



Health & Safety Policy

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Date updated	Summer 2024
Reviewing Committee	Curriculum, Teaching & Learning
Date Policy Approved	July 2025
Date of next review	July 2026



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HEALTH AND SAFETY POLICY

STATEMENT OF INTENT

Westacre Middle School

Mission Statement

The school aims to promote a safe and happy school in which every person matters. We aim to provide a creative and challenging curriculum in order to encourage children's confidence and self-esteem. We aim to work in partnership with governors, parents and pupils and celebrate success in all aspects of school life.

It is the policy of the school and the LA to ensure the school maintains high health and safety standards to protect pupils, staff, visitors and other persons who may be involved in school activities.

The Governors of Westacre Middle School recognise their responsibility under the Health and Safety at Work etc. Act (1974), so far as is reasonably practicable, to:

- a) provide safe systems of work, plant and equipment;*
- b) provide for the safe use, handling, storage and transport of articles and substances;*
- c) provide such information, instruction, training and supervision as is necessary for staff and pupils to undertake their work safely;*
- d) provide a safe place of work with safe means of access and egress for all persons using the premises;*
- e) provide a safe and healthy working environment with adequate welfare arrangements;*
- f) provide for the health and safety of persons not employed by the school, but who may be affected by its activities;*
- g) encourage all staff to take reasonable care for their own health and safety and to co-operate with the management of the school in the carrying out of their statutory duty;*
- h) Require all staff to report through the appropriate channels, any problem, defect or hazard likely to lead to a lack of safe or healthy conditions for themselves or others.*

Agreed/Ratified by:	Signature	Date
Chair of Governors		
Health and Safety Governor		
Head teacher		
Health & Safety Officer		

HEALTH AND SAFETY POLICY

ORGANISATION

INTRODUCTION

THE ROLE OF THE LA

The Governors recognize the Statement of General Policy of Worcestershire County Council Education Department, together with its organisation and arrangements, and undertake to comply with its requirements and procedures in respect of maintaining safe and healthy places of work for the staff and pupils of the school, as laid down in the Department's Handbook of Safety Information.

The Governors recognise that it may on occasion be necessary to seek advice on specialist matters pertaining to health and safety and will consult the Health & Safety Coordinator of Worcestershire Education Department or such others persons as may be necessary.

The Governors recognize the need to ensure that sufficient funds are reserved for safe practice throughout the school and in particular the inspection and maintenance of those items of premises and equipment where financial responsibility has been delegated to them.

The Governors recognize their responsibilities to ensure that any significant risks arising from work activities, equipment or premises are assessed, as required under:

the Management of Health and Safety at Work Regulations 1999 amended 2006,
the Control of Substances Hazardous to Health (COSHH) Regulations 2002,
the Manual Handling Operations Regulations 1992 as amended,
the Provision and Use of Work Equipment Regulations 1998 and
the Display Screen Equipment Regulations 2002).

To comply with the Governing Body's Statement of Intent the school's normal management structure have had additional responsibilities assigned, as detailed below.

GOVERNORS

The Governing Body, through the Headteacher, is responsible for:

- a) **ensuring that the school's safety policy is implemented, monitored and regularly reviewed and revised as necessary.**
- b) *ensuring that sufficient funds are reserved for meeting their responsibilities for Health and Safety, in particular for the maintenance of those items of premises and equipment for which they have financial responsibility under the Scheme for Financing of Schools.*
- c) **monitoring the (health and safety) need for building maintenance in the school and implementing repairs as necessary.**
- d) *advising the Head of Property Services of structural defects that could adversely affect the health and safety of staff, pupils and other persons.*
- e) **the safe condition, storage and maintenance of equipment, vehicles and plant at the school, and ensuring that such equipment can be used safely in the normal running of the school.**

- f) ensuring that the premises, the means of access and exit, and any plant or substance on the premises are safe and without risks to health.
- g) ensuring that safety rules concerning the use of premises and equipment are displayed at appropriate locations in the school and are enforced.
- h) the adoption of safe working practices by staff and pupils, and by contractors on site.
- i) acting to deal with potential hazards to health and safety, liaising where appropriate with representatives of the County Council and contracting organisations.

THE HEADTEACHER

The Headteacher is responsible for:

- a) *The implementation of the school safety policy.*
- b) *Advising the Governing Body of the need to review the school safety policy.*
- c) *The day-to-day responsibility for health and safety in the school.*
- d) *Ensuring that risk assessments are carried out in accordance with the Management of Health and Safety at Work Regulations 2006 in all areas of significant risk, as well as those required under the Control of Substances Hazardous to Health (COSHH) Regulations 2002, the Manual Handling Operations Regulations 1992 as amended the Provision and Use of Work Equipment Regulations 1998 and the Display Screen Equipment Regulations 2002.*
- e) *Ensuring that staff receives appropriate health and safety training.*
- f) *Ensuring that all problems or defects affecting the health and safety of staff, pupils or other persons in the school are dealt with.*
- g) *Notifying the LA Health and Safety Co-ordinator of any serious accidents to pupils or **any** accidents to staff or other persons and any "near miss" situations, in accordance with the Reporting of Incidents, Diseases and Dangerous Occurrences Regulations.*
- h) *Notifying the LA Health and Safety Co-ordinator of any hazards or problems affecting the health, safety or welfare of staff, pupils or others that cannot be resolved by appropriate local action.*
- i) *Emergency procedures, including evacuation in case of fire or bomb threats.*
- j) *Ensuring that adequate provision is made for the administration of First Aid.*
- l) *Ensuring that all new material on health and safety matters, supplied by the LA or the Health and Safety Executive, is brought to the attention of any relevant persons promptly.*
- m) *Facilitating the meeting of a School Safety Committee, if it is requested by staff or approved trade union safety representatives, and for attending such meetings.*
- n) *Consultation with approved trade union safety representatives on matters affecting the health, safety or welfare of any members of staff and for facilitating the carrying out of their duties, including safety inspections and attendance at training courses.*

SCHOOL HEALTH & SAFETY OFFICER

The School Health and Safety Officer has the following responsibilities:

- a) To co-ordinate and manage the annual risk assessment process for the school.

- b) To co-ordinate the annual general workplace monitoring inspections and provide copies to Headteacher/Governors.
- c) To advise the Headteacher of situations or activities which are potentially hazardous to the health and safety of staff, pupils and visitors.
- d) To ensure that staff are adequately instructed in safety and welfare matters about their specific workplace and the school generally.

Alongside the Health and Safety team, Subject Leaders are responsible for:

- a) all matters of health and safety in their subject area.*
- b) bringing to the notice of the the School Safety Officer any problems or defects affecting the health, safety or welfare of staff, pupils or other persons in their faculty, department or subject area.*
- c) having a working knowledge of regulations, guidance materials and codes of practice in their subject areas.*
- d) producing a subject safety risk assessment and revising it as necessary.*
- e) ensuring that staff have received adequate training on health and safety aspects of their specialist areas (particularly where use of potentially hazardous equipment or substances is undertaken).*
- f) ensuring that necessary personal protective equipment (ie. eye protection or protective clothing) is available and kept well maintained.*
- g) ensuring that any risks specific to their area of work are adequately assessed (eg. risk assessments for the use of tools or equipment, COSHH assessments for the use of hazardous substances).*
- h) ensuring that relevant safety signs and notices are displayed (eg. signs requiring use of eye protection, restricting use of teacher only machines to named individuals, positions of gas, water or electrical isolators etc.).*

CLASS TEACHERS

Class teachers have a responsibility for the health and safety of themselves; all other staff and any pupils under their control. In particular teachers are expected to:

- a) Exercise effective supervision of their pupils, to know the procedures for fire, first aid and other emergencies and to carry them out.*
- b) Give clear oral and written instructions and warnings to pupils when necessary.*
- c) Follow safe working procedures and maintain good standards of housekeeping in the activities under their control. This includes following all aspects of this policy and any training delivered, such as Asbestos Management, Working at Height and Manual Lifting.*
- d) Insist on the use of protective clothing and guards where necessary for particular lessons or activities.*
- e) Make recommendations to their Headteacher or Head of Department on health and safety equipment and on additions or necessary improvements to plant, tools, equipment or machinery.*
- f) Integrate all relevant aspects of safety into the teaching process and, where necessary, give special lessons on health and safety in line with National Curriculum requirements for safety education.*

- g) Avoid introducing personal items of equipment (electrical or mechanical) into the school without prior authorisation and ensure that any equipment for which they have a responsibility for is maintained in a safe condition and is suitable for the intended purpose.
- h) Report promptly any deficiencies, accidents, defects and dangerous occurrences to the School Health and Safety Officer either personally or through the Health and Safety Reporting Book (held in staff room)
- i) Attend any required health and safety training provided by the school or LA.
- j) Ensure that any off-site outing or activity for which they are responsible only takes place following authorisation by the Head Teacher and after a full risk assessment has been undertaken to ensure pupils and other persons are not put at risk and approval gained by the EVC.

Other Teaching, Teaching Assistant and Technician Staff are responsible for:

- a) *ensuring that they are familiar with and comply with the school safety policy.*
- b) *reporting any defects or problems affecting the health and safety of themselves, their pupils, other staff or any other person, through their Head of Faculty, Department or Subject Co-ordinator to the School Safety Officer.*
- c) *co-operating with their employer (LA or Governing Body) to enable them to comply with the requirements of the Health and Safety at Work etc. Act 1974).*

FIRE SAFETY OFFICER

The Head Teacher will have responsibility for overall planning and organisation of fire safety matters within the school. In particular they will:

- a) *Ensure that fire precautions in the school premises are maintained in accordance with the standards detailed within the Health and Safety Handbook for Schools and that practice fire drills are undertaken at least once every term.*
- b) *Ensure that there are arrangements in place for nominated members of staff to call the fire brigade and meet them on arrival.*
- c) *Ensure that checks are made at least every term that the inspection and maintenance arrangements for fire and smoke alarm detection systems, emergency lighting and fire extinguishers are being undertaken, and records are kept.*
- d) *Appoint members of teaching or administrative staff as fire marshals. These nominated staff will have specific responsibility for ensuring that all areas of the school have been evacuated and that this information is passed onto the relevant senior staff.*

THE SITE MANAGER

The site manager is responsible for:

- a) *Ensuring that he/she is familiar with and complies with the school safety policy.*
- b) *Bringing to the attention of the School Safety Officer any problems or defects affecting the health and safety of any person on the school premises.*
- c) *Bringing the school safety policy and risk assessments to the attention of any cleaning or other staff (including contract cleaners or grounds staff) working under their direction, in so far as it affects the work of those persons (eg. in use and storage of equipment and materials).*
- d) *Ensuring that any staff under his/her direct control (ie. noncontract staff) receive adequate training and instruction in the use of any equipment or materials that they are expected to use.*

- e) Ensuring that all equipment and materials received have adequate health and safety information (eg. safety data sheets to allow COSHH assessments to be carried out).*
- f) Ensuring that safe procedures are laid down and used when work of a potentially hazardous nature is undertaken by themselves or others working under their direction*

(NB. This will include such things as working at heights on steps, ladders or scaffolds, use of electrically powered cleaning machines, use of chemicals (including correct use of protective clothing), carrying out of repair or maintenance work).

