hazardous substances or equipment			
18	'Toxic' and 'Corrosive' substances are stored securely			
19	'Highly Flammable' liquids are kept in an approved, leakproof, fire resisting cabinet			
20	Compressed gas cylinders are stored in trolleys or secured to prevent falling over			
21	Arrangements are in place to examine autoclaves and steam engines periodically to identify any maintenance required to prevent danger e.g. following the CLEAPPS guidance or contracting out to engineers from insurance companies			
22	Radioactive sources are within Category C classification (i.e. not more than 30 μ Ci or 1.1MBq, in total) and DFEE authorisation letter for keeping these sources is available			
23	A member of staff is appointed as Radiation Protection Supervisor (RPS)			
24	Local rules for the storage and use of radioactive substances have drawn up based on the CLEAPSS model rules			
25	Radioactive sources are stored securely in a cupboard marked with the appropriate warning sign and a log book is used to record issues/returns			

22 Design and Technology

A separate health and safety policy should be produced for Design Technology.

BS 4163:2000 'Code of Practice for Health and Safety in Workshops of Schools and Similar Establishments' covers most aspects of health and safety in Secondary Schools and should be used as a guide to assessing risks and implementing appropriate controls. This costs £20, Tel 020 8996 9001 to place an order.

The following CLEAPSS publications are available and these should also be used to help assess the risks and determine the control measures necessary. These documents are available from CLEAPSS, Tel 01895 251496. CLEAPSS also have an excellent web site, www.cleapss.org.uk and can be Emailed at science@cleapss.org.uk.

Primary School Publications

L110 Materials & Components for Technology What to buy and the best sources. 03/97

L173 Construction Kits. Details of over 180 products including relative sizes of models plus advice on what to buy for different pupil age ranges and various tasks. 05/93

L18 Glues and Adhesives. Advice on which glue to use for different materials; glue guns included. 05/00

Secondary School Publications

Risk Assessments for Technology

PS31 Disposal Of Waste In Technology. 03/01

PS33 MDF (Medium Density Fibreboard). 07/00

Primary and Secondary School Design and Technology Checklists are attached which can be used to audit standards.

Primary School Design and Technology Checklist

A separate health and safety policy should be produced for Technology.

If applicable, the answer to each question should be 'Yes'.

	Details	Yes	No	N/A
1	The following documents are available in the school and the guidance in these is incorporated into lesson plans to control the risks:			
2	<ul style="list-style-type: none"> L86p Electrical Safety - Primary (CLEAPSS) 			
3	<ul style="list-style-type: none"> GLU Glues and Adhesives (CLEAPSS) 			
4	<ul style="list-style-type: none"> The Association for Science Education (ASE) - 'Be Safe - Some aspects of safety in school science and technology for key stages 1 and 2' 			
5	<ul style="list-style-type: none"> The National Association of Advisors and Inspectors in Design and Technology (NAAIDT) - 'Make it safe!' 			
6	<ul style="list-style-type: none"> DfEE - 'Safety in Practical Studies' 			
7	Only low temperature glue guns are to be used by pupils under close supervision			

Secondary School Design and Technology Checklist

A separate health and safety policy should be produced for Technology.

A checklist is given below which can be used to audit standards.

If applicable, the answer to each question should be 'Yes'.

	Details	Yes	No or don't know	N/A
1	Risk assessments for technology activities have been carried out and a separate Health and Safety Policy produced.			
2	The necessary risk control measures have been incorporated into departmental procedures and lesson plans etc.			
3	The following documents are available and used when carrying out risk assessments to help identify the risk control measures necessary: <ul style="list-style-type: none"> • BS 4163:2000 Code of Practice for Health and Safety in Workshops of Schools and Similar Establishments. • Risk Assessments for Technology in Secondary Schools (CLEAPSS Publication). • DfEE - 'Safety in Practical Studies' 			
4	All teaching and support staff meet the Health and Safety Training Standards in Design and Technology published by DATA			
5	Adjustable guards provided for all dangerous cutting parts of machinery e.g drill guards, milling cutter guards, bandsaw guards, circular saw guards, planer/thicknessor cutters, abrasive wheels etc.			
6	Fixed guards (i.e. cannot be removed without the use of a tool) or interlocked guards are provided which effectively prevent finger access to all dangerous parts of transmission machinery e.g pulleys, belts, gearwheels, rotating shafts			
7	Conveniently positioned mushroom headed emergency stop buttons or suitable other devices are provided for each machine			
8	Foot operated emergency stops are fitted to all drilling machines			
9	A central, lockable isolation switch is provided for the electricity supplies to all fixed machine tools and socket outlets in the workshops			
10	Conveniently positioned mushroom headed stop buttons are fitted around the workshop to enable immediate disconnection of the electricity supplies to all fixed machine tools and socket outlets in case of an emergency			
11	All fixed machines are subject to a planned maintenance programme with a specialist organisation which includes electrical safety inspection and tests and records are kept			

12	Hand tools are inspected and maintained routinely by a nominated member of staff and records are kept			
13	All sockets in workshop areas are protected by an RCD fitted in the distribution board or by integral RCD's in the sockets			
14	The test buttons on the above are operated monthly and any which fail to trip are reported for urgent maintenance			
15	Gas isolation valves are easily accessible and clearly marked			
16	Oxygen and acetylene cylinders for welding are located securely to prevent toppling, flexible pipes are in good condition and flashback arresters are fitted to both cylinders			
17	Electric welding units have open circuit voltages not exceeding 50 volts AC or 120 volts DC and unless of the modern type with reinforced (denoted by the symbol two circles within a shield) a separate workpiece earth conductor is provided in addition to the welding lead and return cables			
18	Flame failure devices are fitted to melting furnaces and forges			
19	Local exhaust ventilation systems are provided for all hot work processes or, if not, the exposures have been assessed and are insignificant			
20	Local exhaust ventilation systems are provided for all woodworking machinery, if not, the exposures have been assessed and are insignificant			
21	Local exhaust ventilation systems are examined at least every 14 months by a competent person and records kept			
22	Local exhaust ventilation systems are checked weekly for obvious defects by a nominated member of staff and records are kept			
23	Air compressor receivers with a capacity of more than 250 bar-litres are examined by a competent person at regular intervals in accordance with a written scheme and records are kept			
24	Highly flammable liquids are not used or kept in an approved, leakproof fire resisting cabinet and only used in small quantities in well ventilated areas away from naked lights			
25	A noise assessment has been carried out on the circular saw and planer/thicknessor and the measures to prevent hearing damage have been identified or if not, ear defenders are provided and used each time these machines are operated			
26	Circular saw, planer/thicknessor and bandsaw are all located in a separate room not accessible to pupils or fitted with key isolation switches to prohibit unauthorised use when workshop supplies are switched on			
27	Circular saw, planer/thicknessor and bandsaw all stop within 10 seconds of being switched off			
28	Pupils are not allowed to use the bandsaw or use is restricted to pupils who have been specifically trained and assessed as competent			

29	The planer/thicknessor has limited cutter projection tooling to minimise the severity of any injuries i.e. On round profile tools the cutter projection is not be more than 3mm. on non-round profile tools a cut limiter is provided to prevent the cutter projecting more than 1.1mm.			
Food Technolgy				
30	Risk assessments for food technology lessons have been carried out and general health and safety rules drawn up			
31	Staff involved in teaching food technology have as a minimum the Basic Food Hygiene Certificate			
32	Food Technology knives are stored securely			
33	Hazardous cleaning substances are not used or, if used, are stored securely when not in use and only used in accordance with the manufacturers instructions			
34	Suitable oven gloves/cloths provided			
35	Gas isolation valve is easily accessible and clearly marked			
36	A fire blanket provided			
37	Cookers are serviced annually			

23 Art

A separate health and safety policy should be produced for Art.

A checklist is given below which can be used to audit standards.

If applicable, the answer to each question should be 'Yes'.

Details		Yes	No or don't know	N/A
1	Risk assessments for art activities have been carried out and a the necessary risk control measures have been incorporated into departmental procedures and recorded in lesson plans etc.			
2	The guidance in the DfEE booklet - 'A Guide to Safe Practice in Art and Design' is available and used when carrying out risk assessments to help identify the risk control measures necessary			
3	All paints, inks and other substances used are non-hazardous i.e. not labelled 'Harmful', 'Irritant', 'Toxic', 'Corrosive' or 'Highly Flammable', or if not, suitable arrangements are in place for safe storage and use			
Where a kiln is present:				
4	<ul style="list-style-type: none"> The door is interlocked to prevent contact with live elements 			
5	<ul style="list-style-type: none"> It is on a maintenance contract with specialists 			
6	<ul style="list-style-type: none"> If situated in a room occupied by pupils, it is enclosed by a cage to prevent unauthorised access whilst firing 			
7	<ul style="list-style-type: none"> If situated in a separate room, the door is locked whilst firing and a light is installed outside which illuminates to indicate firing is taking place 			
8	<ul style="list-style-type: none"> Sufficient ventilation is provided to prevent heat build up and to dilute the fumes given off to a safe level 			
9	<ul style="list-style-type: none"> Combustible materials are kept at least 1 metre away from the kiln 			
10	Electrical supplies to areas where wet clay is handled are protected by an RCD and machinery switches likely to be operated with wet hands are splash proof			
11	Suitable guards are fitted to clay machinery (pugmills, potters wheels etc.) to prevent access to dangerous parts			
12	Clay areas are kept clean by wet methods to minimise dust			
13	Only pre-mixed liquid glazes in 500ml containers are used, these are stored securely and used under close supervision in accordance with the manufacturers instructions			
14	Combustible displays and art work are kept clear of lights and electrical equipment			

24 Music and Drama

A checklist is given below which can be used to audit standards.

If applicable, the answer to each question should be 'Yes'.

	Details	Yes	No or don't know	N/A
1	A safe system has been devised for access to stage lights			
2	Stage lights are fitted with safety chains			
3	Stage areas are tidy with no excessive accumulations of combustible materials			
4	Pupils are prohibited from bringing their own mains fed musical equipment such as amplifiers and electric guitars or RCD protection is provided where this is allowed			
5	RCD protection is provided for socket outlets that are used to power equipment used on the stage			
6	Exposures times of Music Teachers to practice sessions involving loud music is less than 1 hour per day			
7	If the answer to 6 is No or Don't know a noise assessment has been carried out and measures to reduce exposures to loud music implemented.			

25 List of Useful Names and Telephone Numbers

1. Hyder Health & Safety team Les Carter and Paul Office 01522 552205
2. Client Services Group Malcolm Achille and Peter Stewart 01522 542842
3. HSE Principal Inspector 0115 9712800
4. Curriculum and Monitoring Branch 01522 553264
5. District Councils Environmental Health
 - Lincoln City 01522 873240
 - Boston BC 01205 314200
 - South Holland 01775 761161
 - South Kesteven 01476 406300
 - West Lindsey 01427615411
 - North Kesteven 01529 414155
 - East Lindsey 01507 329420
6. Fingard and Fingertoppa 01686 622228
 - Fingersafe Gordon Bricklbank 01482 353157
7. First Aid Equipment suppliers Safa 01517 089418
8. Personal Safety Chase (BM) Ltd 01246 235225
 - Lone working service Voice connect 0116 2322433
9. Dfee guide 4 improving security in Schools 0208 739090

SECTION C

Lincolnshire County Council

Model Health and Safety Policy for Primary Schools

May 2000

(This policy can be E-mailed or supplied on disk so that it can be amended to particular needs. Contact Les Carter on 01522 552205 or E-mail lzc@lincolnshire.gov.uk)

Guidance for producing a school Health and Safety Policy

The Health and Safety at Work etc Act 1974 requires employers with five or more employees to have a written statement of health and safety policy. The Policy must be prepared and brought to the attention of employees and be reviewed and revised as is appropriate to ensure it remains valid.

The Management of Health and Safety at Work Regulations 1999 specifically require that schools assess the risks from their activities, and implement arrangements to control them and to comply with health and safety legislation. The significant findings of these risk assessments must be recorded. The arrangements section of the Health and Safety Policy are, in effect, significant findings of risk assessments.

Statement of Health and Safety Policy

Successful health and safety management starts with sustained commitment and interest from the top of the school. This commitment is the basis of the Statement of Health and Safety Policy.

This statement should set or confirm the health and safety ‘culture’ of school. It is an opportunity for the Governing Body and the Headteacher to influence the attitudes and behaviour of staff and pupils and create a positive health and safety ‘culture’. This statement can be any set of words that suits, an example is shown in Section 1.

Organisation and Responsibilities

The organisation part of the policy is basically the existing personnel structure. Health and safety is a management function and the responsibilities go hand in hand with other management functions. The school's actual organisation should be detailed; some responsibilities of Headteachers may be delegated to teachers or other specialists. What should be made clear is what is expected of staff and what they should do if they cannot fulfill these expectations, ie. to whom to report the problem. If something is identified as not being satisfactory, it is dealt with or passed up the organisation for a decision to be made, with specialist help being obtained if necessary.

Arrangements

This final part of the Policy is where the significant findings of the risk assessments and the arrangements for controlling risks and complying with health and safety legislation are recorded. It is recommended that these arrangements are kept as practicable as possible, to show how things are done in the school and who is specifically responsible for what. There is no need to repeat details that are recorded elsewhere; all that is needed in these cases is to refer to them ie. Fire Procedures, COSHH Assessments etc. In all cases the arrangements detailed must be adapted to suit the specific circumstances of the school. The important thing is that the arrangements should show how things are done at the school; they should be clear and reflect what actually happens.

Once the policy is produced, be prepared to modify it in the light of experience gained from monitoring. Health and safety policies are not ‘tablets of stone’; they must be modified to suit the changing circumstances of the school and developments in health and safety legislation. An annual review is recommended.

This model has been produced to give schools a basic framework on which to construct their own personalised policy. The responsibilities and arrangements detailed must be amended, deleted or supplemented in order to fit the requirements of individual schools.

1 Statement of Health and Safety Policy and Intent

The Governing Body is committed to:

- **the provision of safe and healthy conditions for pupils, employees and visitors;**
- **compliance with all relevant health and safety legislation;**
- **seeking the co-operation of staff, pupils, parents and contractors to achieve these objectives in order to minimise injuries and work related ill health.**

The main hazards and risk control arrangements are detailed in Section 3.

It is impossible to list every hazard likely to be present at any time and therefore everyone must be continually vigilant to ensure that any new hazards are identified and appropriate arrangements implemented to control the risks.

If in doubt about anything to do with health and safety, stop and ask; where necessary specialist advice will be obtained.

This Health and Safety Policy will be reviewed annually and amended as necessary in the light of new developments and information gathered from monitoring.

SignedChair of Governors

SignedHead Teacher

Date

2.0 Organisation and General Responsibilities

2.1 Governing Body

Are responsible for ensuring that:

- a health and safety policy is prepared, implemented and reviewed to ensure it remains valid;
- health and safety standards are monitored by direct involvement or by considering inspection reports;
- actions are prioritised where resources are required;
- health and safety is an agenda item at Governors' meetings;
- a Governor is given specific responsibility for health and safety;
- the Governor with specific health and safety responsibilities and the Head Teacher receive health and safety management training and are competent to deal with the health and safety aspects of the work;
- assistance is obtained from specialists when in any doubt about the health and safety standards to apply;
- the Director of Education and Cultural Services is informed of any situation of concern where appropriate health and safety standards cannot be implemented.

2.2 Head Teacher

The Head Teacher is responsible to the Governing Body for ensuring that:

- hazards are identified and arrangements are made and implemented to control the significant risks and comply with the relevant health and safety legislation;
- the significant findings regarding the above are recorded in the Health and Safety Policy;
- the arrangements are monitored to ensure they are working;
- employees are aware of what is expected of them and that they are capable of dealing with the health and safety requirements of their work;
- any problems in implementing appropriate health and safety standards are reported to the Governing Body;
- specialist help and assistance is obtained where necessary;
- the reports of health and safety monitoring are communicated to the Governing Body along with details of significant injuries to employees, pupils and visitors.

2.3 School Health and Safety Co-ordinator (if appointed)

Is responsible for assisting the Head Teacher with the above and specifically for:

- liaising with employees and Health and Safety Advisors where appropriate to ensure that hazards are identified and appropriate risk control arrangements implemented;
- monitoring the health and safety standards of the school on a day to day basis, reporting any problems that cannot be rectified to the Head Teacher.

2.4 All Employees

Are responsible for:

- taking reasonable care for their own health and safety and that of other employees and visitors who are affected by their activities;
- where appropriate, exercising effective supervision of pupils so as to minimise risks to their health and safety;
- using any work equipment in accordance with the training and instructions provided;
- co-operating as is necessary to implement the arrangements of this policy;
- monitoring the health and safety standards of their own areas, ensuring that appropriate risk control measures are implemented;
- reporting to the Head Teacher any health and safety matters they cannot, or do not feel competent to, deal with themselves and any shortcomings they see in the health and safety arrangements.

2.5 Pupils

Pupil are expected:

- to exercise personal responsibility for their own health and safety and that of their classmates;
- to observe standards of dress and behaviour consistent with the safety of themselves and others;
- to observe the rules of the school and in particular the instructions of teachers.

2.6 Health and Safety Assistance

The Health and Safety Team is appointed to be the competent person as required by the Management of Health and Safety at Work Regulations 1999 and is responsible for providing the health and safety assistance as and when requested. The Team can be contacted on 01522 552205 or E-Mail lzc@lincolnshire.gov.uk

3.0 Arrangements and Significant Findings of Risk Assessments

Contents

- 3.1 General Hazards
- 3.2 Guardrails on Stairs and Landings
- 3.3 Vulnerable Glazing
- 3.4 Electrical Equipment
- 3.5 Working at Heights
- 3.6 Substances Hazardous to Health
- 3.7 Fire Risk Assessment
- 3.8 Manual Handling of Items and Loads
- 3.9 Moving and Handling Assistance for Pupils with Special Needs
- 3.10 Display Screen Equipment
- 3.11 Smoking
- 3.12 Contractors' Activities
- 3.13 First Aid Arrangements
- 3.14 Pregnancy and Work
- 3.15 Young persons working or on work experience in the school.
- 3.16 Security
- 3.17 Violence at Work
- 3.18 Educational Visits
- 3.19 Medicines and Infection Control
- 3.20 Injury Reporting
- 3.21 Statutory Notices
- 3.22 Health and Safety Representatives and Consultation
- 3.23 Staff Induction Procedures
- 3.24 Physical education, sport and play activities
- 3.25 Vehicles on the Premises
- 3.26 Science, Technology and Art
- 3.27 Statutory Engineering Inspections
- 3.28 Working Alone
- 3.29 Working Time

3.1 General Hazards

A high standard of housekeeping is expected to reduce the risk of accidents. Furniture and equipment shall be kept tidy and not allowed to pile up so as to cause a toppling hazard. Unwanted items are to be cleared out and not allowed to accumulate in such ways as to congest the working areas. Pupils' bags are not to be left in walkways or areas where they create tripping hazards.

Specific attention is to be given to avoid slipping and tripping hazards such as trailing cables, damaged floor coverings, slippery floor surfaces. Staff are expected to rectify these situations where possible or report them to the Caretaker or Site Manager.

Step stools, step ladders and ladders are provided and must be used where necessary to reach above head height. Staff are to inspect these before use and report any defect to the Caretaker or Site Manager. Staff are not to use chairs, boxes or similar items and are not to climb up the face of cupboards or storage racks.

Filing cabinet drawers shall not be overloaded and employees must not open more than one drawer at once as this presents a toppling hazard. Desk and cabinet drawers are to be closed immediately after use and not left open.

Damaged or defective furniture and equipment is to be reported to the Caretaker or Site Manager. Also any sharp edges which may cause injury and/or damage to clothing must also be reported.

Pupils are reminded on a regular basis about the risk of fingers being trapped in doors. The Caretaker or Site Manager is responsible for checking routinely that the self closers operate properly, ensuring that adjustments are carried out if doors close too quickly. The vulnerable doors have been identified as the main entrance door, the doors to the pupils' toilets (because pupils tend to wait outside these for their friends) and the doors in the nursery classrooms. These doors have been fitted with finger protector strips to eliminate the risk of injury.

All radiator spindles must be fitted with a handwheel or cap to prevent penetration injuries.

Heaters with hot surfaces are fitted with guards to prevent injuries and hot water temperatures in pupils' areas are set so as not to exceed 43 degrees C to prevent scalding.

Running is not permitted within the school premises and care is necessary when using doors, particularly those without viewing panels. Doors must not be opened without regard for someone coming from the opposite direction.

3.2 Guardrails on Stairs and Landings

Falls down stairwells are a major risk to pupils in schools with multiple floors. To minimise the risks, staff must ensure good discipline in these areas, making sure that pupils do not run or play about on stairs or landings. The guardrails on the stairs and landings have been checked to ensure they meet the requirements of the Health and Safety (Workplace) Regulations 1992 (at least 900mm on stairs, measured vertically from the stair nose to the top of the rail and at least 1100mm on landings, both

sufficiently in-filled so that gaps do not exceed 100mm and which prevent easy climbing).

3.3 Vulnerable Glazing

The vulnerable areas of glazing have been protected with anti-shatter film to prevent serious injuries in the event of breakage. This includes all wired glass in doors/sidepanels and below 800mm from the floor. In addition, the glazing in windows facing the play ground and all glazing below 2 metres in the hall have been safeguarded. The green house is fenced and access is supervised by staff.

3.4 Electrical Equipment

Staff shall not attempt repairs nor make modifications to electrical equipment other than those normally associated with daily operations. Any defects or malfunctions must be reported.

The fixed electrical installations in the school are inspected and tested on a 5 yearly basis by electrical contractors and any maintenance to prevent danger is carried out.

Only electrical equipment provided by the school shall be used. Formal visual inspections/tests of portable electric equipment are carried out annually to identify any maintenance that is required to prevent danger. Low risk office equipment, such as computers where the mains cables are organised to prevent damage, are unlikely to require maintenance to prevent danger and are not included.

Staff are alerted to the dangers of defective wiring and equipment and are encouraged to visually inspect electrical equipment before use and to report any defects immediately.

It is essential that, where portable electrical equipment is used outdoors, a residual current device (RCD) is used to reduce the risk of serious electric shock. Staff must use RCD adapters if one is not fitted into the fixed wiring and to cease using any equipment which causes the RCD to trip.

3.5 Working at Heights

Staff are reminded that falls from heights are the most common cause of fatal and serious accidents at work.

The need to reach things at heights should be eliminated wherever possible e.g. displaying pupils' work and storing things below head height, using window poles instead of climbing to open windows. Where this is not possible, proper access equipment must be used and the following rules followed:

Staff shall not use ladders or step ladders if they are working alone in or around the school; if an incident occurs there is no one to call for assistance.

Before using a ladder or step ladder, make sure it is the right equipment for the work. Scaffold towers or specialist access equipment may be required to reach the position and enable the work to be carried out safely. In these cases the equipment must be erected

in accordance with the manufacturers' instructions by a person who is competent, having received sufficient instruction and training.

Ladders and Step Ladders - General Rules

- Check that equipment is in good condition, do not use ladders or step ladders with cracked, broken or splintered stiles/rungs/steps/hinges/cords/clips or other defects.
- Check the ladder is clear of overhead electrical cables.
- Set the ladder at the correct angle (1 out to every 4 up)
- Never climb higher than the fourth rung from the top to ensure adequate hand hold.
- If using the ladder for access onto a flat roof or platform etc. make sure it extends at least 1.1m above the stepping off point so as to provide an adequate handhold, especially for coming down.
- Move ladders and step ladders so as to avoid the need to overreach.
- Secure the ladder at the top wherever possible; this ensures the ladder cannot slip sideways or backwards and whilst doing this get someone to foot the base.
- If this is impracticable, see that it is firmly secured at the base or footed by a responsible person.
- Ladders less than 3m in length, where securing or footing is not practical, can be used unsecured or footed, providing they are set at the correct angle on a firm, level, non slippery surface.
- Ladders over 3m in length must be secured as above or footed.
- Make sure that extension ladders have enough overlap to prevent collapse.
- Stand the ladder or step ladder on a firm level base and not on loose material.
- Clean wet, icy or greasy rungs or steps before use; make sure footwear is in good condition and free from mud or grease on the soles before climbing.
- Carry light tools and equipment in pockets or a holster/tool bag slung from a strap over the shoulder; use a hoist line to raise larger items when at the working position.
- Step ladders must be long enough to reach the work and provide a secure hand hold. Do not stand on the top step or platform on a step ladder unless it is constructed with a secure hand hold.
- Always spread step ladders to their fullest extent for stability and check that retaining hinges/cords/clips are secure.
- Whenever possible place step ladders at right angles to the work, i.e. with the front or back of steps facing the work. Pushing, pulling or reaching sideways whilst on

step ladders should be avoided because it is less stable; where this is unavoidable another person should support the steps to prevent them tipping.

3.6 Substances Hazardous to Health

Where possible all substances used in the school should be non hazardous e.g. not labelled 'Toxic', 'Harmful', 'Corrosive' or 'Irritant'.

All substances must be properly labelled, stored, used and - when necessary - disposed of in accordance with the manufacturers' instructions. Staff should be aware of the requirement to assess the risks to health of any hazardous substances brought into the school to ensure the appropriate risk control measures are devised, implemented and where appropriate, recorded.

Some hazardous substances are unavoidable: the COSHH assessment for cleaning substances and legionella bacteria are given below. The control measures for the hazardous substances used in Science, Technology, Art (and Catering where applicable) are as recommended in the relevant section.

School Cleaning Substances

Liquid cleaners, disinfectants and bleach carrying the 'Irritant' and 'Harmful' warning labels are used for general purpose cleaning in the school.

These substances are necessary; substitutes without these hazards are considered not to be effective.

The following measures are used to control the risks to health from the use of these substances:

- The substances are kept secure at all times when not in use to prevent access by pupils and unauthorised persons.
- The substances are only to be used as directed by the manufacturers on the containers.
- Substances shall not be mixed together. This is particularly important with bleach, where toxic fumes can be generated if this is mixed with other substances.
- Skin contact with the substances straight from the containers or prolonged/repeated contact with diluted solutions can cause health problems e.g. redness of skin, excema or dermatitis. Contact with the skin is to be avoided by the wearing of protective gloves. These are to be inspected before use and replaced if damaged. At least one spare pair of gloves is kept in stock at all times.
- Accidental splashing on the skin or in the eyes needs to be washed immediately with plenty of water and further medical assistance sought if any problems persist. Any skin problems associated with the use of these substances shall be reported to the Head Teacher and, where appropriate, to a medical practitioner.
- Where substances are transferred into smaller containers for use, they are marked with their contents, dilution ratios and appropriate hazard sign.

The above measures are considered necessary to comply with the COSHH Regulations and it is concluded that these will adequately control the risks to health presented by the use of these substances.

Legionella Bacteria

There is a small risk of legionella bacteria developing in the domestic water system. If droplets are inhaled, as when taking a shower, this could lead to legionnaire's disease which can be serious for vulnerable persons. A company specialising in water hygiene has been commissioned to assess the risks and the recommended remedial work has been carried out to prevent contamination and stagnant water gathering in dead legs of pipework etc. Once a year during the summer holidays a specialist company is contracted to clean and chlorinate the water storage tanks, pipework and shower heads etc. In addition, the Caretaker or Site Manager is responsible for ensuring that shower heads are cleaned and the hot and cold water services are thoroughly run through prior to the school re-opening after more than 5 days closure.

3.7 Fire Risk Assessment

A fire risk assessment has been carried out as required by the Management of Health and Safety at Work Regulations 1999. The significant findings of the fire risk assessment are attached to the back of this policy.