- g) Ensuring that due warning is given of any caretaking/cleaning operations that could constitute a hazard to other users of the premises (eg. use of signs to warn of slippery floors, clearance of leaves, ice or snow etc.).*
- h) Informing the School Safety Officer as appropriate of the arrival (or expected arrival) of contractors for maintenance work (no matter how minor).*
- i) Informing contractors of any hazards that could affect their health and safety while working in the school (particularly in the light of risk assessments carried out).*
- j) The safe use and maintenance of all plant and equipment (eg. boilers) and the safe use and storage of all materials used for that maintenance (eg. boiler descalers, etc.).*

PUPILS

All Pupils at the school are required allowing for their age and maturity, to:

- a)** Exercise personal responsibility for the health and safety of themselves and others.
- b)** Observe standards of dress consistent with safety and/or hygiene with particular attention being paid to the removal of jewellery in PE and Games activities.
- c)** Observe all the health and safety rules of the school and in particular the instructions of staff given in an emergency.
- d)** Use and not wilfully misuse, neglect or interfere with things provided for their health and safety including any safety and fire equipment.

PROCEDURES AND ARRANGEMENTS

INTRODUCTION

The following procedures and arrangements have been adopted to ensure compliance with the Governing Body's Statement of Intent.

RISK ASSESSMENTS

Fire

A fire risk assessment will be carried out by Fire Safety Officer and senior staff.
(See Appendix 1 for further details.)

General Risk Assessment

General Risk Assessments will be co-ordinated by the Health and Safety Officer in line with LA requirements.

Risk assessments are needed to identify the activities that pose a risk to safety and control measures should be based on them.

Maternity Risk Assessment

Maternity Risk Assessments will be carried out by Health and Safety Officer in consultation with Head following guidance contained in the Children's Services Health and Safety Manual. (See appendix 2.)

The main risks to be considered can be divided into three categories: Physical, Biological and Chemical. The aim of the risk assessment should be to reduce the effect of these risks insofar as they affect the health of pregnant or new mothers or that of their children. If it is not possible to avoid or adequately control the risk then the legislation requires that suitable alternative work be offered. If this is not possible then the employee must be suspended from work (on full pay) until such time as there is no longer an exceptional risk to the employee or her child. There is no time limit set for the latter action but for most work in schools, units or centres it is unlikely to exceed the statutory maternity leave.

Employees should inform their line manager once the pregnancy has been confirmed to allow them to carry out the risk assessment (and to ensure that the necessary steps to claim maternity leave and pay are taken – the employee does not need to decide when they want their maternity leave to start until later).

Curriculum Activities

Risk Assessments for Curriculum activities will be carried out by relevant Subject Leaders and subject teachers.

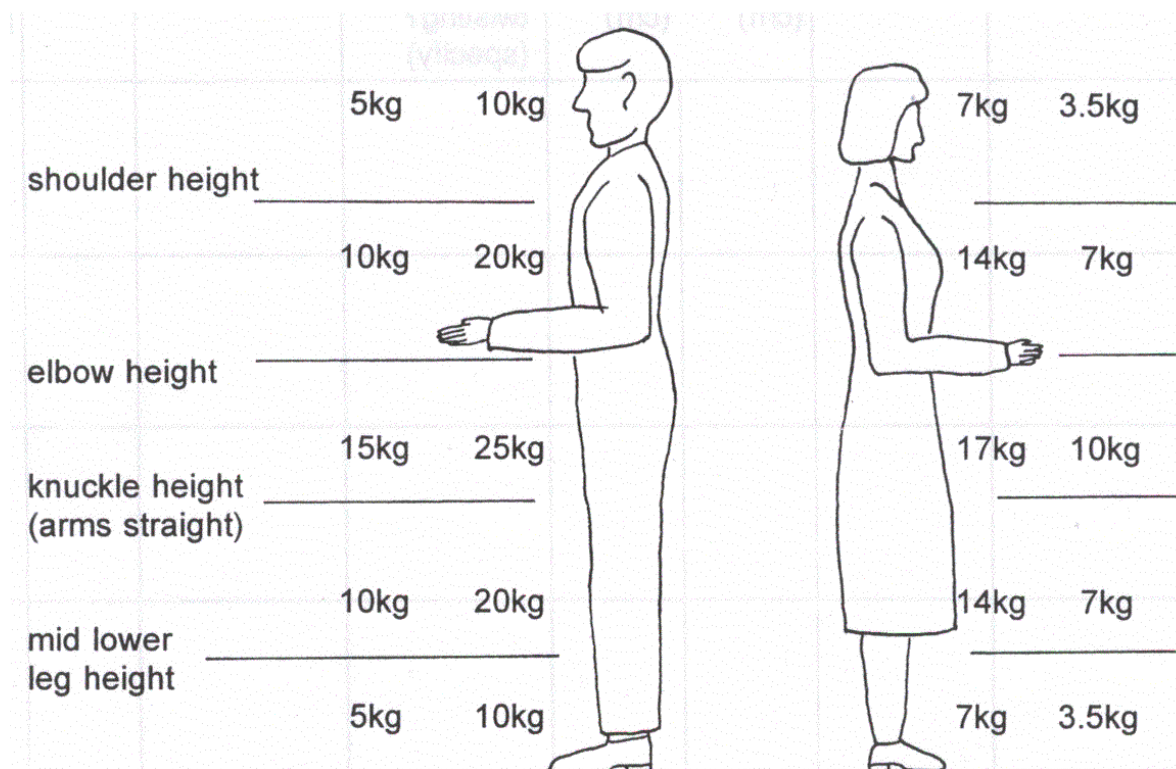
Subject- specific equipment (e.g. PE equipment, sports fields, DT machinery) is inspected regularly by subject leaders and external contractors.

Manual Handling

Manual handling is defined as the application of physical effort to an object or person in any of the following ways:

Lifting	Carrying
Pushing	Supporting
Pulling	

Related activities often include:



Bending
Stooping

Reaching
Twisting

Allowances must be made for all of these as they will considerably reduce the load that an individual can handle safely. Even relatively low risk handling tasks can be made worse by factors such as:

- Repetitive lifting or carrying
- Carrying over long distances
- Handling in restricted spaces
- Moving over steps, slopes or slippery surfaces.

In addition, the load itself can cause injury, e.g. if it is sharp, hot or corrosive.

Wherever possible manual handling operations should be avoided altogether. If that is not practicable, they should be changed to reduce their effect.

There are no maximum weights for lifting laid down by law. Each manual handling task needs to be assessed for the person carrying it out.

The following diagram shows guideline maximum weights for lifting from different heights for typical men and women. These will not be appropriate for all individuals and in particular those who already suffer from lifting injuries or whose lifting capability is otherwise reduced (e.g. by pregnancy) will not be able to use these as realistic guidelines.

The guideline weights shown above should generally be reduced by the amount shown where lifting involves the following movements:

Movement

% Reduction in Guideline Weight

Bending from waist	25%
Reaching at arm's length	25%
Stooping (knees bent)	15%
Twisting through 45o	10%
Twisting through 90o	25%

Manual Handling Operations Performed by Pupils

Whilst the Manual Handling Operations Regulations, 1992, do not apply directly to pupils, they nevertheless represent good practice, and schools should give serious consideration to any manual handling operations in which pupils might be involved. Activities undertaken by pupils are, in any case, subject to risk assessments (under the Management of Health and Safety at Work Regulations, 1992) because the Health and Safety at Work Act, 1974 imposes duties on employers towards persons not in their employ. It can therefore be argued that manual handling assessments are a legal requirement if the handling operation arises out of the work of the school.

Where handling is required by a curriculum activity (e.g. setting out PE equipment) or as a non-curriculum school activity (e.g. assisting staff in the moving of furniture) assessments should be carried out in a similar way to those required for staff to undertake similar activities except that adequate allowance must be made for the size and strength of the pupils. A single assessment will normally suffice to cover similar operations.

Staff should not ask for pupil volunteers to assist contractors, delivery drivers etc. when extra assistance is required without adequate prior warning. Such outside organisations should be expected to make their own arrangements and not rely on the availability of extra help.

Hazardous Substances

The Site Manager will identify hazardous substances for use by cleaning staff and these will be kept in locked cupboards and a COSHH sheet will be available for each chemical. Staff will be briefed in the correct use of the chemicals.

Chemicals in Schools and COSHH Regulations

In order to ensure that all staff using hazardous chemicals know how to handle them safely, the Control of Substances Hazardous to Health (COSHH) Regulations 2005 require that a risk assessment must be undertaken before any hazardous substances or chemical products are used. This will include many cleaning materials, reprographic materials, swimming pool chemicals, and other general products as well as those used in specific subject areas. Guidance on COSHH assessments for chemicals used in Design & Technology or Science activities is given in the relevant subject areas of this Handbook.

Hazardous substances include the following:

- a) all substances classified and labelled as:
 - harmful
 - irritant
 - corrosive
 - toxic
 - very toxic
 - oxidising
- b) carcinogens.
- c) substances assigned a "workplace exposure limit" (WEL) by the Health and Safety Commission in their annual publication EH40; a copy is kept by the LA's Health and Safety Adviser for reference.