3.8 Manual Handling of Items and Loads

Manual handling operations are required to some extent in most of the school's activities and it is not reasonably practicable to avoid them. Most of these within the classroom do not generally involve significant risks and are within the capabilities of all staff. The measures detailed below are considered adequate to reduce the risks of injury to the lowest level reasonably practicable.

Staff shall not attempt to lift or move anything they consider to be too heavy or awkward for them. If help is not at hand the matter should be reported to the Head Teacher.

When lifting boxes, parcels etc. the back must be kept straight and lifting carried out using the leg muscles. Never bend from the waist and lift with the legs straight as this puts strain on the back muscles and spine and may lead to injury.

Special care is to be exercised where pupils are involved with the moving of objects eg moving trampolines or pianos. Staff are required to assess these operations and only allow pupils to be involved where they will not struggle and to ensure that adequate precautions are taken to prevent injury.

The manual handling of any objects which present a significant risk of injury and which cannot be avoided, is only to take place following a risk assessment to determine the control measures to reduce the risks to an acceptable level.

The following operations have been assessed and, along with the manual handling training that has been provided, are considered to be adequate to reduce the risks to the lowest extent reasonably practicable.

Chair and Table Moving

Measures to reduce the risk of injury:-

- using correct lifting techniques;
- carrying no more than 3 chairs at a time;
- using special trolley for moving stacks of chairs;
- carrying no more than 1 table at a time (single tables);
- obtaining assistance where the timescale involved could lead to over-exertion.

Miscellaneous Packages and Items

Measures to reduce the risk of injury:-

- using correct lifting techniques;
- using the trolleys and barrows provided;
- obtaining assistance where the weight/size of load is beyond individual capacity.

Furniture, Lockers, Display Boards etc

Measures to reduce the risk of injury:-

- using the correct lifting techniques;
- using the trolleys and barrows provided;
- obtaining assistance in proportion to the weight/size and distances involved;
- wearing protective equipment such as gloves and safety footwear.

3.9 Moving and Handling Assistance for Pupils with Special Needs

An assessment of the moving and handling needs of pupils with special needs will be carried out before the pupil starts at the school. Where necessary, advice and guidance will be obtained from parents, the Health Authority and Health and Safety Advisors. The assessment will identify the moving and plan appropriate for each pupil. The hierarchy of measures in these plans shall be as follows:

- Hazardous moving and handling operations shall be avoided, so far as is reasonably practicable, by the use of hoists/slings and, where appropriate, encouraging pupils to move themselves or by re-organising activities.
- Where the above is not reasonably practicable, measures shall be implemented to reduce the risk of injury to the lowest level reasonably practicable; training for staff in using the correct techniques, team lifts, the use of wheelchair ramps, transfer boards, handling belts, sliding sheets, turntables etc.
- The moving and handling plans will be recorded in the pupil's care plan.
- The assessments shall be reviewed each term or when significant changes occur.

3.10 Display Screen Equipment (DSE)

Computer equipment is used extensively by staff in the school office and some teachers. These members of staff have been designated as 'users' under The Health and Safety (Display Screen Equipment) Regulations 1992.

'Users' are provided with information and training about the risks to their health and how to minimise them.

Workstations used by the above 'users' have been assessed to ensure they satisfy minimum requirements and the risks are reduced to the lowest level reasonably practicable.

Frequent changes of activity occur, therefore no special breaks need to be planned into work routines to prevent the onset of fatigue.

'Users' are entitled to eye tests and any special spectacles required for display screen work. Initially 'users' are to request these through the Head Teacher who will provide referral letters to take to an optician of their choice.

Work related upper limb disorders such as pain to the muscles, ligaments and nerves of the hand and arm can be brought about by repetitive movements associated with intensive keyboard or mouse operations. Properly arranged work stations and organisational systems will minimise the risks of these disorders. Staff should be aware of this type of injury and report any pain, discomfort, swelling or weakness experienced during or shortly after keyboard/mouse work.

3.11 Smoking at Work

Smoking is not permitted in the school. This is to prevent unwanted exposure to environmental tobacco smoke which is a health hazard and to minimise the risk of fire.

3.12 Contractors' Activities

Construction and maintenance work involves major hazards, and particular care is necessary when these activities take place on the school site. Contractors have a duty to carry out their work in accordance with relevant statutory provisions. The school has a duty to ensure the health and safety of pupils, employees and visitors on the site and must exercise sufficient control to make sure that contractors discharge their duties. Only contractors who are on the County Council's approved list, or can show in some other way that they are competent to carry out their work in accordance with the relevant statutory provisions, will be selected for work on the premises. Before work commences, the Head Teacher or delegated members of staff must ensure that arrangements to control the risks are implemented by the contractors to protect pupils, staff and visitors. The Head Teacher or delegated member of staff shall then monitor the contractor's activities to ensure the arrangements are adequate. Any situation where the control measures are insufficient must be raised immediately with the contractors.

The Construction (Design and Management) Regulations 1994 (CDM Regulations) will apply to larger projects. i.e. all demolition work irrespective of size, and construction work which involves more than four persons or takes longer than 30 days. In these

cases the Head Teacher or delegated member of staff is responsible for seeking specialist advice regarding what must be done to comply with these Regulations.

3.13 First Aid Arrangements

Having staff trained in emergency first aid is considered to be appropriate for the risks and numbers of persons present. It is the policy of the school to train as many teachers and midday meal supervisors as possible in emergency first aid so that there is always cover for the most likely times that injuries occur and for absences/school trips etc. This training is repeated every 3 years to maintain competence. First aid boxes stocked with the recommended contents are located at appropriate points and (Name) is responsible for checking the contents on a monthly basis and replacing any items used. All staff should familiarise themselves with the location of these so that, in the event of an injury or acute illness, these can be located quickly. In these cases an ambulance can be summoned from the telephone in the office.

Staff should administer first aid treatment in accordance with their training and always err on the side of caution by referring pupils for further medical attention as set out below or when in doubt.

Head Injuries

Head injuries can easily be underrated. Any significant knock to the head which shows signs of swelling, grazing, crushing, or which changes the behaviour of the pupil, should be referred immediately for further medical attention. Slight knocks to pupils who have had previous head injuries could be serious and these also should be referred immediately for further medical attention. Parents are to be contacted immediately where further medical attention is necessary and informed via the standard letter of any non significant head bumps which show no signs or only slight reddening.

Other Injuries

Broken bones may sometimes not be obvious in children. Any injury which results in continued pain or changed mobility should be referred immediately for further medical attention.

Infection Control

Aids and hepatitis B viruses are a risk to staff involved in the provision of first aid. The universal precautions for cleaning up body fluid spillages detailed in the Department of Health poster 'Guidance on infection control in schools and nurseries' should be followed to prevent the spread of infection. This poster is displayed in the Staffroom.

3.14 Pregnancy and Work

Staff who become pregnant shall inform the Head Teacher so that an assessment can be carried out to ensure that any risks created by their work are identified and eliminated or controlled. Advice on pregnancy and work is given in the County Council leaflet PO/EL/12 and in the Department of Health poster 'Guidance on infection control in schools and nurseries' which is displayed in the Staffroom.

3.15 Young persons working or on work experience in the school.

If young persons come to the school to work, or are on work experience, special Regulations apply. A 'young person' is someone who has not attained the age of 18 and a 'child' is someone not over compulsory school age. Where such young people are involved, specific risk assessments need to be undertaken to identify any measures that are required to reduce the risks because of their immaturity, inexperience and lack of awareness. Where a 'child' is involved, the findings of the risk assessments and the protective/preventive measures to be taken must be communicated to the person having parental responsibility for the child.

All young persons will work directly under the supervision of an experienced member of staff who is responsible for ensuring the appropriate measures are taken to protect their health and safety. The activities that young persons are likely to be involved in are low risk. To ensure that persons having parental responsibility for a 'child' are aware of this, they shall be informed as described above; a copy of this policy shall be forwarded to them with the confirmation letter.

3.16 School Security

Access to the school is only via the Reception entrance which is monitored at all times to prevent unauthorised access.

All other doors are locked from the outside to prevent unauthorised access but these can be readily opened from the inside in case of emergency.

The car park is fenced from the areas occupied by pupils and the pedestrian gates are closed during school time.

When pupils are outside at play times or during sports they are supervised closely to ensure they do not go through the gates onto the road.

All visitors are required to report to the Reception Office or to the Caretaker or Site Manager on arrival.

The names of all visitors and their time of arrival and departure should be recorded and a badge issued for identification whilst on the school site.

Unknown persons on the school site not wearing a visitor's badge are to be asked what they are doing and if they require assistance. In some cases it may not be appropriate for a lone member of staff to make this approach; in these cases the Head Teacher is to be informed and, if necessary, the police called for assistance.

3.17 Violence at Work

The school seeks to minimise staff vulnerability to violent disturbing behaviour, including threats, intimidation and verbal abuse as well as physical assault. This kind of behaviour will not be tolerated from pupils or parents and further action such as

exclusion/banning/prosecution will be considered. The following steps should be followed:

- Staff who have any qualms about parental interviews should arrange for a colleague to be present;
- Staff should not become confrontational even if provoked; offer to arrange another meeting with senior colleagues and close the interview;
- Do not hold meetings with parents in isolated classrooms and have clear objectives and a set timescale;
- Do not make home visits alone;
- If verbally or physically abused, leave or call for assistance immediately;
- Staff should report any concerns and all incidents of verbal abuse, threats or actual assaults to the Head Teacher. This will enable incidents to be monitored, investigated, and appropriate action taken.

A register is kept of those who have demonstrated violent tendencies in the past. Reference should be made to this register when arranging meetings with parents so that appropriate support can be organised.

- Staff who suffer violence at work will be sympathetically treated and a variety of support systems are available.

Further advice on violence at work is given in the leaflet PO/EL/18.

3.18 Educational Visits

Staff should note that pupils face far higher risks on school visits than they do in the school. The hazards of all visits must be identified and appropriate risk control measures built into the arrangements. A summary of these must be recorded for all visits undertaken. A separate Visits Policy has been produced and the DfEE document 'Health and Safety of Pupils on Educational Visits' is used as a guide for the risk control arrangements.

Farm visits pose a risk of infection and the precautions are detailed in the Department of Health poster 'Guidance on infection control in schools and nurseries' and the DfEE memo on this subject must be followed. This poster is displayed in the Staffroom.

3.19 Medicines and Infection Control

The storage and provision arrangements for pupils' medicines are set out in a separate statement in the School Medicines Policy.

Pupils who are unwell with an infectious disease should not be at school and should be kept away until they are better or no longer pose a risk of infection to others. The recommended periods of exclusion should be in accordance with the guidance set out in

the Department of Health poster 'Guidance on infection control in schools and nurseries'. This poster is displayed in the Staffroom.

3.20 Injury Reporting

Minor injuries to staff and pupils shall be recorded in the accident book by the person administering first aid.

The Head Teacher is responsible for ensuring that the PO3 forms are completed for more serious injuries and for carrying out the statutory reporting procedures for 'major' and 'over 3 day absence' injuries as required by the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995.

A supply of PO3 forms is kept in the office for this purpose.

These forms must be used to notify the Health and Safety Executive (HSE) of any 'major' injuries to staff, pupils or visitors and any 'over 3 day absence' injuries to staff.

'Major' injuries to pupils and visitors are those which require them being taken directly to hospital. This only applies to injuries which arise in connection with work, either through a premises fault or through work organisation such as lack of care, not those which arise from play or sport activities or which arise from health condition.

'Major' injuries to staff are basically any break of the large bones or any injury which requires hospitalisation for more than 24 hours.

All 'major' injuries must be notified to the HSE immediately by telephone 0115 971 2800, followed with a PO3 form within 10 days.

'Over 3 day absence' injuries to employees do not require telephone notification but the PO3 form must arrive at the HSE within 10 days of the injury.

Some incidents which do not result in injury must be reported by telephone and PO3 form to the HSE. These are known as 'Dangerous Occurrences' and are only those which are specified by the Regulations. These are mainly large incidents in the construction and manufacturing sectors but some, such as a fire or electrical short circuit which disrupts activities for more than 24 hours or the failure of a lift, will apply.

The Health and Safety Team (01522 552205) shall be contacted if in doubt about these reporting procedures.

3.21 Statutory Notices

The Head Teacher is responsible for ensuring that a 'Health and Safety Law' poster is displayed in the offices where staff can read it.

In the case of a foundation school the Head Teacher shall also ensure that a current copy of the employers liability insurance certificate is displayed where staff can see it.

3.22 Health and Safety Representatives and Consultation

The role of trade union appointed health and safety representatives is recognised and encouraged. (NAME) has been appointed as health and safety representative and will be consulted during the preparation and review of the health and safety policy of the school to enable effective co-operation in the promotion and development of the health and safety arrangements. Facilities and time off from normal duties will be provided so that (NAME) can carry out the functions of a health and safety representative as detailed in the Safety Representatives and Safety Committee Regulations 1977.

Health and safety is a standing item on the agenda of all staff and full governors' meetings at the school.

3.23 Staff Induction Procedures

The capabilities of all new members of staff with regard to their own health and safety and that of pupils in their care will be taken into account before employment starts. Adequate information and training will be given to ensure that they are aware of the school's health and safety arrangements, particularly:-

- evacuation procedures;
- first aid and injury reporting arrangements;
- any other relevant emergency procedure.

3.24 Physical Education, Sport and Play Activities

Most injuries to pupils occur during these activities.

General rules for play times

A sufficient number of staff will be available to supervise play times and will be positioned where they can see all pupils.

Staff shall watch for and control over-enthusiastic behaviour. In particular, running and ball games shall only take place in the designated areas. Running and ball games are prohibited in the 'Quiet' areas.

The retrieval of balls from neighbouring gardens by climbing fences or entering without specific permission is prohibited.

Staff shall not carry hot drinks whilst on play time supervision duties.

Fixed outdoor play equipment shall be visually inspected on a daily basis by staff. A termly inspection will be made by (NAME) and a record kept. All play equipment is annually inspected by a specialist contractor.

General rules for sport and physical education

It is the policy of the school to follow the guidance in the document 'Safe practice in Physical Education' published by the British Association of Advisers and Lecturers in Physical Education (BAALPE) and the guidance from the relevant national governing body for the activity concerned.

Only suitably qualified members of staff are to supervise physical education and particular attention should be paid to the following:

- Physical activities should be quietly undertaken and there should be strict control, especially if competitive games are being played;
- Ensure pupils are involved in activities appropriate to developing their existing abilities;
- Staff shall position themselves where they can see all pupils;
- Appropriate clothing should be worn at all times. Loose and floppy clothing should be tucked in shorts; no baggy tops should be allowed;
- Long hair should be tied back;
- Watches, large rings and ring type earrings must be removed;
- Sports areas and pitches should be checked before activities start, to make sure there are no dangerous objects around the side of the hall or any of the outside areas being used;
- Ensure all equipment is safely set up before using;
- Check equipment for signs of wear/defect regularly;
- Limit the number of pupils using any one piece of apparatus;
- Set up apparatus with adequate spacing between each item;
- If pupils are involved in moving equipment, make sure this is done using the correct techniques with enough pupils to ensure that they do not have to struggle;
- Apparatus being used should be at least two metres from any wall;
- Pupils must be supervised at all time in the hall;
- Make sure that equipment is put away safely.

3.25 Vehicles on the Premises

Vehicles manoeuvring around the premises, particularly reversing in restricted areas, are a major risk and can cause serious, even fatal injuries. Special care is necessary to ensure that pupils are kept away from the vehicles on the school premises. In particular:

- Pupils shall not be allowed on the playing field whilst grass mowing takes place;
- Pedestrians must use the separate entrance provided;
- Delivery and contractors' vehicles must be prevented from entering the premises at school starting and leaving times;
- Bus discharge and pick up arrangements must be planned to avoid pupils having to cross the road and avoid the need for reversing whilst pupils are around.

3.26 Science, Technology and Art

A separate health and safety policy has been produced for science which is based on the CLEAPPS School Science Service Model Health and Safety Policy in Science for Primary Schools (L224).

The advice and guidance in the following documents are practiced to control the risks:

CLEAPPS	L5p Safe use of Household and Other Chemicals
	L86p Electrical Safety - Primary
	L164a Heating in Primary Science
	L190p Studying Microorganisms in Primary Schools
	GLU Glues and Adhesives

The Association for Science Education (ASE) - 'Be Safe - Some aspects of safety in school science and technology for key stages 1 & 2'

The National Association of Advisors and Inspectors in Design and Technology (NAAIDT) - 'Make it safe!'

DfEE - 'Safety in Practical Studies' and 'A Guide to Safe Practice in Art and Design'

In particular teachers shall ensure that:

- Sharp knives and sharp ended scissors are stored securely and only used by older pupils under close supervision.
- Round ended scissors to be used where possible.
- Only non-hazardous paints and glues are used.
- Pupils shall be shown how to use the simple hand tools available to them in the classroom safely and it must not be assumed that they have been taught this previously because they have used the tools before.
- Eye protection is used by pupils where materials or tools are likely to produce chips or splinters which fly off.
- Hot wire polystyrene cutters are only to be used in well ventilated rooms.

- Pupils do not use spray glue.
- Only low temperature glue guns are to be used by pupils
- In cookery lessons the quantities of hot liquids are to be kept to a minimum and pans positioned so as not to be knocked over.

3.27 Statutory Engineering Inspections

Thorough examinations are carried out by engineers from an Insurance Company every 6 months for the passenger lift to the first floor and the track hoist used in the Medical Room for moving pupils with special needs. The reports from these examinations are reviewed by the Head Teacher who will initiate any necessary action to prevent danger. The reports are then kept available for inspection for at least 2 years.

3.28 Working Alone

Some activities involve special risks and shall not be carried out whilst alone on the premises. If an accident occurs, there will be no one to help or summon assistance. These will include those listed below. These require specific risk control measures which are not detailed here.

Working at heights of more than 2 metres (from floor to feet position).

Moving and handling tasks where assistance is required to minimise the risk of injury.

Work in roof spaces.

Meetings with people who have a record of violent behaviour or meetings where conflict or disagreement is anticipated.

Working alone on the premises should be avoided where possible but where this is unavoidable the doors should be secured to prevent intruders. (Doors which provide emergency escape can be readily opened from the inside.) A telephone must be readily available. In addition everyone who works alone on the premises must make sure that someone knows where they are and what time they will be finished. These persons should be instructed to make contact if the person working alone is overdue and raise the alarm if there is no reply.

3.29 Working Time

The school recognises that when people work too many hours, their health can be affected and the risk of mistakes/accidents is increased. Compliance with the requirements of the Working Time Regulations 1998 is seen as the way to minimise these risks. Normal school arrangements usually ensure that staff receive the in-work/daily/weekly breaks and annual leave entitlements specified in the Regulations. Some members of staff, during term time, work many hours more than the normal school week, both at the school and at home. When averaged over the reference period of 17 weeks, which will take account of school closures, the limit of 48 hours per week set by the Regulations is unlikely to be exceeded. Any member of staff whose workload dictates that they are required to work excessive hours should raise this with the Head Teacher.

Fire Risk Assessment

Record of the Significant Findings

1) Fire hazards identified in the premises.

A) Combustible materials and flammable liquids/gas hazards

Pupils' coats and outdoor clothing, books, papers, cardboard/paper displays, carpets in some rooms, soft toys, soft balls/footballs, bean bags, plastic covered foam filled gymnasium mats, dressing up clothes, foam filled chairs (Staffroom only), oil for heating, waste paper/packaging, tea towels, Christmas decorations during Dec/Jan.

B) Source of ignition hazards

Fixed and portable electrical equipment, oil fired boiler for the hot water radiator central heating system.

2) Risk assessment and control measures

A) Preventing a fire starting

The main control measure to prevent fires starting in the school is to ensure that combustible materials do not accumulate around the electrical equipment, that staff are aware of this and routine monitoring is carried out by the Head Teacher. A high proportion of the combustibles are kept in storerooms, items being stacked carefully to prevent any likelihood of contact with the lights.

Waste bins are emptied into plastic sacks at the end of each day, the sacks are placed in bins located clear of the buildings at the back of the school. Any large amounts of waste packing materials are removed to bins immediately.

Smoking is not allowed in the school.

The boiler is located in a separate room which is kept free of combustibles. Supplementary heaters are not needed. The oil tank is well clear of the premises and surrounded by a brick bund wall to contain any leakages. The area inside the bund wall is kept free of combustibles.

The fixed and portable electrical equipment is inspected/tested at the recommended frequencies and maintained where necessary to prevent danger.

The only cooking appliances are a microwave cooker in the staffroom and 'Baby Belling' electric oven which is used occasionally in classes for simple cookery demonstrations.

A meeting is held with contractors before any maintenance work is carried out at the school. The measures necessary to safeguard pupils and staff are agreed, along with fire prevention measures where blowlamps, pitch boilers or other heat producing equipment is to be used.

B) .Limiting the injury and damage if a fire starts

(i) General

No one is particularly at risk from fire. Combustible materials are kept to a minimum to limit the size of any fire that starts.

(ii) Fire detection and warning

During the normal school day, staff are in and around all parts of the building every few minutes and a fire developing would be noticed quickly. A breakglass operated, electrical fire alarm is fitted with breakglass points at each exit door. The sounders can be heard throughout the school.

(iii) Means of escape (A plan is a good way of assessing these, attach one if possible)

Exit doors fitted with 'push bar to open' devices provide escape routes from the hall and three of the classrooms to the outside of the school. The exit door from the only classroom without an external fire exit door is only three metres away from an exit door which is in continuous use.

All entrance doors in normal use are secured with a push button lock from the outside; these can be opened easily from inside with a turn latch.

Emergency lights are positioned in the corridors and all exit doors are signed with the 'Fire Exit' notices incorporating 'Pictograms'.

(iv) Fire fighting equipment

Water extinguishers (9 litres) are located in the hall and in the main corridor. A dry powder extinguisher (2.5 kg) is located near the main entrance. A foam extinguisher (9 litres) is located in the boiler house

(v) Planning for an emergency

Procedures to follow in the event of a fire are displayed on notices around the school. Staff are instructed about these on their induction and the procedures are tested by carrying out a fire drill once every term. Special procedures for evacuating disabled pupils have been devised and are practised on fire drills.

(vi) Maintenance and testing of fire equipment

The following is carried out by the Caretaker or Site Manager:

- The fire alarm is tested weekly from a different point;
- Self closers on fire doors are checked weekly to ensure they fully close automatically;
- Fire extinguishers are checked visually on a weekly basis to ensure they are present and unused;
- The emergency lights are tested in accordance with BS 5266 (checked monthly that lights illuminate when power switched off, every 6 months this repeated but lights

left on for at least 1 hour, every 12 months this repeated but lights left on for at least 3 hours).

Fire extinguishers are serviced annually by the Fire Brigade and the fire alarm is serviced by specialists on a contract basis.

3) Assessment conclusion and any risk reduction measures necessary

The above measures are adequate to control the risks from fire. This conclusion is confirmed by satisfactory reports in the past from Fire Brigade inspections

SECTION D

Lincolnshire County Council

Model Health and Safety Policy for Secondary Schools

May 2000

(This policy can be E-mailed or supplied on disk so that it can be amended to particular needs. Contact Les Carter on 01522 552205 or E-mail lzc@lincolnshire.gov.uk)

Guidance for producing a school Health and Safety Policy

The Health and Safety at Work etc Act 1974 requires employers with five or more employees to have a written statement of health and safety policy. The Policy must be prepared and brought to the attention of employees and be reviewed and revised as is appropriate to ensure it remains valid.

The Management of Health and Safety at Work Regulations 1999 specifically require that schools assess the risks from their activities, and implement arrangements to control them and to comply with health and safety legislation. The significant findings of these risk assessments must be recorded. The arrangements section of the Health and Safety Policy are, in effect, significant findings of risk assessments.

Statement of Health and Safety Policy

Successful health and safety management starts with sustained commitment and interest from the top of the school. This commitment is the basis of the Statement of Health and Safety Policy.

This statement should set or confirm the health and safety 'culture' of school. It is an opportunity for the Governing Body and the Headteacher to influence the attitudes and behaviour of employees and pupils and create a positive health and safety 'culture'. This statement can be any set of words that suits; an example is shown in Section 1.

Organisation and Responsibilities

The organisation part of the policy is basically the existing personnel structure. Health and safety is a management function and the responsibilities go hand in hand with other management functions. The school's actual organisation should be detailed; some responsibilities of Headteacher may be delegated to teachers or other specialists. What should be made clear is what is expected of staff and what they should do if they cannot fulfill these expectations, ie. to whom to report the problem. If something is identified as not being satisfactory, it is dealt with or passed up the organisation for a decision to be made, with specialist help being obtained if necessary.

Arrangements

This final part of the Policy is where the significant findings of the risk assessments and the arrangements for controlling risks and complying with health and safety legislation are recorded. It is recommended that these arrangements are kept as practicable as possible, to show how things are done in the school and who is specifically responsible for what. There is no need to repeat details that are recorded elsewhere; all that is needed in these cases is to refer to them ie. Fire Procedures, COSHH Assessments etc. In all cases the arrangements detailed must be adapted to suit the specific circumstances of the school. The important thing is that the arrangements should show how things are done at the school; they should be clear and reflect what actually happens.

Once the policy is produced, be prepared to modify it in the light of experience gained from monitoring. Health and safety policies are not 'tablets of stone'; they must be modified to suit the changing circumstances of the school and developments in health and safety legislation. An annual review is recommended.

This model has been produced to give schools a basic framework on which to construct their own personalised policy. The responsibilities and arrangements detailed must be amended, deleted or supplemented in order to fit the requirements of individual schools.

1 Statement of Health and Safety Policy and Intent

The Governing Body is committed to:

- the provision of safe and healthy conditions for pupils, employees and visitors;
- compliance with all relevant health and safety legislation;
- seeking the co-operation of employees, pupils, parents and contractors to achieve these objectives in order to minimise injuries and work related ill health.

The main hazards and risk control arrangements are detailed in Section 3.

It is impossible to list every hazard likely to be present at any time and therefore everyone must be continually vigilant to ensure that any new hazards are identified and appropriate arrangements implemented to control the risks.

If in doubt about anything to do with health and safety, stop and ask; where necessary specialist advice will be obtained.

This Health and Safety Policy will be reviewed annually and amended as necessary in the light of new developments and information gathered from monitoring.

SignedChair of Governors

SignedHead Teacher

Date

2.0 Organisation and General Responsibilities

2.1 Governing Body

Are responsible for ensuring that:

- a health and safety policy is prepared, implemented and reviewed to ensure it remains valid;
- health and safety standards are monitored by direct involvement or by considering inspection reports;
- actions are prioritised where resources are required;
- health and safety is an agenda item at Governors' meetings
- a Governor is given specific responsibility for health and safety;
- the Governor with specific health and safety responsibilities and the Head Teacher receive health and safety management training and are competent to deal with the health and safety aspects of the work;
- assistance is obtained from specialists when in any doubt about the health and safety standards to apply;
- the Director of Education and Cultural Services is informed of any situation of concern where appropriate health and safety standards cannot be implemented.

2.2 Head Teacher

The Head Teacher is responsible to the Governing Body for ensuring that:

- hazards are identified and arrangements are made and implemented to control the significant risks and comply with the relevant health and safety legislation;
- the significant findings regarding the above are recorded in the Health & Safety Policy;
- the arrangements are monitored to ensure they are working;
- employees are aware of what is expected of them and that they are capable of dealing with the health and safety requirements of their work;
- any problems in implementing appropriate health and safety standards are reported to the Governing Body;
- specialist help and assistance is obtained where necessary;
- the reports of health and safety monitoring are communicated to the Governing Body along with details of significant injuries to employees, pupils and visitors.