- d) dust of any kind, at substantial concentration in air (including all types of wood and clay dusts).
- e) any other substance which creates a hazard to health comparable to those listed above (e.g. flammable liquids).

While the Authority, as employer, is legally responsible for ensuring that risk assessments are carried out under COSHH Regulations, the delegation of budgets to schools under LMS gives schools the freedom to purchase a wide variety of materials. **It is therefore the responsibility of each school, unit or centre to carry out the risk assessment process for any hazardous substances that they use.** These risk assessments should include the handling and storage of substances, as well as their use. If risks cannot be reduced to an acceptable level, then the chemical should not be used, and a less hazardous alternative should be found.

No employee may use any hazardous substance unless they have been made fully aware of the risks involved, the precautions to be taken and have been given adequate instruction or training in the use of the product. In some cases, it will suffice to follow the manufacturer's instructions on the label, but these will need to be pointed out to staff to ensure that they are aware of them.

COSHH Risk Assessment Procedure

- a) Identify any products or substances hazardous to health that are used. A register of all such products should be kept in school. A list of substances used in specific departments of high and middle schools (eg. chemicals used in the science department) should be kept in that department (with the relevant assessments).
- b) Obtain and refer to product data sheets (sometimes known as safety data sheets or COSHH data sheets) which are available on request from suppliers or manufacturers.

NB. The use of published information does not of itself constitute the undertaking of a risk assessment. It is a useful source of information which allows the risk assessment to be undertaken.

- c) Consider the nature of the operation and the skill and experience of the people performing it.
- d) Consider replacing hazardous substances with less hazardous alternatives.
- e) Consider what precautions are necessary for the operation (e.g. use of eye protection, gloves, respirator etc.; handling and disposal methods).
- f) Consider the emergency procedures for the operation (first aid procedures, spillage procedures and action in the event of fire).
- g) Record the assessment in a clear and suitable format (a typical COSHH assessment form is given on the next page).
- h) Review the risk assessment periodically and if any significant factors (e.g. equipment, staffing, facilities etc.) change.

NB. You may not proceed with any procedure involving the use of hazardous substances until a suitable risk assessment has been completed

Violence

Assessment of the risks of violence to staff will be carried out by Senior Leadership Team.

Violence at work can be defined as "any incident in which an employee is abused, threatened or assaulted by a student, pupil or member of the public in circumstances arising out of the course of his or her employment".

Physical attacks on staff (including non-teaching staff) should always be reported and taken seriously, with consideration given as to what caused the incident and how a repetition may be avoided.

Verbal abuse should be regarded as an assault and reported appropriately - see below - if the member of staff feels threatened or believes it to be a precursor to physical violence.

It is acknowledged that there will be some children who may cause injury to staff without fully understanding what they are doing. Such incidents may be regarded as accidents rather than assaults, though they will still need to be reported. Headteachers need to use their discretion to decide whether an injury caused to an employee constitutes an assault or an accident. It should always be regarded as an assault if it is believed that there was a deliberate intention to cause harm.

Reporting of Assaults

Assaults on staff, whether made by pupils, parents or others, must be reported to the Authority using form RIDDOR 3 (Accident/Near Miss/Violence report form), whether or not there has been a physical injury sustained. (It is helpful if the title "Violence" at the top of the form is highlighted or ringed around to distinguish it from accident reports.) It is essential that all assaults on staff are reported.

In some cases, it may be appropriate for assaults on staff to be reported to the police, including those carried out by parents or others from outside the establishment. Headteachers should be sensitive to the needs of staff who have suffered an assault and should be as supportive as possible. If staff have been severely affected by such an incident, counselling can be arranged by Children's Services Human Resources.

If there is any possibility of a claim being made for compensation for injuries (to the Criminal Injuries Compensation Authority) the Authority will need full and clear details to assist the member of staff with their claim.

Although it is not done automatically, there may be cases where the authority may consider assisting a legal action brought against a person assaulting a member of staff. In such cases it may be necessary for the injured party to complete a further form or give more detailed information.

Preventing Assaults

Whilst it is not always possible to predict human behaviour, there are a number of steps that can be taken to avoid verbal or physical violence:

- a) All visitors to the premises are directed to the main reception area and that their presence and the purpose of their visit is recorded. If there is any suspicion about the motives of a visitor, the Senior Leadership Team should be alerted immediately.
- b) Staff should avoid arranging meetings with parents or others in situations or at times where they are likely to be alone (e.g. in a remote part of a school after the end of the school day). If such meetings cannot be avoided, try to arrange for a colleague to be present or, at least, nearby.
- c) If staff find themselves in a situation where they feel physically threatened by a visitor, they should try to remain calm and polite to try to defuse the situation. If possible, they should try to gradually move between the visitor and the door so that they can withdraw easily if necessary.
- d) If staff are aware of a situation developing in an adjoining room where they feel that a colleague or pupils may be in danger of an assault, they should seek help and inform the Senior Leadership Team immediately, by the quickest possible means. If possible, they should take steps to evacuate any pupils from the area.

Lone Working and Personal Safety –

The HSE defines lone workers as:

Persons who work alone without close or direct supervision for example

People in fixed establishments where:

- only one person works on the premises,
- people work separately from others,
- people work outside normal hours, e.g. cleaners, security, special production, maintenance or repair staff etc.

The Council has extended this definition to include single person working, in any situation, where the ability to summon assistance may be impaired.

The guidance given below is to enable managers to determine when lone working is acceptable and what precautions can be taken to reduce the risk to employees.

Overall, the Council's view is that lone workers should not be at more risk than any other employees, but there are additional hazards with respect to personal safety / security that are beyond the Council's control. The most obvious hazard is violence whether or not it results in a physical attack.

RESPONSIBILITIES

Lone working is not covered by any specific legislation but the general duties on employers set out in the Health and Safety at Work etc. Act 1974, and the Management of Health and Safety at Work Regulations 1999, cover work of any description. The Council recognises that lone working is a situation where employees may be put at risk either through the work being performed, through their own fault or by an external agency: the Council extends the same duty of care to lone workers as to other employees.

Lone working should carry no more risk than normal working, but managers must recognise that the risks to lone workers are greater because there is a reduced level of immediate support available. By following normal risk assessment methods, managers should be able to eliminate, or reduce to an acceptable level, the risks associated with lone working.

Managers should:

- Identify where lone working occurs
- Eliminate lone working if possible
- Assess the risks where lone working is unavoidable
- Reduce risks to an acceptable level by implementing control measures
- Train staff in methods of safe lone working and providing information and instruction
- Record the risk assessment
- Monitor the situation to ensure the risk reduction methods are working.

Managers must also be aware of any special circumstances that require additional steps to be taken. Examples are:

- Where violence is foreseeable
- If first aid cover will be required or can be self-administered
- If cover by emergency services has been suspended or withdrawn.

It is also important for managers to consider other issues such as shift work, mobile workers, location, weather conditions and welfare provision.

Employees should recognise that they also have personal responsibilities with respect to lone working:

- To work as they have been trained
- Not to attempt work outside of their competence
- Inform their manager if the system of work is inadequate or puts them at risk

- To check that the systems in place to ensure their safety whilst lone working are functioning correctly.

Risk Factors

The following factors should be considered when risk assessing a lone working situation. In addition to these 'special' risks associated with lone working, it is also necessary to ensure that general risk assessments of the workplace, and those required by specific legislation, are performed.

- Is the person medically fit and competent to work alone?
- Does the person have any other problems that could affect lone working?
- Does the job require the use of machinery?
- Does the job involve the use of biological agents or chemicals?
- Does the job require heavy lifting (with or without mechanical aids)?
- Have all the usual workplace hazards been considered?
- When does the lone working take place (day, night, weekends, on callout etc.)?
- Where does the lone working take place (indoors, outdoors, remote locations etc.)?
- Does the person perceive any other hazards or risks associated with the lone working?
- Has training been offered and given?
- Does the person understand the risks associated with lone working?
- Has provision been made for regular contact and supervision (including backup systems)?
- Is there a system in place for injury or illness?
- Have plans, procedures and risk assessments been prepared?
- Are systems in place for dealing with emergencies (Police, Fire, etc.)?
- Is the workplace secure?
- In addition, the following should be considered for personal safety / security.
- Is there a risk of abuse or violence?
- Does the lone worker have to walk through unlit streets, after dark, or enter 'unsafe' areas?
- Is the lone worker aware of the risks to personal safety / security?
- Has a mobile phone, personal alarm or similar device been made available or provided?
- Has the lone worker been trained to understand body language and defuse potentially aggressive situations.
- Has the lone worker had self-defence training?
- The above list of factors is not exhaustive but will cover most situations of lone working and personal safety.

Control and Mitigating Measures

The controls and mitigating measures can mostly be determined by answering the risk factor questions above.

Personal Safety / Security

When dealing with personal safety / security, managers should be aware that the lone worker should primarily specify what controls are required. The objective should be to provide the individual with sufficient measures to reduce the risks to an acceptable level and minimise anxiety. However, some people may not perceive personal safety / security as keenly as others and in these cases, managers must decide on the risk reduction measures and ensure they are adopted / used.

The most important controls are those covering emergencies. There must be:

- Suitable and sufficient alarm and communication systems
- Systems in place to track where lone workers might be. This could be a simple list of addresses / appointments or a sophisticated GPS device for lone workers in remote locations.
- Procedures to provide help and assistance and possibly search and rescue. In some cases, these procedures will include the emergency services – police, fire and ambulance.

Personal protective equipment (e.g. overalls, rubber gloves, goggles and toe protectors) is provided for the Site Manager to wear when necessary.

Working at Height

Working at height, necessitating the use of ladders, step ladders exceeding 3 metres in height or in areas where there is a risk of falling, will only be undertaken by, or when approved by, the Site Manager.

School pupils must not be permitted to undertake work at height unless there is a safe and secure access to the area.

LADDERS AND ACCESS EQUIPMENT

Serious accidents can occur when ladders or other access equipment are used casually or incorrectly. Similarly, accidents can occur when the correct equipment is not used, and staff must not climb on furniture (to reach display boards etc.); a suitable step ladder must be provided and used. Risk assessments must be undertaken for any task for which it is reasonably foreseeable that a ladder, stepladder or other access equipment will need to be used. Ladders should only be used for jobs of short duration, where it is only necessary to carry light tools or equipment. For longer jobs or where a lot of equipment has to be used, it is safer to use a tower scaffold.