2.3 School Health and Safety Co-ordinator (if appointed)

Is responsible for assisting the Head Teacher with the above and specifically for:

- liaising with employees and Health and Safety Advisors where appropriate to ensure that hazards are identified and appropriate risk control arrangements implemented;
- monitoring the health and safety standards of the school on a day to day basis and reporting any problems that cannot be rectified to the Head Teacher.

2.4 Heads of Department - General Responsibilities

Heads of Department are responsible to the Head Teacher for ensuring that in their areas:

- hazards are identified and arrangements are made and implemented to control the significant risks and comply with the relevant health and safety legislation;
- the significant findings regarding the above are recorded in their own Departmental Health and Safety Policies;
- the arrangements are monitored to ensure they are working;
- employees are aware of what is expected of them and that they are capable of dealing with the health and safety requirements of their work;
- any problems in implementing appropriate health and safety standards are reported to the Head Teacher;
- specialist help and assistance is obtained where necessary;
- reporting to the Head Teacher any health and safety matters they cannot, or do not feel competent to, deal with themselves and any shortcomings they see in the health and safety arrangements.

2.5 All Employees

Are responsible for:

- taking reasonable care for their own health and safety and that of other employees and visitors who are affected by their activities;
- where appropriate, exercising effective supervision of pupils so as to minimise risks to their health and safety;
- using any work equipment in accordance with the training and instructions provided;

- co-operating as is necessary to implement the arrangements of this policy;
- monitoring the health and safety standards of their own areas, ensuring that appropriate risk control measures are implemented;
- reporting to the Head Teacher any health and safety matters they cannot, or do not feel competent to, deal with themselves and any shortcomings they see in the health and safety arrangements.

2.6 Pupils

Pupils are expected:

- to exercise personal responsibility for their own health and safety and that of their classmates;
- to observe standards of dress and behaviour consistent with the safety of themselves and others;
- to observe the rules of the school and in particular the instructions of teachers.

2.7 Health and Safety Assistance

The Health and Safety Team is appointed to be the competent person as required by the Management of Health and Safety at Work Regulations 1999 and is responsible for providing the health and safety assistance as and when requested. The Team can be contacted on 01522 552205 or E-Mail lzc@lincolnshire.gov.uk

3.0 Arrangements and Significant Findings of Risk Assessments

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3.1 General Hazards

A high standard of housekeeping is expected to reduce the risk of accidents. Furniture and equipment shall be kept tidy and not allowed to pile up so as to cause a toppling hazard. Unwanted items are to be cleared out and not allowed to accumulate in such ways as to congest the working areas. Pupils' bags are not to be left in walkways or areas where they create tripping hazards.

Specific attention is to be given to avoid slipping and tripping hazards such as trailing cables, damaged floor coverings, slippery floor surfaces. Staff are expected to rectify these situations where possible or report them to the Site Manager or Caretaker.

Step stools, step ladders and ladders are provided and must be used where necessary to reach above head height. Staff are to inspect these before use and report any defect to the Site Manager or Caretaker. Staff are not to use chairs, boxes or similar items and are not to climb up the face of cupboards or storage racks.

Filing cabinet drawers shall not be overloaded and employees must not open more than one drawer at once as this presents a toppling hazard. Desk and cabinet drawers are to be closed immediately after use and not left open.

Damaged or defective furniture and equipment is to be reported to the Site Manager or Caretaker. Also any sharp edges which may cause injury and/or damage to clothing must also be reported.

All radiator spindles must be fitted with a handwheel or cap to prevent penetration injuries.

Heaters with hot surfaces are fitted with guards to prevent injuries and hot water temperatures in pupils' areas are set so as not to exceed 43 degrees C to prevent scalding.

Running is not permitted within the school premises and care is necessary when using doors, particularly those without viewing panels. Doors must not be opened without regard for someone coming from the opposite direction.

3.2 Guardrails on Stairs and Landings

Falls down stairwells are a major risk to pupils in schools with multiple floors. To minimise the risks, staff must ensure good discipline in these areas, making sure that pupils do not run or play about on stairs or landings. The guardrails on the stairs and landings have been checked to ensure they meet the requirements of the Health and Safety (Workplace) Regulations 1992 (at least 900mm on stairs, measured vertically from the stair nose to the top of the rail and at least 1100mm on landings, both sufficiently in-filled so that gaps do not exceed 100mm and which prevent easy climbing).

3.3 Vulnerable Glazing

The vulnerable areas of glazing have been protected with anti-shatter film to prevent serious injuries in the event of breakage. This includes all wired glass in doors/sidepanels and below 800mm from the floor. In addition, the glazing in windows facing the play ground and all glazing below 2 metres in the Sports Hall and Gymnasium have been safeguarded. The green house is fenced and access is supervised by staff.

3.4 Electrical Equipment

Staff shall not attempt repairs nor make modifications to electrical equipment other than those normally associated with daily operations. Any defects or malfunctions must be reported.

The fixed electrical installation in the school is inspected and tested on a 5 yearly basis by electrical contractors and any maintenance to prevent danger is carried out.

Only electrical equipment provided by the school shall be used. Formal visual inspections/tests of portable electric equipment are carried out annually to identify any maintenance that is required to prevent danger. Low risk office equipment, such as computers where the mains cables are organised to prevent damage, are unlikely to require maintenance to prevent danger and are not included.

Staff are alerted to the dangers of defective wiring and equipment and are encouraged to visually inspect electrical equipment before use and to report any defects immediately.

It is essential that, where portable electrical equipment is used outdoors, a residual current device (RCD) is used to reduce the risk of serious electric shock. Staff must use RCD adapters if one is not fitted into the fixed wiring and to cease using any equipment which causes the RCD to trip.

3.5 Working at Heights

Staff are reminded that falls from heights are the most common cause of fatal and serious accidents at work.

The need to reach things at heights should be eliminated wherever possible e.g. displaying pupils' work and storing things below head height, using window poles instead of climbing to open windows. Where this is not possible, proper access equipment must be used and the following rules followed:

Staff shall not use ladders or step ladders if they are working alone in or around the school; if an incident occurs there is no one to call for assistance.

Before using a ladder or step ladder, make sure it is the right equipment for the work. Scaffold towers or specialist access equipment may be required to reach the position and enable the work to be carried out safely. In these cases the equipment must be erected in accordance with the manufacturers' instructions by a person who is competent, having received sufficient instruction and training.

Ladders and Step Ladders - General Rules

- Check that equipment is in good condition; do not use ladders or step ladders with cracked, broken or splintered stiles/rungs/steps/hinges/cords/clips or other defects.
- Check the ladder is clear of overhead electrical cables.
- Set the ladder at the correct angle (1 out to every 4 up).
- Never climb higher than the fourth rung from the top to ensure adequate hand hold.
- If using the ladder for access onto a flat roof or platform etc. make sure it extends at least 1.1m above the stepping off point so as to provide an adequate handhold, especially for coming down.
- Move ladders and step ladders so as to avoid the need to overreach.
- Secure the ladder at the top wherever possible; this ensures the ladder cannot slip sideways or backwards and whilst doing this get someone to foot the base.
- If this is impracticable, see that it is firmly secured at the base or footed by a responsible person.
- Ladders less than 3m in length, where securing or footing is not practical, can be used unsecured or footed, providing they are set at the correct angle on a firm, level, non slippery surface.
- Ladders over 3m in length must be secured as above or footed.
- Make sure that extension ladders have enough overlap to prevent collapse.
- Stand the ladder or step ladder on a firm level base and not on loose material.
- Clean wet, icy or greasy rungs or steps before use; make sure footwear is in good condition and free from mud or grease on the soles before climbing.
- Carry light tools and equipment in pockets or a holster/tool bag slung from a strap over the shoulder, use a hoist line to raise larger items when at the working position.
- Step ladders must be long enough to reach the work and provide a secure hand hold. Do not stand on the top step or platform on a step ladder unless it is constructed with a secure hand hold.
- Always spread step ladders to their fullest extent for stability and check retaining hinges/cords/clips are secure.

- Whenever possible place step ladders at right angles to the work, i.e. with the front or back of steps facing the work. Pushing, pulling or reaching sideways whilst on step ladders should be avoided because it is less stable; where this is unavoidable another person should support the steps to prevent them tipping.

3.6 Substances Hazardous to Health

Where possible all substances used in the school should be non hazardous e.g. not labelled 'Toxic', 'Harmful', 'Corrosive' or 'Irritant'.

All substances must be properly labelled, stored, used and - when necessary - disposed of in accordance with the manufacturers' instructions. Staff should be aware of the requirement to assess the risks to health of any hazardous substances brought into the school to ensure the appropriate risk control measures are devised, implemented and where appropriate, recorded.

Some hazardous substances are unavoidable: the COSHH assessment for cleaning substances and legionella bacteria are given below. The control measures for the hazardous substances used in Science, Technology, Home Economics, Art and Catering are covered in the relevant sections.

School Cleaning Substances

Liquid cleaners, disinfectants and bleach carrying the 'Irritant' and 'Harmful' warning labels are used for general purpose cleaning in the school.

These substances are necessary; substitutes without these hazards are considered not to be effective.

The following measures are used to control the risks to health from the use of these substances:

- The substances are kept secure at all times when not in use to prevent access by pupils and unauthorised persons.
- The substances are only to be used as directed by the manufacturers on the containers.
- Substances shall not be mixed together. This is particularly important with bleach, where toxic fumes can be generated if this is mixed with other substances.
- Skin contact with the substances straight from the containers or prolonged/repeated contact with diluted solutions can cause health problems e.g. redness of skin, excema or dermatitis. Contact with the skin is to be avoided by the wearing of protective gloves. These are to be inspected before use and replaced if damaged. At least one spare pair of gloves is kept in stock at all times.
- Accidental splashing on the skin or in the eyes needs to be washed immediately with plenty of water and further medical assistance sought if any problems persist. Any skin problems associated with the use of these substances shall be reported to the Head Teacher and, where appropriate, to a medical practitioner.
- Where substances are transferred into smaller containers for use, they are marked with their contents, dilution ratios and appropriate hazard sign.

The above measures are considered necessary to comply with the COSHH Regulations and it is concluded that these will adequately control the risks to health presented by the use of these substances.

Legionella Bacteria

There is a small risk of legionella bacteria developing in the domestic water system. If droplets are inhaled, as when taking a shower, this could lead to legionnaire's disease which can be serious for vulnerable persons. A company specialising in water hygiene has been commissioned to assess the risks and the recommended remedial work has been carried out to prevent contamination and stagnant water gathering in dead legs of pipework etc. Once a year during the summer holidays a specialist company is contracted to clean and chlorinate the water storage tanks, pipework and shower heads etc. In addition, the Site Manager or Caretaker is responsible for ensuring that shower heads are cleaned and the hot and cold water services are thoroughly run through prior to the school re-opening after more than 5 days' closure.

3.7 Fire Risk Assessment

A fire risk assessment has been carried out as required by the Management of Health and Safety at Work Regulations 1999. The significant findings are attached to the back of this policy.

3.8 Manual Handling of Items and Loads

Manual handling operations are required to some extent in most of the school's activities and it is not reasonably practicable to avoid them. Most of these within the classroom do not generally involve significant risks and are within the capabilities of all staff. The measures detailed below are considered adequate to reduce the risks of injury to the lowest level reasonably practicable.

Staff shall not attempt to lift or move anything they consider to be too heavy or awkward for them. If help is not at hand, the matter should be reported to the Head Teacher.

When lifting boxes, parcels etc. the back must be kept straight and lifting carried out using the leg muscles. Never bend from the waist and lift with the legs straight as this puts strain on the back muscles and spine and may lead to injury.

Special care is to be exercised where pupils are involved with the moving of objects eg moving trampolines or pianos. Staff are required to assess these operations and only allow pupils to be involved where they will not struggle and to ensure that adequate precautions are taken to prevent injury.

The manual handling of any objects which present a significant risk of injury and which cannot be avoided is only to take place following a risk assessment to determine the control measures to reduce the risks to an acceptable level.

The following operations have been assessed and, along with the manual handling training that has been provided, are considered to be adequate to reduce the risks to the lowest extent reasonably practicable.

Chair and Table Moving

Measures to reduce the risk of injury:-

- using correct lifting techniques;
- carrying no more than 3 chairs at a time;
- using special trolley for moving stacks of chairs;
- carrying no more than 1 table at a time (single tables);
- obtaining assistance where the timescale involved could lead to over-exertion.

Miscellaneous Packages and Items

Measures to reduce the risk of injury:-

- using correct lifting techniques;
- using the trolleys and barrows provided;
- obtaining assistance where the weight/size of load is beyond individual capacity.

Furniture, Lockers, Display Boards etc

Measures to reduce the risk of injury:-

- using the correct lifting techniques;
- using the trolleys and barrows provided;
- obtaining assistance in proportion to the weight/size and distances involved;
- wearing protective equipment such as gloves and safety footwear.

3.9 Moving and Handling Assistance for Pupils with Special Needs

An assessment of the moving and handling needs of pupils with special needs will be carried out before the pupil starts at the school. Where necessary, advice and guidance will be obtained from parents, the Health Authority and Health and Safety Advisors.

The assessment will identify the moving and plan appropriate for each pupil. The hierarchy of measures in these plans shall be as follows:

- Hazardous moving and handling operations shall be avoided, so far as is reasonably practicable, by the use of hoists/slings and, where appropriate, encouraging pupils to move themselves or by re-organising activities;
- Where the above is not reasonably practicable, measures shall be implemented to reduce the risk of injury to the lowest level reasonably practicable; training for staff in using the correct techniques, team lifts, the use of wheelchair ramps, transfer boards, handling belts, sliding sheets, turntables etc.

The moving and handling plans will be recorded in the pupil's care plan.

The assessments shall be reviewed each term or when significant changes occur.

3.10 Display Screen Equipment (DSE)

Computer equipment is used extensively by staff in the school office and some teachers. These employees have been designated as 'users' under The Health and Safety (Display Screen Equipment) Regulations 1992.

'Users' are provided with information and training about the risks to their health and how to minimise them.

Workstations in the office have been assessed to ensure they satisfy minimum requirements and the risks are reduced to the lowest level reasonably practicable.

Frequent changes of activity occur, therefore no special breaks need to be planned into work routines to prevent the onset of fatigue.

'Users' are entitled to eye tests and any special spectacles required for display screen work. Initially 'users' are to request these through the Head Teacher who will provide referral letters to take to an optician of their choice.

Work related upper limb disorders such as pain to the muscles, ligaments and nerves of the hand and arm can be brought about by repetitive movements associated with intensive keyboard or mouse operations. Properly arranged work stations and organisational systems will minimise the risks of these disorders. Staff should be aware of this type of injury and report any pain, discomfort, swelling or weakness experienced during or shortly after keyboard/mouse work.

3.11 Smoking at Work

Smoking is not permitted in the school. This is to prevent unwanted exposure to environmental tobacco smoke which is a health hazard and to minimise the risk of fire.

3.12 Contractors' Activities

Construction and maintenance work involves major hazards, and particular care is necessary when these activities take place on the school site. Contractors have a duty to carry out their work in accordance with relevant statutory provisions. The school has a duty to ensure the health and safety of pupils, staff and visitors on the site and must exercise sufficient control to make sure that contractors discharge their duties. Only contractors who are on the County Council's approved list, or can show in some other way that they are competent to carry out their work in accordance with the relevant statutory provisions, will be selected for work on the premises. Before work commences, the Head Teacher or delegated members of staff must ensure that arrangements to control the risks are implemented by the contractors to protect pupils, staff and visitors. The Head Teacher or delegated member of staff shall then monitor the contractor's activities to ensure the arrangements are adequate. Any situation where the control measures are insufficient must be raised immediately with the contractors.

The Construction (Design and Management) Regulations 1994 (CDM Regulations) will apply to larger projects. i.e. all demolition work irrespective of size, and construction work which involves more than four persons or takes longer than 30 days. In these cases the Head Teacher or delegated member of staff is responsible for seeking specialist advice regarding what must be done to comply with these Regulations.

3.13 First Aid Arrangements

Two members of staff are certificated first aiders; this is considered to be appropriate for the risks and numbers of persons present. In addition to this it is the policy of the school to train as many teachers and mid-day meal supervisors as possible in emergency first aid so that there is always cover for the most likely times that injuries occur and for absences/school trips etc. All first aid training is repeated every 3 years to maintain competence. First aid boxes stocked with the recommended contents are located at appropriate points and (Name) is responsible for checking the contents on a monthly basis and replacing any items used. All staff should familiarise themselves with the location of these so that in the event of an injury or acute illness these can be located quickly. In these cases an ambulance can be summoned from the telephone in the office.

Staff should administer first aid treatment in accordance with their training and always err on the side of caution by referring pupils for further medical attention as set out below or when in doubt.

Head Injuries

Head injuries can easily be underrated. Any significant knock to the head which shows signs of swelling, grazing, crushing or which changes the behaviour of the pupil should be referred immediately for further medical attention. Slight knocks to pupils who have had previous head injuries could be serious and these also should be referred immediately for further medical attention. Parents are to be contacted immediately where further medical attention is necessary and informed via the standard letter of any non significant head bumps which show no signs or only slight reddening.

Other Injuries

Broken bones may sometimes not be obvious in children. Any injury which results in continued pain or changed mobility should be referred immediately for further medical attention.

Infection Control

Aids and hepatitis B viruses are a risk to staff involved in the provision of first aid. The universal precautions for cleaning up body fluid spillages detailed in the Department of Health poster 'Guidance on infection control in schools and nurseries; should be followed to prevent the spread of infection. This poster is displayed in the Staffroom.

3.14 Pregnancy and Work

Staff who become pregnant shall inform the Head Teacher so that an assessment can be carried out to ensure that any risks created by their work are identified and eliminated or controlled. Advice on pregnancy and work is given in the County Council leaflet PO/EL/12 and in the Department of Health poster 'Guidance on infection control in schools and nurseries' which is displayed in the Staffroom.

3.15 Young persons working or on work experience in the school.

If young persons come to the school to work, or are on work experience, special Regulations apply. A 'young person' is someone who has not attained the age of 18 and a 'child' is someone not over compulsory school age. Where such young people are involved, specific risk assessments need to be undertaken to identify any measures that are required to reduce the risks because of their immaturity, inexperience and lack of awareness. Where a 'child' is involved, the findings of the risk assessments and the protective/preventive measures to be taken must be communicated to the person having parental responsibility for the child.

All young persons will work directly under the supervision of an experienced member of staff who is responsible for ensuring the appropriate measures are taken to protect their health and safety. The activities that young persons are likely to be involved in are low risk. To ensure that persons having parental responsibility for a 'child' are aware of this, they shall be informed as described above; a copy of this policy shall be forwarded to them with the confirmation letter.

3.16 Pupils on Work Experience

When pupils go on work experience, the same Regulations as above apply. These require that employers who provide the work experience carry out a specific risk assessment to identify any measures that are required to reduce the risks because of pupils' immaturity, inexperience and lack of awareness. Where pupils are under 16, the findings of the risk assessments and the protective/preventive measures to be taken must be communicated to the person having parental responsibility for the pupil.

The Work Experience Co-ordinator is responsible for ensuring that employers providing work experience placements are suitable and have arrangements which ensure that:

- pupils are properly prepared and briefed on the hazards of the workplace and the risk control measures before they start work;
- pupils are effectively supervised to ensure the appropriate risk control measures are taken;
- the findings of the risk assessments and the protective/preventive measures to be taken are communicated to the person having parental responsibility for the pupil.

The assessment of suitable work experience providers will be through a centrally co-ordinated scheme or be done individually by the Work Experience Co-ordinator in accordance with the DfEE guidance publication 'Work Experience: A guide for schools'. The DfEE publications 'Work Experience: A guide for employers' and 'Improving Work Experience: A good practice guide for employers' will be forwarded to those employers who are assessed individually by the Work Experience Co-ordinator.

3.17 School Security

The main reception entrance is monitored at all times to prevent unauthorised access.

Many exit doors are locked from the outside to prevent unauthorised access but these can be readily opened from the inside in case of emergency.

All visitors are required to report to the Reception Office or to the Site Manager or Caretaker on arrival.

The names of all visitors and their time of arrival and departure should be recorded and a badge issued for identification whilst on the school site.

Unknown persons on the school site not wearing a visitors badge are to be asked what they are doing and if they require assistance. In some cases it may not be appropriate for a lone member of staff to make this approach; in these cases the Head Teacher is to be informed and, if necessary, the police called for assistance.

3.18 Violence at Work

The school seeks to minimise staff vulnerability to violent disturbing behaviour, including threats, intimidation and verbal abuse as well as physical assault. This kind of behaviour will not be tolerated from pupils or parents and further action such as exclusion/banning/prosecution will be considered. The following steps should be followed:

- Staff who have any qualms about parental interviews should arrange for a colleague to be present;
- Staff should not become confrontational even if provoked, offer to arrange another meeting with senior colleagues and close the interview;
- Do not hold meetings with parents in isolated classrooms and have clear objectives and a set timescale;
- Do not make home visits alone;
- If verbally or physically abused, leave or call for assistance immediately;
- Staff should report any concerns and all incidents of verbal abuse, threats or actual assaults to the Head Teacher. This will enable incidents to be monitored, investigated, and appropriate action taken;
- A register is kept of those who have demonstrated violent tendencies in the past. Reference should be made to this register when arranging meetings with parents so that appropriate support can be organised.
- Staff who suffer violence at work will be sympathetically treated and a variety of support systems are available.

Further advice on violence at work is given in the leaflet PO/EL/18.

3.19 Educational Visits

Staff should note that pupils face far higher risks on school visits than they do in the school. The hazards of all visits must be identified and appropriate risk control measures built into the arrangements. A summary of these must be recorded for all visits undertaken. A separate Visits Policy has been produced and the DfEE document 'Health and Safety of Pupils on Educational Visits' is used as a guide for the risk control arrangements.

Farm visits pose a risk of infection and the precautions detailed in the Department of Health poster 'Guidance on infection control in schools and nurseries' and the DfEE memo on this subject must be followed. This poster is displayed in the Staffroom.

3.20 Medicines and Infection Control

The storage and provision arrangements for pupils' medicines are set out in a separate statement in the School Medicines Policy.

Pupils who are unwell with an infectious disease should not be at school and should be kept away until they are better or no longer pose a risk of infection to others. The recommended periods of exclusion should be in accordance with the guidance set out in the Department of Health poster 'Guidance on infection control in schools and nurseries'. This poster is displayed in the Staffroom.

3.21 Injury Reporting

Minor injuries to staff and pupils shall be recorded in the accident book by the person administering first aid.

The Head Teacher is responsible for ensuring that the PO3 forms are completed for more serious injuries and for carrying out the statutory reporting procedures for 'major' and 'over 3 day absence' injuries as required by the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995.

A supply of PO3 forms is kept in the office for this purpose.

These forms must be used to notify the Health and Safety Executive (HSE) of any 'major' injuries to staff, pupils or visitors and any 'over 3 day absence' injuries to staff.

'Major' injuries to pupils and visitors are those which require them being taken directly to hospital. This only applies to injuries which arise in connection with work, either through a premises fault or through work organisation such as lack of care, not those which arise from play or sport activities or which arise from health condition.

'Major' injuries to staff are basically any break of the large bones or any injury which requires hospitalisation for more than 24 hours.'

All 'Major' injuries must be notified to the HSE immediately by telephone 0115 971 2800, followed with an PO3 form within 10 days.

'Over 3 day absence' injuries to staff do not require telephone notification but the PO3 form must arrive at the HSE within 10 days of the injury.

Some incidents which do not result in injury must be reported by telephone and PO3 form to the HSE. These are known as 'Dangerous Occurrences' and are only those which are specified by the Regulations. These are mainly large incidents in the construction and manufacturing sectors but some, such as a fire or electrical short circuit which disrupts activities for more than 24 hours or the failure of a lift, will apply.

The Health and Safety Team (01522 552205) shall be contacted if in doubt about these reporting procedures.

3.22 Statutory Notices

The Head Teacher is responsible for ensuring that a 'Health and Safety Law' poster is displayed in the offices where staff can read it.

In the case of a foundation school the Head Teacher shall also ensure that a current copy of the employers liability insurance certificate is displayed where staff can see it.

3.23 Health and Safety Representatives and Consultation

The role of trade union appointed health and safety representatives is recognised and encouraged. (NAME) has been appointed as health and safety representative and will be consulted during the preparation and review of the health and safety policy of the school to enable effective co-operation in the promotion and development of the health and safety arrangements. Facilities and time off from normal duties will be provided so that (NAME) can carry out the functions of a health and safety representative as detailed in the Safety Representatives and Safety Committee Regulations 1977.

Health and safety is a standing item on the agenda of all staff and full governors' meetings at the school.

3.24 Staff Induction Procedures

The capabilities of all new members of staff with regard to their own health and safety and that of pupils in their care will be taken into account before employment starts. Adequate information and training will be given to ensure that they are aware of the school's health and safety arrangements, particularly:-

- evacuation procedures;
- first aid and injury reporting arrangements;
- any other relevant emergency procedure.

3.25 Physical Education, Sport and Play Activities

Most injuries to pupils occur during these activities.

General rules for play times

A sufficient number of staff will be available to supervise play times and will be positioned where they can see all pupils.

Staff shall watch for and control over - enthusiastic behaviour. In particular running and ball games shall only take place in the designated areas. Running and ball games are prohibited in the 'Quiet' areas.

The retrieval of balls from neighbouring gardens by climbing fences or entering without specific permission is prohibited.

Staff shall not carry hot drinks whilst on play time supervision duties.

General rules for sport and physical education

It is the policy of the school to follow the guidance in the document 'Safe practice in Physical Education' published by the British Association of Advisers and Lecturers in Physical Education' (BAALPE) and the guidance from the relevant national governing body for the activity concerned.

Only suitably qualified members of staff are to supervise physical education and particular attention should be paid to the following:

- Physical activities should be quietly undertaken and there should be strict control, especially if competitive games are being played;
- Ensure pupils are involved in activities appropriate to developing their existing abilities;
- Staff shall position themselves where they can see all pupils;
- Appropriate clothing should be worn at all times. Loose and floppy clothing should be tucked in shorts; no baggy tops should be allowed;
- Long hair should be tied back;
- Watches, large rings and ring type earrings must be removed;
- Sports areas and pitches should be checked before activities start, making sure there are no dangerous objects around the side of the Sports Hall/Gymnasium on all of the outside areas being used;
- Ensure all equipment is safely set up before using;
- Check equipment for signs of wear/defect regularly;
- Limit the number of pupils using any one piece of apparatus;
- Set up apparatus with adequate spacing between each item;
- If pupils are involved in moving equipment make sure this is done using the correct techniques with enough pupils to ensure that they do not have to struggle;

- Apparatus being used should be at least two metres from any wall;
- Pupils shall be supervised at all time in the Sports Hall/Gymnasium;
- Make sure that equipment is put away safely.

3.26 Vehicles on the Premises

Vehicles manoeuvring around the premises, particularly reversing in restricted areas are a major risk and can cause serious even fatal injuries. Special care is necessary to ensure that pupils are kept away from the vehicles on the school premises. In particular:

- Pupils shall not be allowed on the playing field whilst grass mowing takes place;
- Pedestrians must use the separate entrance provided;
- Delivery and contractors' vehicles must be prevented from entering the premises at school starting and leaving times;
- Bus discharge and pick up arrangements must be planned to avoid pupils having to cross the road and avoid the need for reversing whilst pupils are around.

3.27 Science

A separate health and safety policy has been produced for science which is based on the CLEAPSS School Science Service Model Science Health and Safety Policy L223.

The implementation of the above policy and the control measures detailed in the publications below are adequate to control the risks to health.