Folding Step Ladders

Stepladders should only be used on firm, level ground. They must be fully opened before use and the restraining cords or stays must be in good condition and, where possible, locked into place. When choosing stepladders, care should be taken to ensure that they are of adequate height for their likely use, stable when unfolded and light to carry. Some have a built-in handrail which can be useful. A top handrail is useful to lean against; if there isn't one and the steps go right to the top, staff should not stand on the top three or four steps or the top platform.

Stepladders must not be used where they cannot be placed close to the position to which access is required, e.g. for pinning display material to a board above a fixed bench unit, where it would be necessary to stretch across the width of the bench.

Ladders

The ladder must extend at least 1 metre above the highest rung to be reached by the user's feet or above the landing height if it is intended to climb off the ladder at the top.

Ladders must be used at the correct angle. For every 4 units of height, they must come 1 unit out.

Where extension ladders are used, the extension must overlap the main ladder by at least 3 rungs.

Ladders must always be "footed" or secured at their lower end and should preferably be secured at their upper end (and always if more than 3 metres long).

Ladders must only be used on firm, level ground. Where this is not possible, e.g. on soil, they must be supported on a board of adequate strength and secured to the surface.

Users must make sure that their shoes are not slippery, e.g. free from mud, and that both hands are free for climbing.

There is no maximum height which can be climbed on a ladder, but an intermediate resting place must be provided every 9 metres (usually only applicable to fixed ladders).

Care should be taken to ensure that ladders are kept away from overhead cables.

All ladders should be checked regularly for damage. In particular, the School Site Manager will ensure that:

- a) There are no missing, loose or defective rungs or treads.
- b) The side members (stiles) are not warped or otherwise damaged.
- c) Metal ladders are not corroded and have no sharp edges as a result of damage.
- d) Wooden ladders are not painted, which could hide damage or repairs.

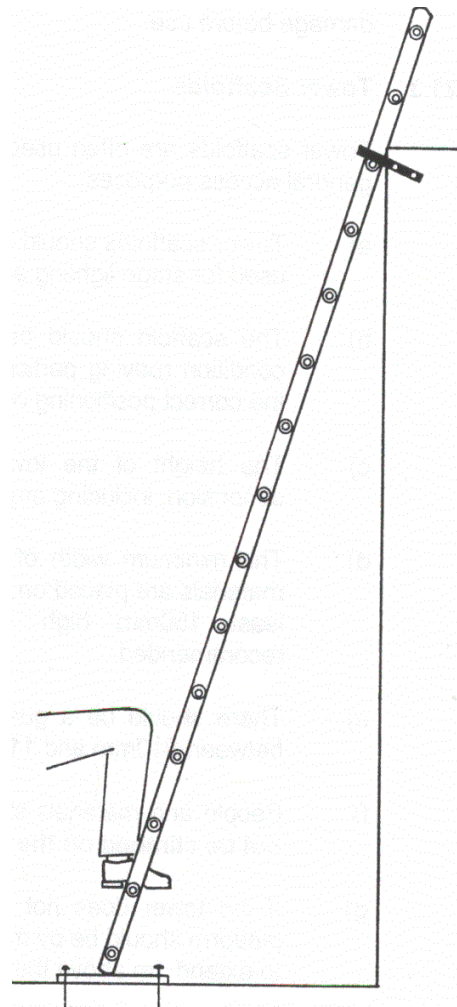
Ladders should be stored horizontally (hung by the stiles not the rungs) wherever possible to prevent bowing.

EMERGENCY PROCEDURES

Fire and Evacuation

Fire and evacuation procedures are detailed in Appendix 1.

- The School Safety Officer is responsible for undertaking and reviewing the fire risk assessment and emergency plans
- Procedures for dealing with the worst foreseeable contingency form part of the School Critical Incident Policy
- Emergency evacuation drills, including staff with special responsibilities and frequencies of drills take place regularly (at least termly).



- The Site Manager and School Safety Officer are responsible for inspection and maintenance of fire exits/escape routes
- The Site Manager and School Safety Officer are responsible for checking and updating the Fire Evacuation Notices
- Regular inspections and maintenance of fire extinguishers are carried out by external contractors
- The Site Manager and School Safety Officer are responsible for the regular testing of the fire alarms (weekly) and emergency lighting (monthly) and records are kept in the fire precautions manual
- Maintenance of the fire systems is carried out by Fire Safe

Personal Emergency Evacuation Plans

Personal Emergency Evacuation plans will be written for pupils or staff who may require additional assistance in the case of an evacuation in an emergency.

The PEEP is a short document which confirms these arrangements. The plan will be 'person specific' thus focussing on the individual needs of the pupil or staff member.

The PEEP must include the following information:

- Name of pupil / staff member
- Names of the helpers / team members allocated to assist the person in an emergency evacuation
- A school plan detailing the person's timetable and identifying the appropriate evacuation route available depending on location.
- Methods of communicating with the rest of the school body.
- Location of refuge areas if they are to be part of the plan.
- Method of evacuation.

Group Emergency Evacuation Plans

Where large groups of pupils / adults are gathering in the school e.g. for school concert or performance emergency procedures will be made know to the audience prior to the event starting.

First Aid

In line with guidelines from Worcestershire County Council we have been advised that any member of staff can deal with minor/everyday injuries such as grazed knees/bumps etc. First Aiders are not required to deal with every minor injury. All staff are authorised to act in locus parentis in those situations.

First aid facilities are provided at the following locations: Secretary's Office, First Aid Room, PE store cupboard, Head of Year classroom

The following staff are ***Certificated (First Aid at Work qualified) First Aiders:***
Mrs L Howells

They are also responsible for recording all incidents of accident or injury, maintenance of, and oversight of First Aid equipment and resources.

A list of all trained first aiders is on display on the school Health & Safety noticeboard.

The School Safety Office & Business Manager keep a record of all first aiders in school and check when staff require refresher training.

Curriculum leaders of PE, Science and Technology are also responsible for ensuring that a complete First Aid kit is available in their curriculum areas.

In event of needing first aid assistance other than minor incidents: either take the casualty to the first aid room if mobile or send another pupil or adult if available to the office for assistance. No pupils are to be sent to the office unaccompanied.

Transport to hospital:

If an ambulance is required (decision to be made by certified first aiders and School Leadership Team), call “999” or in less serious cases parents are called to collect their children from school. No casualty should be allowed to travel to hospital unaccompanied. The Head or Deputy Head will designate an accompanying adult in emergencies where parents cannot be contacted.

Issuing of Medicines

All parents of pupils requiring medicine during the course of the day must arrange with the school secretary for the safe keeping and administration of the medicine (School approval forms must be completed and signed by parents) All medicines when not being prescribed must be locked away in the school safe.

Dosage instructions must be clearly written on the packaging.

Medicines should only be taken to school when essential; that is where it would be detrimental to a child’s health if the medicine were not administered during the school day (e.g. medicines that need to be taken 3 x per day could be taken in the morning before school, after school and at bedtime).

Medicines will only be administered if they have been prescribed by a doctor and after a written agreement has been completed by parents and received by school staff responsible. Parents should contact school to obtain parental / school agreement form to administer medicines – this should be returned to school by the parent when bringing medicines in.

All medication provided by the parent should be in the original container with the name of the student, the dosage and timing clearly labelled with no alterations. All medicines should also have spoons or droppers with them if they are required.

When medication is administered, this will be documented in the medicine record book in the school office and signed by two members of staff. This book will be checked and signed on a regular basis by the School Safety Officer.

Parents should endeavour to obtain two prescriptions wherever possible and practical for a child’s medicine: one for use at home and one for the school setting.

A list of pupils with allergies which may result in anaphylactic shock is kept in the secretary’s office and staff room together with the relevant EPIPIENS. Epi-pen training is given to staff on an annual basis.

Pupils with medical requirements are listed in the staff room with relevant photographs and information.

Accident reporting, recording and investigation

All serious accidents that occur on the site should be notified to the School Safety Officer who will record the information via the WCC County Council accident/incident reporting system

If the accident is serious, senior management should be made aware and immediate action taken to ensure the location of the accident is still safe to use. The School Safety Officer (alongside any relevant subject leader) is responsible for investigating following the accident. Necessary action should be taken and where possible details recorded for an accident investigation. If members of the public are involved, names and addresses should be taken (including any witnesses). **Serious Accidents to members of the public** should be notified to the Directorate’s Health and Safety Adviser **immediately** by telephone.

All minor accidents should be recorded in the school's own pupil accident / first aid book. Where necessary, parents / guardians or other persons should be notified of the accident.

Minor accidents involving staff members should be recorded on the staff accident forms, which are stored in the DHT office.

If an employee is absent from work for more than three days, following an accident, the Directorate's Health and Safety Adviser should be told immediately by telephone, even though an accident form may already have been sent. For this purpose, the three days should include weekends and holidays, even though the person concerned may not have been expected to work on those days. The regulations are concerned with whether the person was **able** to work, not whether they were expected to. NB. This notification needs to be made in addition to normal staff absence returns to the Authority

Accident Reports and investigation records should be kept for at least 5 years.

Near Misses

Near misses are situations where an injury was not caused but could have been. It is important that they are reported to the Authority as it helps to identify areas where it may be possible to prevent an accident from happening in the future. In addition, certain incidents have to be reported by law to the Health and Safety Executive, even though there may have been no injury caused.

All near misses should be reported on form RIDDOR 3, whether they involve staff, pupils or others (e.g. contractors, members of the public etc.). It is helpful if the title "Near Miss" at the top of the form is highlighted or ringed around. Any near misses involving staff should be recorded on the Near Miss form, which is stored in the DHT office.

NOTIFIABLE AND INFECTIOUS DISEASES

From time-to-time pupils and staff may be known to be suffering from diseases which may have implications for others in the school. Certain diseases have, by law, to be notified to the relevant health authorities (which will normally be done by the patient's GP) who may require exclusion of the individual to prevent the spread of the infection.

The following information has been kindly supplied by the Local Unit of the Health Protection Agency, whose help in this area is gratefully acknowledged. Further information on the diseases mentioned below and others is included in the "Infection Control Guidelines for Schools" published by them which has been provided to all schools and early years settings. Further advice can be obtained from:

Health Protection Unit, West Midlands–West
Elgar House
Green Street Telephone: 01562 756300
Kidderminster
Worcs. DY10 1JL email: westmidlandswest@hpa.org.uk

Consultants in Communicable Disease Control:
Dr David Kirrage Dr Dan Killalea
Dr Alan Tweddell Dr Naveed Syed

Nurse Consultants – Health Protection:
Mrs Darryl Pennells Ms Avril Weaver
Miss Melinda Adams Ms Anne Indrusiak

Notifiable Diseases

The following diseases must be notified to the Consultant in Communicable Disease Control (CCDC). This is the responsibility of the doctor who suspects or diagnoses the disease in a patient. In the case of pupils, the CCDC can require the exclusion of that person from school and may also require the Headteacher to provide a list of pupils on roll.

- Acute Encephalitis
- Acute Poliomyelitis
- Anthrax
- Cholera
- Diphtheria
- Dysentery (amoebic or bacillary)
- Food Poisoning
- Hepatitis (viral)
- Leprosy
- Leptospirosis
- Malaria
- Measles
- Meningitis
- Mumps
- Meningococcal Septicaemia

Outbreaks of Infectious or Notifiable Diseases

Headteachers should inform the Consultant for Communicable Disease Control (CCDC - see above) in the event of an outbreak of any infectious disease, whether in pupils or staff. This can be done either direct or via the school nurse.

An outbreak may be taken to be two or more cases of a similar infection or a marked increase in the amount of illness or absenteeism. In the case of more serious diseases the CCDC should be informed.

If there is an outbreak of food poisoning or other gastro-intestinal diseases, the Headteacher should also inform the Environmental Health Officer (EHO) at their local District Council, who will investigate possible sources.

Headteachers will also be responsible for:

- a) providing the CCDC and/or EHO with absence figures.
- b) providing other relevant information, e.g. numbers and names of pupils taking school meals, packed lunches or going home at lunchtime.
- c) liaising with the LA, staff, governors and parents.
- d) updating the CCDC and/or EHO as necessary.
- e) arranging additional cleaning staff and altering schedules as necessary.

Guidance on Exclusion of Pupils and Staff with Infectious Diseases

a) Pupils

Children with infectious diseases should normally be excluded from school to prevent the spread of the infection. The Headteacher may exclude the pupil on behalf of the governing body and/or LA if they are not removed by their parents. School doctors and nurses do not have the power to exclude pupils but can advise a Headteacher that a pupil should be excluded. Pupils suffering from statutory notifiable diseases can be excluded from school by the CCDC serving a written notice on their parent or guardian. In practice these powers are rarely needed.

Full recovery may take longer than the minimum exclusion period. If a pupil's GP or parents consider them to be ready to return to school before the minimum exclusion period has ended, the Headteacher should consult their school doctor or the CCDC.

b) Staff

Staff should follow the same exclusion periods as pupils if they have an infectious disease. They should not return to work until they feel well enough to do so and are no longer likely to be infectious.



DISEASE	INCUBATION PERIOD	PERIOD WHEN INFECTIOUS	EXCLUSION PERIOD OF INFECTED PERSON	EXCLUSION OF CONTACTS
Athletes foot	Unknown	Whilst active lesions present.	No exclusion but treatment recommended	None
Chickenpox	11 – 21 days	1 to 2 days before to 5 days after spots develop	For 5 days from onset of rash	None Female staff see below
Conjunctivitis	Varies	Whilst eye is red and discharging.	No exclusion but treatment is recommended	None
Diarrhoea & vomiting	Varies	Whilst having symptoms of diarrhoea and/or vomiting	Until symptom free for 48 hours	None
Diphtheria	2 – 5 days	Variable but usually 2 weeks or less	Until bacterial examination is clear	HPU to advise
E. coli 0157	1 – 6 days	May be up to 3 weeks in children	HPU to advise	HPU to advise
Fifth disease (also known as Slapped cheek or Parvovirus)	4 – 20 days	Before the rash appears (but probably not afterwards)	Until clinically well	None Female staff see below
Glandular fever	4 – 6 weeks	Whilst virus is present in the saliva	Until the person feels well	None
Hand, foot & mouth disease	3 – 5 days	From 2 – 3 days before to a few days after the appearance of rash	None - but contact HPU if large numbers (The presence of a rash does not indicate infectivity)	None
Head lice	Eggs hatch in 7 – 10 days	Whilst lice or eggs remain alive on host	None Parents should be advised to treat their child	None
Hepatitis A	2 – 6 weeks	From 14 days before to 7 days after the appearance of first symptoms	Until 7 days from onset of jaundice and the person feels well	None
Hepatitis B	6 weeks to 6 months	Not infectious under normal school or nursery conditions, but universal precautions should be adhered to.	Until person feels well	None
Hepatitis C	2 weeks to 6 months	As Hepatitis B	Until person feels well	None
DISEASE	INCUBATION PERIOD	PERIOD WHEN INFECTIOUS	EXCLUSION PERIOD OF INFECTED PERSON	EXCLUSION OF CONTACTS
Herpes simplex (cold sore)	2 – 20 days	Whilst lesions present	None	None
HIV	1 – 12 weeks	Not infectious under normal school or nursery conditions but universal precautions should be adhered to.	None	None
Impetigo	4 – 10 days	Whilst lesions present	Until lesions crusted or healed	None
Influenza	1 – 3 days	Adults 1 day before until 5 days after onset Children 3 days before until 9 days after onset	Until recovered	None
Measles	7 – 14 days	From a few days before to 4 days after the appearance of the rash	5 days from onset of rash	None

Meningitis (Bacterial)	2 – 10 days	Whilst organism is present in the nasopharynx	Until clinically recovered	Advised by HPU
Meningitis (Viral)	Varies	Depends on Virus	Until person feels well	None
Mumps	12 –25 days (comm 18)	From 6 days before to 9 days after onset of illness	5 days from onset of swollen glands	None
Poliomyelitis	3 – 35 days (comm. 7–14)	Whilst organism is present in the stools	As advised by HPU	Advised by HPU
Ringworm Scalp / body	2 – 6 weeks	Whilst active lesions present	Until treatment commenced (Symptomatic pets should also be treated)	None
Rubella (German measles)	14 – 21 days	7 days before to 5 days after onset of rash	5 days from onset of rash	None Female staff see below
Scabies	Few days to 6 weeks	Whilst mites remain alive on the host	Until treatment completed	None. Treat contacts
DISEASE	INCUBATION PERIOD	PERIOD WHEN INFECTIOUS	EXCLUSION PERIOD OF INFECTED PERSON	EXCLUSION OF CONTACTS
Scarlet fever	1 – 3 days	Day sore throat starts to 24 hours after commencing antibiotics	Five days from commencing antibiotics	None
Shingles	Reactivation	Until 7 days after rash appears	Exclude only if rash weeping and cannot be covered (Can lead to chickenpox in susceptible children).	None
Threadworms	2 – 6 weeks	Whilst eggs still being produced. (Eggs can survive for 2 weeks in the environment)	None Treatment advised	None
Tuberculosis	2 – 10 weeks	Only when sputum contains bacteria	Until person feels well and 2 weeks after treatment started (Contact HPU)	None. Close contacts may be screened
Verrucae	2 – 3 months	Whilst warts are present	None	None
Whooping cough (Pertussis)	7 – 20 days	2 – 4 days before until 21 days after start of coughing	5 days from commencing antibiotic treatment	None

Gas Leaks

Any member of staff discovering a suspected gas leak should inform a member of the SLT.

If there is a slight smell of gas, the first action should be to check that all gas appliances are switched off. This may clear the smell of gas. Windows should be opened.

ELECTRICAL EQUIPMENT

Electricity must be treated with respect and care. Its potential dangers should be appreciated, and staff should set an example to pupils by their careful and safe use of electrical equipment.

Electrical equipment must never be handled with damp or wet hands or when standing on a wet surface. Hands should be dried and spillages mopped up first.

Those electrical appliances which are commonly found in the home should be treated with the same degree of care as the more specialised pieces of equipment. Appliances sold for domestic use may not be sufficiently robust or of sufficiently safe design for use in schools. Staff using electrical equipment should be familiar with the manufacturer's operating instructions, which should be retained for reference.

Staff or pupils must not construct mains operated electrical equipment or use "home-made" equipment in schools.

Permanent Electrical Installations (Fixed Wiring and Equipment)

Arrangements are made for the regular testing (at least every five years) of permanent electrical installations including the main wiring of the building by a professional building surveyor. Fixed ("hard-wired") equipment (e.g. kilns, machine tools etc.) are the financial responsibility of the school. Contractors have been instructed to leave copies of their certificates of testing with the officer in charge of the building (Headteacher or head of unit or centre) and **these should be retained for possible subsequent inspection.**

No alterations to permanent electrical installations must be made, except under the control and direction of the County Council

Broken switches, power sockets or lamp holders should be isolated and/or made inaccessible prior to being repaired by a qualified electrician as quickly as possible. Temporary repairs must not be made by unqualified staff.

Electric heaters (of any type) must not be covered by curtains, clothing or other items as this could cause them to overheat and possibly cause a fire.

Where mains sockets are protected by an RCD (Residual Current Device) the operation of the RCD should be tested regularly to check that it turns off when the test button is pressed. The result of the test should be recorded. A notebook with columns ruled for "Date of Test", "Result (Pass/Fail)" and "Initials of Tester" will suffice.

Mains sockets, plugs, adaptors and extension leads

All mains plugs and sockets should be normal 3 pin types to BS 1363.

Older plugs should be replaced by types with sleeved (insulated) pins when they need to be replaced because of damage etc.

Electrical equipment should have a clear indication that the power is turned on, either by the position of the switch or, preferably, by an indicator light. Where this is not possible (e.g. with some glue guns) the indication should be given at the mains socket, which should be switched.

Two- or three-way adaptors must not be used as they may lead to overloading of sockets and can be insecure in them. Fused four-way socket strips may be used for low current appliances such as computers and printers or TVs and video recorders. They can easily be fixed to trolleys when used with these appliances, which allows for tidy storage of leads.