The following publications are used to determine the measures necessary to control the risks:

CLEAPSS, Hazcards

CLEAPSS, Laboratory Handbook

DES, Microbiology: an HMI Guide for schools and further education

ASE, Safeguards in the School Laboratory

DfEE, Safety in Science Education

ASE, Topics in Safety

SSERC, Preparing COSHH risk assessments for project work in schools

DENI, Safety in Science Laboratories

Project work involving hazardous substances not covered by these publications, will be individually assessed by staff, and the proposals modified or rejected as necessary, to ensure the risks are adequately controlled.

Radioactive Sources

The Health and Safety Team are appointed as Radiation Protection Adviser (RPA) in respect of work involving Category C ionising radiations (as defined in DfEE-Administrative Memorandum 1/92). Local rules have been drawn up in accordance with the CLEAPPS model, and the Head of Science is designated as the Radiation Protection Supervisor (RPS) and is responsible for ensuring the local rules are followed to control the risks.

3.28 Technology

It is the policy of the school to follow the advice and guidance detailed in the following publications:

- BS 4163 Code of Practice for Health and Safety in Workshops of Schools and Similar Establishments.
- Safety in Practical Studies (DfEE Publication).
- Risk Assessments for Technology in Secondary Schools (CLEAPSS Publication).

In particular the following measures have been implemented:-

- guarding of dangerous parts of machinery in accordance with BS4163;
- restricting the use of machinery to appropriately trained staff and pupils;
- the provision and use of suitable protective equipment where the risks cannot be adequately controlled at source ie. eye protection, face shields, gloves and aprons etc;
- machinery producing hazardous noise levels has been identified and information and suitable hearing protection has been provided;
- emergency stops are fitted to all fixed machine tools (foot operated on pedestal drills as specified by BS4163);
- a central isolation point has been provided for the electricity supplies to all fixed machine tools, again in accordance with BS4163;
- local exhaust ventilation equipment has been provided to control exposures to wood dust and fumes from hot processes;
- health and safety information and instructions are incorporated into the lesson plans and into the teaching process;
- close supervision is exercised over pupils' behaviour;
- cleaning and tidying up is carried out daily and unwanted items are disposed of at regular intervals;
- routine maintenance and inspection of all hand and power tools is carried out;
- RCD protection is provided for all sockets.

The Head of Technology is responsible for reviewing the risk assessments annually and ensuring the following:

- checking of the presence and condition of machinery guards before use;
- isolation of all fixed machine tools when not in use;
- checking of the operation of all emergency stops on a half termly basis;

- checking of the operation of the electrical isolation point on a half termly basis;
- checking of the operation of RCD sockets on a half termly basis;
- keeping of appropriate records.

3.29 Home Economics

The following measures are taken to control the risks:

- Unsupervised access to the Home Economic areas is prevented.
- Secure storage and use of kitchen knives.
- Health and Safety briefing sessions for pupils and close supervision to ensure the rules are followed.
- Siting of cookers to minimise risk of pans being knocked.
- Pans positioned on cookers so that handles do not protrude.
- Routine maintenance contracts on all cookers.
- RCD protection is provided for all electrical supplies.
- Routine inspection and testing of all electrical equipment.
- Secure storage and following the manufacturers instructions for the use of bleach.
- All HE staff have attended the Basic Food Hygiene Course.

3.30 Art

The guidance in the DES publication ‘A Guide to Safe Practice in Art and Design’ is used as a basis for the risk control measures.

Some inks and paints are oil based but are otherwise non hazardous.

Suitable step ladders are provided for putting up displays and working at heights; staff and pupils shall not stand on desks or chairs.

Clay is purchased in small quantities to minimise the manual handling risks.

The dust levels from dry clay residues are minimised by wet cleaning methods and good general ventilation.

The pugmill and potters wheels are guarded to prevent access to the dangerous parts, the on/off switches are splash proof because these tend to be operated with wet hands and an RCD is fitted into the supply circuit to minimise the risk of a serious electric shock.

The kiln is in a separate room to protect from pupil interference whilst firing. The kiln doors are interlocked to prevent contact with the live heating elements. Ventilation arrangements have been provided to take away the hot gases and a red light is positioned in the corridor to indicate when the kiln is firing.

Only ready mixed liquid glazes are used; these are stored securely and good hygiene precautions are used to control exposures.

The ‘corrosive’ substance used for cleaning silk screens is stored securely and only used by staff wearing a protective apron, gloves and a face shield..

3.31 Drama and Music

The following measures are taken to control the risks:

- Suitable access equipment is provided for adjusting and replacing the stage lights and other work at heights. i.e. step ladders and mobile scaffold tower.
- The mobile tower scaffold complies with the requirements of the Construction (Health, Safety and Welfare) Regulations 1996.
- The Drama Technician supervises the erection of the mobile tower scaffold and has attended a recognised training course.
- All stage lights are fitted with security chains.
- Hoist ropes for stage lighting beams and back drops are inspected annually by specialist engineers.
- Stage materials and equipment are stored securely to prevent falls.
- A rope is used to lower lights to the ground from the mobile tower scaffold.
- Pupils are closely supervised.
- Routine inspection and tests of electric equipment such as lights, distribution panels and dimmer boards are carried out.
- RCD protection for electrical sockets used for equipment on the stage and for all sockets which are used to supply pupils' own equipment, amplifiers etc.
- Low voltage electric organs are to minimise the risks of electric shock.

3.32 School Productions

In addition to the above the following measures are taken to control the risks:

- Routes to viewing balconies, lighting gantries and roof spaces are secured to prevent unauthorised access.
- The guarding to viewing balconies is sufficient to protect persons (including small children) from falling over or through.
- Guard-rails are fitted to lighting gantries to prevent falls.
- Adequate precautions are taken to prevent falls from scenery constructions and from the edge of the stage.
- Stage access stairs are kept in good condition and securely fixed.
- Scenery and materials are stored securely to prevent falls.
- All non essential combustible materials are removed from backstage.
- Combustibles beneath the stage kept well clear of lights and electrical equipment.
- Curtains and scenery on the stage are kept well clear of lights.
- All exits from the hall are kept clear and unlocked.
- Emergency lights are tested to ensure they work properly.
- Emergency exits are clearly signed.
- A public entertainment licence has been obtained for production as it is open to members of the public; the conditions set by this licence in terms of the numbers of people, seating layout, gangway widths and exit routes are complied with.
- Fire extinguishers are provided backstage for combustible materials and electrical fires.
- Well lit routes are provided for pedestrians from car parks.
- Stewards wearing high visibility vests are appointed to direct and control vehicles on the premises.
- Arrangements are made for the provision of first aid in case of injury or acute ill health and a telephone is available for calling the emergency services.

- Chairs for the audience are kept clean and in good condition.
- The hall floor surface is maintained so as not to be unduly slippery.
- Food hygiene arrangements are supervised by members of staff who have attended the Basic Food Hygiene Certificate course.

3.33 Catering

(This is for where Catering staff are employed by the school. If contract caterers are used they should be able to provide a copy of their own policy.)

Catering staff are exposed to significant hazards. Health and safety training for staff and clear procedural arrangements are seen as the key to good health and safety in catering operations. The following measures have been implemented:

Slip-resistant floor tiles are installed and any spills are cleaned up immediately to minimise the risk of accidents.

Proper access equipment is provided for reaching items located at heights. Staff are not to use chairs, boxes etc. or to climb up the front of storage racks.

Tiled floors, which can often be wet, wet hands and large expanses of conductive stainless steel work surfaces make kitchens high risk areas for serious electric shocks. All electrical supplies are protected by an RCD to minimise the risk of serious electric shock and all exposed metalwork is bonded to earth. The Catering Supervisor is responsible for ensuring the RCD for the kitchen circuits is functioning correctly by operating the test button on a monthly basis. Staff must avoid touching switches and controls with wet hands and are to report any earth bond connections which are damaged or loose.

All gas fired equipment is serviced and maintained on a regular basis by a CORGI specialist.

The main isolation valve is clearly marked and this must be closed if a leak is suspected or if there is an unexplained smell of gas.

The main hazard from ovens and ranges is being burned, either by touching a hot surface, or by being in the way of hot air when an oven door is opened. Oven cloths or oven gloves are to be used when handling trays or tins in the oven. Similar care should be taken when moving oven racks or utensils on the hotplate or cooking top.

The handles of saucepans should be placed away from the hotplate or gas ring, and not allowed to project beyond the edge of the range. Ladles or spoons should not be left in saucepans on hotplates or rings.

There is also the hazard of a gas flashback if a gas oven/range does not light immediately. The safe lighting procedures must be carefully followed for the manually lit ovens and ranges. A lighted taper should be inserted before the gas supply is turned on. All the gas burners must ignite. When lighting pilot lights, it is vital to make sure the main burner is turned off. If the pilot fails to light, turn off the gas and report it.

Only trained staff are allowed to use kitchen knives; the safety rules are as follows:

- Use a knife suitable for the task.
- Keep knives sharp.
- Hold the knife firmly.
- Do not cut towards your body.
- Do not leave knives on tables or in washing up water.
- Put the knife away after use.
- Carry a knife point down.
- Never try to catch a falling knife.

Staff are prohibited from using or cleaning the hazardous machinery (e.g. mixer and slicer) until they have been trained in the safe procedures. The Catering Supervisor is responsible for providing this training and for authorising staff who are competent to use this equipment. A written record of those appointed and the machinery involved must be kept.

The food mixer is fitted with a full interlocked guard to prevent access to the blades whilst in motion.

Foodstuffs and materials are purchased in manageable sizes, 25kg maximum. Staff are trained in the correct techniques to minimise the risks and are encouraged to seek help with anything they consider to be beyond their capability, especially large pans containing hot liquids.

Liquid cleaners, disinfectants and bleach are used for the general purpose cleaning in the kitchen. These carry 'irritant' or 'harmful' hazard warning labels and are therefore subject to COSHH Regulations. These substances are necessary and substitutes without these hazards are considered not to be effective. The following measures are used to control the risks to health from the use of these substances:

- The substances are kept secure at all times when not in use to prevent access by unauthorised persons.
- The substances are all purchased from the same manufacturer and are only to be used as directed by them. Staff are trained by the manufacturer in the correct application methods and safety precautions.
- Substances shall not be mixed together. This is particularly important with bleach where toxic fumes can be generated if this is mixed with other substances.
- Skin contact with the substances straight from the containers or prolonged/repeated contact with diluted solutions can cause health problems e.g. redness of skin, excema or dermatitis. Contact with the skin is to be avoided by the wearing of protective gloves. These are to be inspected before use and replaced if damaged. At least one spare pair of gloves is kept in stock at all times.
- Accidental splashing on the skin or in the eyes needs to be washed immediately with plenty of water and further medical assistance sought if any problems persist. Any skin problems associated with the use of these substances shall be reported to the Head Teacher and where appropriate to a medical practitioner.

- Where substances are transferred into smaller containers for use they must be marked with their contents, dilution ratios and appropriate hazard sign.

Containers of concentrated detergent marked with a 'corrosive' hazard warning label are used with the dishwasher. Spare containers are kept securely and changed when required. The risk of exposure to this is only likely when changing the tube from an empty to full container and washing out the empty container of the residue before disposal. Protective gloves and goggles must be used for these tasks because this 'corrosive' substance will cause serious burns if splashed on the skin or in the eyes. Copious quantities of water must be used to irrigate the affected areas if splashes occur.

The Catering Supervisor has implemented and recorded a system of Hazard Analysis and Critical Control Points (HACCP) to ensure the food hygiene risks are properly controlled. This ensures compliance with the Food Safety (General Food Hygiene) Regulations 1995 and the Food Hygiene Inspectors from the local district council are happy with this system and with the standards of the premises and equipment.

3.34 Statutory Engineering Inspections

Thorough examinations are carried out by engineers from an Insurance Company every twelve months for the hoist used in Technology and every six months for the loose lifting equipment such as chains, slings eyebolts etc. Likewise these examinations take place every six months for the passenger carrying lifts and equipment for lifting pupils with special needs.

The equipment for controlling exposures to hazardous substances, e.g. fume cupboards in Science areas and local exhaust ventilation equipment (LEV) in technology areas are thoroughly examined at least every fourteen months by engineers from an Insurance Company.

The autoclaves/pressure cookers/boilers on model steam engines are thoroughly examined every twelve months by a technician in accordance with the Schemes of Examination given in the CLEAPPS Laboratory Handbook.

Schemes of Examination have been drawn up for the air receivers associated with compressors in the technology areas. (Those where the working pressure in bars, multiplied by the volume in litres is less than 250 bar-litres, are exempt). Engineers from an Insurance Company thoroughly examine these every twelve months in accordance with these schemes.

In all the above cases the reports from examinations are reviewed by the relevant department head who will initiate any necessary action to prevent danger. The reports are then kept available by the departmental heads for inspection for at least 2 years.

3.35 Working Alone

Some activities involve special risks and shall not be carried out whilst alone on the premises. If an accident occurs, there will be no one to help or summon assistance. These will include those listed below. These require specific risk control measures which are not detailed here.

- Working at heights of more than 2 metres (from floor to feet position).

- Moving and handling tasks where assistance is required to minimise the risk of injury.
- Work in roof spaces.
- Work below the ground such as inspection pits, pipe ducts, excavations.
- Work involving exposure to uninsulated, live, mains voltage conductors, such as when fault finding on electrical equipment.
- Work involving the use of high risk, hand fed machinery such as circular saws and planers.
- Meetings with people who have a record of violent behaviour or meetings where conflict or disagreement is anticipated.

Working alone on the premises should be avoided where possible but where this is unavoidable the doors should be secured to prevent intruders. (Doors which provide emergency escape can be readily opened from the inside). A telephone must be readily available. In addition everyone who works alone on the premises must make sure that someone knows where they are and what time they will be finished. These persons should be instructed to make contact if the person working alone is overdue and raise the alarm if there is no reply.