Equipment should be connected to the nearest available socket. **The use of extension leads should be avoided wherever possible and they should never be allowed to trail across gangways.**

Extension leads should never be used close to wet areas such as sinks.

Extension leads must be of adequate capacity for the current they have to carry. They should be marked with the maximum current that they can safely handle. The following table gives a guide:

Rating of Lead	Maximum Current / Power of Appliance(s)	
3A	2A	500W
5A	4A	1000W
10A	8A	2000W
15A	13A	3000W

Extension leads must always be fully unwound before use.

Extension leads must never be taken from one room to another. Under certain circumstances this could lead to an unusually high supply voltage (415V) which could be damaging to equipment and potentially dangerous.

If two lengths of cable have to be connected together it must be done using proper cable extension connectors. It is better to use a single cable of adequate length. "Taped" joints must not be used either to join or repair cables.

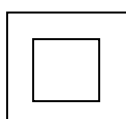
Portable Electrical Equipment

All equipment purchased by schools must conform to British Standards specification, be approved by BEAB (British Electrotechnical Approvals Board) or (for recent equipment) bear the CE mark.

Electrical equipment must not be modified in any way.

No appliance may be connected to a lighting circuit.

Mains leads should be three-core flexible cable of appropriate current rating with an outer covering of thick plastic or tough rubber, except for double insulated equipment which should have 2-core mains leads. This equipment is identified by the symbol:



Equipment which gets hot in use (e.g. irons, glue guns or soldering irons) should be fitted with heat-resistant leads.

Mains leads should not be stretched tight or laid under carpets where they could overheat or be subject to damage which could go unseen.

Equipment should be briefly inspected for any obvious damage whenever it is plugged in. If any defect is noticed it should be taken out of use, inspected more thoroughly (see Section 14.5 below) and sent for repair if necessary.

Portable equipment should be disconnected from the mains socket when not in use, with leads and plugs stored carefully (but not wound too tightly) to prevent damage. Equipment with detachable mains leads should be turned off and unplugged before the lead is removed from it.

Electrical equipment must always be disconnected from the mains before any work is carried out on it, even for the replacement of a bulb. Plugs should be removed from the socket, not just turned off.

Fuse Ratings

Mains plugs should be fitted with the correct fuse. In general, equipment rated at 500W or less should be fitted with a 3 amp fuse (red), that rated at 500 - 1000W should be fitted with a 5 amp fuse (black) and that rated above 1000W (1kW) should be fitted with a 13 amp fuse (brown), though some equipment can take a heavier "starting surge" momentarily, which will require a higher rated fuse.

Examples of typical appliance fuse ratings:

3A fuse	5A fuse	13A fuse
Desk light	Refrigerator	Fan heater
Computer	Typewriter	Kettle
Glue gun	Television	Dishwasher

Inspection and Testing of Portable Electrical Equipment

Regular and efficient inspection and testing of equipment is essential to demonstrate that the demands of the law (to maintain electrical equipment in safe condition) have been met. A record of the results of inspection and testing should be kept (as part of the whole-school register of portable electrical appliances). Any faulty equipment should be taken out of use until it has been repaired by a qualified person.

All portable electrical equipment used by pupils should be visually inspected each term and fully inspected and tested annually.

Equipment that is subject to regular movement, such as cleaning machines or kettles should be visually inspected and tested annually, irrespective of users.

Large appliances which are not normally moved around or equipment which is used only by staff, may be inspected and tested less frequently, though **all appliances should be tested at least every five years, with annual visual inspections.**

Visual inspections should check that:

Many faults with work equipment can be found during a simple visual inspection:

- Switch off and unplug the equipment before you start any checks.
- Check that the plug is correctly wired (but only if you are competent to do so).
- Ensure the fuse is correctly rated by checking the equipment rating plate or instruction book.
- Check that the plug is not damaged and that the cable is properly secured with no internal wires visible.
- Check the electrical cable is not damaged and has not been repaired with insulating tape or an unsuitable connector. Damaged cable should be replaced with a new cable by a competent person.
- Check that the outer cover of the equipment is not damaged in a way that will give rise to electrical or mechanical hazards.
- Check for burn marks or staining that suggests the equipment is overheating.
- Position any trailing wires so that they are not a trip hazard and are less likely to get damaged.

If staff are concerned about the safety of the equipment, they should stop it from being used and ask a competent person to undertake a more thorough check.

When the plug is opened and inspected by a competent person, prior to testing of the equipment, a check should be made to ensure that a correctly rated fuse is fitted and that the correct wire is connected to each pin, with the screws adequately tightened and no loose strands of wire showing.

Testing of electrical equipment should only be carried out by a competent person using a suitable portable appliance tester. (It may be noted that some of the cheaper testing instruments are very limited in their range of applications). Further guidance on the training of competent persons and the range of tests to be carried out can be obtained from the LA's Health and Safety Adviser. All inspection and testing must be recorded with a signature on an inventory. It is recommended to affix a sticker to each item to show the date of testing and date of the next test.

A very few appliances, notably small portable cookers, can give anomalous test results with certain portable appliance tests. Further guidance on this and the circumstances in which these appliances may continue to be used after apparently failing the test can be obtained from the LA's Health and Safety Adviser.

No electrical equipment should be brought into school from home.

Use of Electrical Equipment Outdoors

Regular outdoor work should use 110V equipment supplied by a purpose-built isolating transformer. Waterproof connectors should be used.

Mains voltage equipment can only be used for occasional outdoor work, by staff in dry weather only, if the supply is taken from a socket protected by an RCD (residual current device - see Section 14.1). This could either be a socket on a circuit protected by a Blakley Unit in a laboratory or workshop, or one fitted with its own RCD. If such a supply is not available, then the equipment or extension lead should be fitted with an RCD plug (e.g. "Power breaker" plug).

CONSULTATION AND COMMUNICATION OF INFORMATION

Communication of Information

All staff are made aware of the need to be familiar with the arrangements set out in this document.

The Health and Safety Law Poster is displayed within the school entrance hall.

Health and safety advice is available from Mr P Barber (School Health and Safety Co-ordinator) or the [Children's Services Health and Safety Adviser](#).

Induction for all new staff members includes the sharing of this policy by the School Safety Officer.

Information and instructions on health and safety matters are available / given to teachers / non-teaching staff / pupils, governors and visitors as follows:

Employees

- *Staff have access to the policy and all risk assessments via the school network and Health & Safety board. Generic reminders are given in the staff handbook*
- *Staff will sign to state they have received, read and understood the information within the Health & Safety policy*
- *There is a précised version of the staff handbook for temporary staff*
- *Weekly staff briefings will have a set Health and Safety agenda. Notes will be taken of any discussions and will be saved on the H&S board for all staff to read. Staff must check this board if they do not attend a briefing.*

Pupils

- *It will be the responsibility of teachers to ensure that pupils are made aware of existing and new health and safety information.*

Visitors / contractors

- *School office team & the site manager shall ensure that visitors and contractors are informed of any health and safety arrangements which may affect them during their visit (including any Asbestos on site)*

Governors

- *Health & Safety is a standing item at every Full Governing Body meeting, to ensure that governors are informed of any existing and new health and safety information*

- *The assigned Health & Safety governor joins the School Safety Officer & Site Manager on an annual maintenance walk and reports findings back to the governing board.*

PREMISES MANAGEMENT

Security and Visitors

All visitors must report to the main school reception where they will be asked to sign the visitors' book and be given a visitors' badge. Any persons on site who are not recognised as usual staff and not wearing a badge should be questioned politely on their reasons for being on site.

One exterior door to the building has an individual code operated keypad fitted and the code is changed when required, others are electronically fob operated.

The main school front door opens into a reception area and once inside the foyer a second door prevents public access to the main school and classrooms.

All visitors must report to the school office and sign in. Pupils are not permitted to open the main doors to visitors under any circumstances.

All other exterior doors (including fire exits) are to be kept closed during the school day.

All practical areas of the school buildings **must be locked** when not in use – Sports Hall, Science Lab, Technology Rooms.

The School Lockdown Policy details actions in the case of very rare occasions when it may be necessary to seal off the school so that it is not able to be entered from the outside. This will ensure that pupils, staff and visitors are safe in situations where there is a hazard in the school grounds or outside the school in the near vicinity.

A lockdown is implemented when there is a serious security risk of the premises due to, for example, nearby chemical spillage, proximity of dangerous dogs, serious weather conditions or attempted access by unauthorised person's intent in causing harm / damage.

Vehicles on Site/Parking

Cars must be parked in designated areas.

The risks of persons and vehicles coming into contact will be controlled by the Site Manager and School Leadership Team.

Parents are asked to park some distance away from the school (to avoid congestion outside the premises) and bring their children to school on foot. It is recognised that this may cause difficulties on occasions, but the need to avoid mixing of children and vehicles must take precedence over convenience.

If parking of vehicles on the road outside the school causes congestion, danger to pupils or annoyance to local residents, WCC advises headteachers to contact the local police for assistance.

Delivery/contractor vehicles must not park in main school car park unless directed to by Site Manager and must report to Site Manager or School Reception for instructions on where to go for unloading.

Smoking / Vaping

Smoking and/or Vaping is **not** permitted at all on school premises which includes the area around the main gates.

Supervision of Pupils

Arrangements for supervision of pupils are organised by school staff as appropriate.

Outdoor Play Equipment

Routine inspections of play areas should be done on a regular systematic basis; and the Site Manager will conduct weekly inspections. Quarterly operational inspections checking moving parts; oiling and tightening; minor repairs; checking fences and gates etc are also carried out. There is also a requirement to have an annual operational inspection of play equipment, which is carried out by Worcestershire County Councils Schools Health & Safety Team as part of the maintained schools Service Level Agreement.

Playground Supervision

The LA does not lay down specific ratios of supervisory staff to pupils because the situation varies considerably in different schools. As a general rule there should always be adequate numbers of staff for all parts of the playground to be visible (at least two members of staff to be on duty on each playground). Staff must know how to summon help in the event of an accident or other emergency (members of the Senior Leadership Team are available during all break and lunchtimes).

Supervisory staff must remain alert and not allow their attention to be taken up entirely by individual pupils or small groups of pupils. Staff supervising children using playground equipment such as climbing apparatus should position themselves so as to afford a good view of the area. Staff on duty should spread themselves around the playground to ensure a good view of all children.

Children must not be allowed to use any form of climbing apparatus in wet, frosty or icy weather, nor when the apparatus or the ground surrounding it is wet.

Building Maintenance

General building maintenance is carried out by site manager or registered contractors as needed.

Asbestos

The asbestos register and [asbestos management plan](#) is held at secretary's office.

The Site Manager is responsible for ensuring that contractors who may be working in areas of the premises where asbestos materials have been identified sign the register.

Control of Contractors

All contractors used by the school shall ensure compliance with relevant health and safety legislation, guidance and good practice.

All contractors must report to school reception area where they will be asked to sign the visitor's book. Contractors will be issued with guidance on fire procedures, local management arrangements and vehicle movement restrictions.

The Site Manager is responsible for monitoring areas where the contractor's work may directly affect staff and pupils and for keeping records of all contractors' work.

SCHOOL MANAGED PROJECTS

Where the school undertakes projects direct, the governing body would be considered the 'client' and therefore have additional statutory obligations.

These are managed by the Head Teacher and Governors who will ensure where applicable, all statutory approvals, such as planning permission and buildings regulations have been sought.

To ensure contractor competency the school uses appropriate, professional building surveyors. These contractors have satisfied the school that they understand and abide by health and safety regulations.

Contractors will be asked to provide risk assessments and method statements specific to the site and works to be undertaken. The school and contractors involved will agree the risk assessment and safe system of work to be used prior to any works commencing on site.

Evening events and use of school premises by external bodies

Where events are planned to take place out of normal school hours, within school premises, this must be authorised by the Head Teacher, ensuring adequate consideration has been given to health and safety matters.

Where external bodies are responsible for the event, or activity, then the responsibility for health and safety will rest with the body concerned as a condition of using or hiring the premises although the body concerned should be aware of the fire and safety guidance of the school with regard to fire exits etc.

Lettings are managed by school secretary in accordance with LA guidance.

WATER SUPPLIES

Cold Water and Drinking Water Supplies

Adequate supplies of drinking water must be available to all staff and pupils. Drinking water will normally be obtained only from a tap connected directly to the mains supply and not from a storage tank (unless special measures have been taken to ensure the cleanliness of the tank and the purity of water taken from it).

Where taps are used to provide facilities for first aid it is preferable for the water to be of drinking water standard where possible to avoid infection. This is also true for taps used for eye washing in the

event of chemicals entering the eye (e.g. in science laboratories) The risk of chemical damage from use of an inadequate amount of water is considered to be greater than the risk of infection. If alkalis or other corrosive substances enter the eye, irrigation should be continued until medical assistance has arrived and those attending have been informed of the nature of the substance.

Hot Water Supplies

The temperature of hot water taps used by pupils in primary schools must not exceed 43oC.

Interruptions to Water Supplies

Schools will normally be informed by the local water company if there is to be any planned interruption of their water supply for maintenance work. In this case the company may provide an alternative supply (sometimes by means of a mobile tank or bowser). This should be adequate for washing, flushing of toilets etc. but water from it should be boiled before it is used for drinking. It may be easier to use bottled water if the interruption is not to be too long.

If the interruption is expected to be longer than one day, it may be necessary to consider declaring an enforced closure. With the agreement of the Chair of Governors, the Headteacher should inform the LA's General administrative Office (01905 766859). Parents should be given as much notice as possible to arrange alternative provision for their children.

Water Hygiene and Prevention of Legionnaire's Disease

The bacteria which cause Legionnaire's Disease are present in most water systems and multiply when water is heated and stored at temperatures between 20oC and 50oC, especially if the water has not been run or replaced for some time. Infection is caused by the breathing in of a spray of contaminated water droplets (an aerosol) e.g. in a shower. Most of the bacteria do not survive in water heated to 60oC.

Regular (weekly) tests are undertaken by the Site Manager by measuring the water temperature at specified "sentinel" taps (the first and last on each run of pipework for both hot and cold water). The results are recorded in the Water Quality Logbook, supplied by Property Services, where the full procedure and frequency of the tests for different parts of the system have been described. This will be checked and signed by the School Safety Officer at regular intervals throughout the year.

Water supplies, including storage tanks, in all County Council properties are also tested on a regular basis for the presence of micro-organisms which could cause infections. Headteachers will be informed if any problems are discovered. The Property Services section will arrange for a suitable contractor to disinfect the relevant parts of the water supply system.

Curriculum Equipment Maintenance

Subject leaders will be responsible for ensuring that maintenance of equipment for their areas of the curriculum is identified and implemented.

Defect reporting procedures

The arrangements for reporting defects on a day-to-day basis are set out in this section.

Staff to complete annual classroom audit and return to School Safety Officer, who, alongside the Site Manager, will ensure any defects are remedied within an appropriate time scale

Staff to report any defects to the caretaker/School Safety Officer throughout the school year who enters it into the defect report book kept in the staff room

All defective items are taken out of use immediately. An 'out of use' label is displayed on any defective item that cannot be removed.

School Safety Officer & staff member who reported the defect to monitor that the defect has been rectified.

OTHER PROCEDURES

Educational Visits

Educational visits will be organised following guidance contained on the EVOLVE website.

Adventure activities organised by the school will only be undertaken at centres holding a current licence under the Adventure Activities Licensing Regulations.

A site visit and risk assessment must be carried out prior to any trip or offsite activity taking place. A list of the pupils involved on the trip or activity must be left with the school secretary. All consent and information forms must be collected from pupils and a copy left in school with the designated emergency contact person(s).

Before any residential visits or trips over 50 miles from school can take place the relevant online EVOLVE form must be activated electronically (see PB) and a meeting organised for parents so all the activities and details concerning the visit can be given.

Staff organising the trip or activity must make sure that all medical conditions for specific pupils are taken into consideration (Epi pen / inhalers etc are carried)

All staff organising trips or visits must have completed the Visit Leader Training provided by LA

All procedures and documentation that staff require for an educational visit can be found on the school Health & Safety noticeboard. This includes approval for all educational visits being the responsibility of the Educational Visits Co-ordinator.

The Educational Visits Co-ordinator is Mr P Barber.

Minibuses

Operation of minibuses will only be carried out by drivers who have completed the approved LEA test.

All drivers must check the road worthiness of the vehicle before undertaking any journey. Any problems should be passed to the person with responsibility for the maintenance of the vehicle (Mr P Barber)

An approved mechanic shall be given the job of servicing the minibus annually.

Loading and unloading of minibuses must take place with the engine off. All passengers including drivers must wear seatbelts as required by law and all passengers must remain seated whilst minibus is in motion. All doors must be unlocked whilst vehicle is being used. If practical all passengers are unloaded via the side door away from traffic.

Child seats must be used by any passengers who are under 14 years of age and under 135cm in height, but only if they are sitting at the front of the vehicle, alongside the driver. In practice it is easier to ensure that younger pupils sit only in the rear seats.

The County Council lays down daily and weekly checks that should be made before the vehicle is used and specifies the length of time for which drivers may drive and the minimum lengths of rest breaks (15 minutes per 2 to 2.5 hours driving, with a minimum of 45 minutes after 4.5 hours' driving) which should be taken.

Driving time must not exceed 11 hours in any 24-hour period, including any time worked before driving commenced. It has been agreed that where staff are accompanying pupils on an extended (e.g. residential) visit, time spent with pupils will not count as working time provided that they are not in charge of the party or any group within it, even though staff are technically on duty for 24 hours per day.

On any longer journey it is always good practice to have a second driver to share the driving. If the person not driving at any particular time is supervising passengers, however, this will count as part of their 11 hours worked.

A list of approved minibus drivers in school is kept on the Health & Safety noticeboard. This list is checked by the School Safety Officer & Business Manager so that staff can be given refresher training when necessary.

Work Experience Students

Curriculum leaders or year leaders will ensure that any students placed at school for work experience are aware of any health and safety matters regarding the curriculum area or year group in which they will spend their time. Work experience students must also be advised of general fire safety arrangements, such as evacuation procedures and meeting points.

Display screen equipment (DSE)

In accordance with the Display Screen Regulations:

All staff who are classed as DSE "Users" including teachers with laptops are trained in their safe use. This will be undertaken by all relevant staff, as part of their induction. The information in Appendix 3 is on display at all times on the school Health & Safety board

Work on Maintenance or Improvement of School Premises by Volunteers

The school relies on and greatly appreciates assistance from parents and other volunteers in support of school activities.

Where work is proposed to be undertaken by volunteers, the Head Teacher in consultation with the Site Manager will ensure the work can be undertaken safely from the point of view of the persons doing the work and staff and pupils within school.

Consideration must be given to how the work is to be supervised, the competence and experience of those involved and any necessary health and safety issues and arrangements required for the work.

GUILLOTINES AND PAPER CUTTERS

Guillotines used by teaching or non-teaching staff must be guarded, with the blade fully enclosed. Guards must not be removed for any reason. Unguarded guillotines do not meet current standards (under the Provision and Use of Work Equipment Regulations, 1992) and must be either provided with a guard or disposed of.

The use of guillotines by pupils is prohibited.

SUN SAFETY

During periods of high temperatures and exposure to sunlight, pupils are encouraged and allowed to administer their own sun cream and to wear hats when outside.

Staff should ensure:

- Children are protected from excessive exposure to the sun by limiting the time spent during the hours of 11.00 and 14.00 hours e.g. PE lessons and or sports day activities.
- Lunch time exposure to sun is limited to a maximum of 30 minutes.
- Where possible shade is provided externally to allow pupils to gain relief from the sun.
- Water is available at all times for pupils to drink.

Grounds Maintenance – Ice, Snow and leaves

See Appendix 4 for WCC guidance on maintaining school grounds during periods of extreme cold weather

Animals in schools

See Appendix 5 for WCC guidance on Animals in schools

Indoor Temperatures

Under the Education (School Premises) Regulations 1996:

- a) classrooms, libraries and areas for private study must be capable of being maintained at 18oC.
- b) gymnasias, sports halls, toilets, corridors, stairways and other circulation areas (and sleeping accommodation in boarding schools) must be capable of being maintained at 15oC.