3.36 Working Time

The school recognises that when people work too many hours their health can be affected and the risk of mistakes/accidents is increased. Compliance with the requirements of the Working Time Regulations 1998 is seen as the way to minimise these risks. Normal school arrangements usually ensure that staff receive the in-work/daily/weekly breaks and annual leave entitlements specified in the Regulations. Some members of staff, during term time, work many hours more than the normal school week, both at the school and at home. When averaged over the reference period of 17 weeks, which will take account of school closures, the limit of 48 hours per week set by the Regulations is unlikely to be exceeded. Any member of staff whose workload dictates that they are required to work excessive hours should raise this with the Head Teacher.

Premises and description

Secondary School, two-storey construction in open grounds with play areas and sports field.

1) Fire hazards identified in the premises**A) Combustible materials and flammable liquids/gases hazards**

General	Books, papers, cardboard/paper displays, carpets, curtains/blinds in some rooms, wooden furniture, foam filled chairs, waste paper/packaging, pupils clothes, hair, bags and outdoor clothing.
P.E	Plastic covered foam filled gymnasium mats, team strips and tabards, goal nets.
Art	Cardboard/paper art displays, fabrics, oil based paints, white spirit, wax.
Kitchen	Gas for cooking, cooking oil, tea towels, packaging materials.
Technology/H.E.	Wood, wood shavings/dust, plastics, flammable liquids, gas and coke, tea towels, cooking oil, packaging materials.
Science	Highly flammable solvents, gas, laboratory coats.
Drama	Stage curtains, scenery and clothes.
Caretaking	Gas for heating, flammable paints/white spirit for decorating and cleaning solvents.

B) Source of ignition hazards

General	Fixed and portable electrical equipment.
P.E	Electrical equipment.
Art	Heat from electric kiln, electrical equipment
Kitchen	Gas flames from oven and cooking ranges, electrical equipment.
Technology/H.E.	Gas flames from cookers/brazing/forge/casting/soldering work, electrical equipment including soldering irons, glue guns.
Science	Flames from Bunsen burners, electrical equipment, chemical reactions.
Drama	Electrical equipment.
Caretaking/ Maintenance	Electrical equipment, gas fired boiler for the hot water radiator central heating system, blowlamps, hot air guns, welding sets, grinders and pitch boilers used on the premises occasionally by contractors.

2) Risk assessment and control measures

A) Preventing a fire starting

Staff in the kitchen are most at risk from fire because of the gas cooking appliances, the hot cooking oil and the drying of tea towels. All gas appliances are fitted with flame failure devices and are serviced routinely. The kitchen is not left unattended while cooking is taking place and kitchen staff ensure that the tea towels and cleaning cloths are not placed where they could catch fire.

Staff and pupils working in Technology and Science are the next most at risk from fire. The main control measures to prevent fires are the working practices which have been devised to ensure that sources of ignition are kept well away from combustible materials and flammable liquids/gases.

Smoking is not allowed in the school.

Emergency gas shut off valves are provided in the Kitchen, Boiler House, Laboratories and Technology/H.E. Areas.

The main control measure to prevent fires starting for the rest of the school is to ensure that combustible materials do not accumulate around the electrical equipment and that staff are aware of this and routine monitoring is carried out by the Headteacher.

A high proportion of the combustibles are kept in storerooms, items being stacked carefully to prevent any likelihood of contact with the lights.

Waste bins are emptied into plastic sacks at the end of each day, the sacks are placed in a covered skip which is located clear of the buildings at the back of the school. Any large amounts of waste packing materials are removed to the skip immediately.

The boiler is located in a separate room which is kept free of combustibles.

Supplementary heaters are not needed.

The fixed and portable electrical equipment is inspected/tested at the recommended frequencies and maintained where necessary to prevent danger.

A meeting is held with contractors before any maintenance work is carried out at the school, the measures necessary to safeguard pupils and staff are agreed, along with fire prevention measures, where blowlamps, pitch boilers or other heat producing equipment is to be used.

B) Limiting the injury and damage if a fire starts

(i) General

The Kitchen, Laboratories, Technology & H.E Rooms and the Boiler House are the areas of most fire risk in the school. Combustible materials and flammable liquids/gases in these areas are kept to a minimum to limit the size of any fire that starts. The upper floor areas and rooms accessed by single direction corridors are the areas of most risk if a fire starts.

(ii) Fire detection and warning

During the normal school day staff are in and around all parts of the building every few minutes and a fire developing would be noticed quickly.

Vision panels are provided in all classroom doors to aid early discovery of a fire affecting the corridor.

A breakglass operated, electrical fire alarm is fitted with breakglass points at the top of the staircases and at each exit door. The sounders can be heard throughout the school.

(iii) Means of escape (A plan is a good way of assessing these, attach one if possible)

Most classrooms have just one exit door, this being satisfactory because of the maximum distance from the furthest point is less than 12 metres, not more than 50 persons are present and the rooms do not contain high fire risks, such as highly flammable liquid cabinets which have to be passed to reach the door.

Multiple exit doors (push bar, outward opening) are provided for the Hall, Gymnasium and Lecture Theatre to suit the numbers of persons likely to be present.

Most rooms exit to a corridor with escape in either direction.

Corridors and stairwells are kept free of combustibles, particularly those which provide the only escape route.

The doors leading onto corridors are self closing and fire resisting.

All corridors on the upper floor are served by two staircases from different fire compartment on the ground floor. Self closing, fire resisting doors are fitted at the top of the staircases. This ensures that an alternative escape is available if one becomes impassable from a fire on the ground floor.

Exit doors at the base of the staircases are all outward opening to prevent a rush of people jamming the doors closed.

Fire doors are positioned on long corridors to prevent smoke from affecting all of the room exits if a fire starts.

All exit doors are unlocked whilst the school is occupied or capable of being easily unlocked from the inside.

All exit doors lead to the outside of the premises where it is possible to reach the assembly point in a safe area.

The escape routes are short enough to ensure that all of the school can be evacuated in less than 3 minutes.

Emergency lights are positioned in the corridors and all exit routes and doors are signed with the 'Fire Exit' notices incorporating 'Pictograms'.

(iv) Fire fighting equipment

Dry powder extinguisher and a fire blanket are located in the Kitchen and HE Room.

Carbon dioxide extinguishers and fire blankets are located in Laboratories and in the Technology areas.

Water extinguishers are located in the corridors.

Carbon dioxide extinguishers are located near to the Information Technology Room and office areas.

(v) Planning for an emergency

Procedures to follow in the event of a fire are displayed on notices around the school.

Staff are instructed of these on their induction and the procedures are tested by carrying out a fire drill once every term.

Special procedures for evacuating pupils with special needs have been devised and are practised on fire drills.

(vi) Maintenance and testing of fire equipment

The following is carried out by the Site Manager or Caretaker.

- The fire alarm is tested from a different point each week.
- The self closers on fire doors are checked weekly to ensure they fully close automatically.
- The fire extinguishers in the corridors and boiler house are checked visually every week. to ensure they are present and unused.
- The emergency lights are tested in accordance with BS 5266 (Checked monthly that lights illuminate when power switched off, every 6 months the monthly test is repeated but lights left on for at least 1 hour, every 12 months the monthly test is repeated but lights left on for at least 3 hours).

Heads of Department check the fire extinguishers visually in their areas every week to ensure they are present and unused.

The fire extinguishers are serviced annually by the Fire Brigade.

The fire alarm is serviced by specialists on a contract basis

3) Assessment conclusion and any risk reduction measures necessary

The above measures are adequate to control the risks from fire. This conclusion is confirmed by satisfactory reports in the past from Fire Brigade inspections

Assessment carried out by

Date

SECTION E

ADVISORY AND WARNING INFORMATION

1. New Safety Signs
2. Ice and Snow Clearance on School Property
3. Policy for Moving and Handling Pupils with Special Needs
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When calling please ask for Peter Stewart

To: ALL HEADTEACHERS

My Ref: OPS/CSG/PRS/RC

21st March 2002

NEW SAFETY SIGNS

The Health and Safety (Safety Signs and Signals) Regulations 1996 are applicable from 24th December 1998. By that time, all text only signs will not conform to the Regulations and must be changed (or added to) so as to contain the symbol. The Regulations implement the European Safety Signs Directive (92/58/EEC) which was designed to standardise safety signage across Europe to ensure that with free movement of labour there is no risk of safety signs being misunderstood.

Experience has shown that the cheapest expedient is to simply add on the necessary self adhesive pictogram of the running man, arrow, door etc. These are available from ESPO (see pages 182 and 183 of the General Catalogue) or many other sign and label manufacturers. The Company, Signs and Labels Limited can be contacted on free phone 0800 13 23 23.

Alternatively, the proprietor of the Sign Shop Lincoln, Mr Roger Pilbeam (01522 548500), has agreed to carry out free audits in schools to advise on and provide competitive quotes for the necessary signs. Many schools have already taken advantage of this offer.

(See attached sheet for the type of labels which are required. These are supplied with white lettering and symbols on a green background).

Yours sincerely

Resource Manager
Client Services Group for Director of Education and Cultural Services

To:- All Headteachers

My Ref:- ACC/CSG/PRS/RC

21st March 2002

Dear Colleague

ICE AND SNOW CLEARANCE ON SCHOOL PROPERTY

The standard advice/instruction to caretaking staff has long been "clear school access pathways of snow and apply salt as required" [Premises & Services Management Handbook page 199-Appendix to "Caretakers' Duties Guidance"]. Similarly, typical job descriptions for caretaking staff contain this type of statement. The implication is that footpaths need to be cleared and treated - not playgrounds, driveways and car parks, as this would be impractical in most cases.

Where there is ice or snow, schools should take measures to ensure that the school site is safe for pupils, parents, members of staff and all other lawful visitors. This will necessitate the identification of a route around the school site which allows movement from the public highway into the school's main entrance(s) and which also allows movement between classes where access cannot be obtained from within the building. The route should also include a path from parking areas to the school's main entrance(s). This principle applies where the playground constitutes part of the route to the main entrance, ie. where a main footpath terminates at the edge of a playground.

Standing snow on pathway routes should be cleared with a standard snow board or shovel to a width of approximately 1 metre. Such a pathway should be cut across the playground where it constitutes part of the route. Cleared areas should be treated with salt. Similarly these routes, when covered in ice only, should be treated with salt at the beginning of the school day. A record of when salting is carried out should be maintained by the school showing precise dates and times.

In the event that there is an incident involving injury arising as a result of presence of ice and/or snow then full details of the incident should be recorded and retained by the school as soon as possible using the normal recording/reporting documentation as appropriate. If there is a claim for personal injury, this should not be dealt with by the school, but should be passed immediately to the Insurance Section, County Offices, Lincoln LN1 1YG.

Yours sincerely

Education and Cultural Services Directorate

**TO: HEADTEACHERS OF ALL
LINCOLNSHIRE MAINTAINED SCHOOLS**

My Ref: ACC/PAB/PRS/RE/492

21st March 2002

Dear Colleague

**RE: POLICY FOR MOVING AND HANDLING PUPILS WITH SPECIAL
NEEDS IN SCHOOLS**

I enclose a copy of a new moving and handling policy for pupils with special needs in schools. This policy has been produced following detailed consultation with the headteachers of the eight SLD schools, Ann Hoffmann of St Francis School, Lincoln and other senior colleagues.

The policy is intended to cover all children with special handling and moving needs in all sections of education and not merely those in special schools. As with all health and safety policies, this one will be reviewed regularly and updated as necessary.

Please find the time to read this information and to make sure that you are doing everything you can to safeguard the interests of the pupils concerned and associated staff.

If you have any queries or would like more information on this or any other aspect of Health and Safety Management, please contact the Health and Safety Team at County Offices, telephone (01522) 552205.

Yours sincerely

Head of Premises and School Services

Lincolnshire County Council
Education and Cultural Services Directorate

Moving and Handling Pupils with Special Needs in Schools

Objectives

To provide safe moving and handling procedures for pupils, whilst reducing the risks to employees so far as is reasonably practicable.

To maintain maximum functional mobility of pupils consistence with the above.

Policy

Compliance with the requirements of 'The Manual handling Regulations 1992' is an effective way of achieving the above objectives. Compliance can be achieved by the following measures.

An employee in each special school and in those mainstream schools who provide education for pupils with physical disabilities, for whom moving assistance is required, shall be designated as the 'Moving and Handling Co-ordinator'.

The 'Moving and Handling Co-ordinator' is to attend a suitable course of instruction on moving and handling assessments.

The 'Moving and Handling Co-ordinator' shall carry out assessments of the moving and handling needs of pupils for the purpose of producing a moving and handling plan to eliminate or control the risks to pupils and employees. Advice and guidance should be obtained, where appropriate, from Health Authority employees such as physiotherapists, occupational therapists and nurses. The Health and Safety Team can also be contacted for assistance on 01522 552205.

The assessments and moving and handling plans shall be reviewed each term or when significant changes occur.

Moving and Handling Plans

The assessments undertaken must be intrinsic to each moving and handling plan and identify the specific measures to eliminate or control the risks. The hierarchy of measures in these plans shall be as follows.

- Hazardous moving and handling operations shall be avoided, so far as is reasonably practicable, by the use of fixed or mobile hoists and slings and where appropriate by encouraging pupils to move themselves or by re-organising activities.
- Where the above is not reasonably practicable, measures shall be implemented to reduce the risk of injury to the lowest level reasonably practicable, e.g training for employees in using the correct techniques, team lifts, the use of wheelchair ramps, transfer boards, handling belts, sliding sheets, turntables etc.

The moving and handling plans are to be recorded and the Moving and Handling Co-ordinator is to instruct and train the employees involved as appropriate.

Manual handling operations

It is recognised that there is no threshold below which manual handling operations may be regarded as 'safe'. Therefore consideration must be given to avoiding or making less demanding any operation wherever it is reasonably practicable to do so. The wide range of individual physical capability among employees is also recognised. Employees are not expected to carry out any operation which they consider to be beyond their individual capability. To ensure that employees work within their capabilities, manual lifting and lowering tasks shall only take place with the consent and agreement of those involved.

In summary, manual handling shall only take place where it is:

- Suitable for the pupil.
- Within the individual capability of the employees involved.
- Capable of being carried out using the correct techniques.

SECTION F

SCHOOL'S OWN POLICY