The temperatures given above are intended to reflect the level of physical activity to be expected in each area and relate to the air temperature measured 0.5m above floor level when the outside temperature is -1oC.

Temperatures should be measured at working height and away from windows. It has been customary to allow a period of up to 1 hour after the start of work for the temperature to reach its normal level, though this is not specifically required in current regulations.

Maximum temperatures are not specified in the regulations, other than to say that they should be "reasonably comfortable". Practical steps such as the increasing of ventilation and the shading of windows with venetian blinds (whilst still allowing a free passage of air) are recommended, though staff should be careful to ensure that opening windows will not cause danger to pupils who might fall out of them. (Windows on upper floors of first and primary schools and units should be restricted to a maximum opening of 100mm unless provision has been made to prevent access to the window by pupils.)

Staff Toilet and Washroom Provision

The Education (School Premises) Regulations 1996 require only that there should be adequate provision for staff, which should be separate from that provided for pupils except in the case of toilets provided for the disabled.

The numbers of toilets required for employees in any workplace are laid down by the Workplace (Health, Safety and Welfare) Regulations 1992 and are shown in the following table. It should be noted that the figures are based on the number of people likely to be in the establishment at any one time, not the total number employed, hence there is no need to allow for cleaning staff, for example, if other staff would normally have left by the time cleaning takes place. Separate calculations should be made for men and women if separate facilities are provided for them (which is not a legal requirement).

Number of staff on site	Minimum number of water closets required	Minimum number of washbasins required
1 - 5	1	1
6 - 25	2	2
26 - 50	3	3
51 - 75	4	4
76 - 100	5	5

If both water closets and urinals are provided for male staff, then the relative numbers of each are shown in the following table.

Number of male staff on site	Minimum number of water closets required	Minimum number of urinals required
1 - 15	1	1
16 - 30	2	1
31 - 45	2	2
46 - 60	3	2
61 - 75	3	3

Washbasins should be provided with both hot and cold running water. There is no requirement for washrooms to be sited in particular parts of an establishment (for example where a large school has a number of separate buildings) provided that the total number required have been provided.

Pupil Toilet and Washroom Provision

The number of toilets and washbasins required for pupils are laid down by the Education (School Premises) Regulations 1996. The requirements are complex and depend upon the age, sex and number of the children as well as the type of school. Further advice can be given by the Accommodation Resources section of the Authority or the County Council's Property Services section.

Stress and Staff Wellbeing

The school as employer has a duty to ensure the health, safety and welfare of its employees as far as reasonably practicable. It is also required to have in place measures to mitigate as far as practicable factors that could harm employees' physical and mental well-being, which includes work-related stress. This duty extends only to those factors which are work-related and within the school's control.

This policy accepts the Health and Safety Executive definition of work-related stress as "the adverse reaction a person has to excessive pressure or other types of demand placed on them". There is an important distinction between 'reasonable pressures' which stimulate and motivate and 'stress' where an individual feels they are unable to cope with excessive pressures or demands placed upon them.

This policy recognises that there are many sources of work-related stress and that stress can result from the actions or behaviours of managers, employees or students.

The Health and Safety Executive have produced a number of Management Standards which cover the primary sources of stress at work that, if not properly managed, are associated with poor health and well-being, lower productivity and increased sickness absence. These are:

- **Demands** – i.e. workload, work patterns and the work environment.
- **Control** – i.e. how much say the person has in the way they do their work.
- **Support** – i.e. the encouragement, sponsorship and resources provided by the organisation, line management and colleagues.
- **Relationships** – i.e. promoting positive working to avoid conflict and dealing with unacceptable behaviour.
- **Role** – such as whether people understand their role within the organisation and whether the organisation ensures that they do not have conflicting roles.
- **Change** – such as how organisational change (large or small) is managed and communicated within the organisation.

Monitoring

The governing body will ensure that regular reports of accidents and dangerous occurrences are provided by the Head Teacher and that any necessary alterations to working practices and procedures are implemented.

The governing body recognise the importance of monitoring health and safety matters. Monitoring will be carried out in a number of ways:

- *results of internal or external health and safety inspections.*
- *maintenance reports.*

- *complaints, hazards and defects reports; and*
- *reviews of any procedures carried out by the Head Teacher /Site Manager / Bursar.*

To help this process, the governors and Head Teacher will ensure that all reasonable inspection facilities and information are provided on request to officers of the LA, inspectors of the health and safety executive (HSE), Trade Union health and safety representatives and any other bona fide health and safety officials.

REVIEW

These arrangements will be reviewed regularly and revised as new topics arise which may affect the process of managing health and safety for staff, pupils, contractors and other visitors.

FIRE AND EVACUATION PROCEDURES

- Fire notices are displayed in all classrooms
- Escape routes are checked by site manager / Health and Safety Officer every Monday morning.
- Fire Extinguishers are maintained and checked by competent contractors annually.
- Alarms are tested by Mr Nathan Free (Site Manager) and Mrs Charly Hoult (School Business Manager) every week.

Emergency evacuation procedure will be tested once every half term.

PREMISES EVACUATION ARRANGEMENTS in case of an alarm being activated are as follows: -

ON HEARING THE FIRE ALARM (CONTINUOUS BELL) ALL PERSONS MUST EVACUATE THE BUILDINGS BY THE NEAREST SUITABLE EXIT AND ASSEMBLE AT THE ASSEMBLY POINT (EVEN IF THE ALARM STOPS)

- Staff discovering a fire or other emergency for which the buildings should be evacuated should activate the nearest alarm by breaking the glass in the alarm. They should if possible then notify the main office of the exact location of the fire.
- The EMERGENCY WARNING is the SCHOOL BELL ringing continuously.
- The Headteacher or in her absence one of the Deputy Headteachers will dial 999 if there is a real fire.
- On hearing the alarm, pupils should leave in single file when instructed by the teacher in charge of the class by the nearest available marked escape route in a calm and orderly manner with the member of staff exiting the room last ensuring no pupil is left inside, turning off the lights and closing the door. Pupils should walk to the assembly point and line up in registration groups.
(Large Playground)
- If a pupil is not in a classroom when the alarm sounds, he/she must walk to the assembly point leaving the building by the nearest marked escape route.
- Staff not with pupils, visitors and contractors must leave the building by the nearest exit and report directly to the senior office staff at the assembly point.
- Named pupils will be allocated a specific member of staff who will be responsible for them at the assembly point.
- The assembly area is:

Large Playground

Immediately pupils arrive at the assembly area, they must stand in their tutor groups in silence while staff checks their registers. Registers, signing in books and contractors' book etc. will be taken out to the assembly point by designated person. The result of this check must be reported to the person in charge as soon as it is completed.

- The named fire duty staff will sweep their designated areas of the building. K Brownlee upper floors, C Doolin ground floor.
- When the school is clear fire duty staff should report to the nominated senior member of staff (Head or Deputy Head in Head's absence) at the assembly area.
- A member of senior management will liaise with the Fire Brigade on their arrival.
- When the senior member of staff has liaised with the fire service and they are satisfied the situation is under control, he/she will direct staff, pupils and visitors accordingly.
- If the building cannot be reoccupied following an evacuation, pupils will be held in suitable areas and arrangements made to contact parents.
- If the fire assembly point (large playground) is deemed dangerous pupils will be relocated to the bus bay.

MATERNITY RISK ASSESSMENT

Introduction

This information contains standards and guidance on maternity risk assessment. It is the responsibility of managers to ensure that risks to new and expectant mothers are managed in areas under their control.

Definitions

Pregnancy should not be regarded as ill health. It is part of everyday life and its health and safety implications can be adequately addressed using this procedure.

A new and expectant mother is an employee who has notified the employer in writing that she is pregnant, has given birth in the last six months, or is breast-feeding.

For the purpose of this guidance **maternity** means the pregnancy, the six months after giving birth and the breastfeeding period.

A hazard means anything that can cause harm e.g. manual handling.

A risk is the chance, high or low, that someone will be harmed by the hazard. E.g. back injury caused by manual handling.

Controls are the means by which risks to health and safety are controlled or reduced, e.g. by substituting a chemical with a less hazardous one, altering the way an activity is carried out, following a written procedure, providing training or information, using personal protective equipment, etc.

The risk assessment process provides a structured way to identify actions needed to control health and safety risks relating specifically to new and expectant mothers.

Manager's Checklist

The checklist below identifies key actions involved in controlling the health and safety risks to new and expectant mothers.

1. Have you been notified by an employee that they are pregnant, or have recently given birth?
2. Have you carried out a risk assessment with the employee concerned and recorded it using the Maternity Risk Assessment Form?
3. Have any additional control measures been put in place as a result of carrying out the risk assessment?
4. Is further action necessary to adequately control risks to the employee?
5. Have you arranged suitable periods of time to review the assessment as the maternity progresses?

When an Employee Notifies you that she is Pregnant

When an employee notifies you in writing that she is pregnant, you should carry out a specific risk assessment.

You should ensure that you take any advice provided by the woman's health professional into account in the risk assessment process. You may request confirmation of the pregnancy by means of a certificate from a registered medical practitioner or a registered midwife.

It is good practice to carry out a maternity risk assessment if you are notified by an employee who may be pregnant, but it is too early to confirm the pregnancy in writing.

Who should Carry out a Risk Assessment and Confidentiality

P Barber (Health & Safety Officer) is responsible for ensuring that risk assessments are carried out and reviewed. The risk assessment should be carried out with the employee that the assessment is for. The manager and assessor must ensure that a woman's pregnancy is not made known without consent.

Carrying Out and Recording a Maternity Risk Assessment

A [maternity risk assessment form](#) should be used. Summary details are:

- The first column includes a list of hazards which may apply to the work.
- You should identify whether they do apply in the second column.
- The third column provides information about suggested controls, which can be adopted as appropriate to the work.
- Any required controls should be detailed in the fourth column.

You should consider whether these controls affect others, i.e. employees, visitors. You may need to review other risk assessments to reflect these changes for the period of time they are in place for.

What Other Actions Can You Take?

If there is still a genuine concern about the level of remaining risk, it may be necessary to take the following steps:

- Temporarily adjust her working conditions and/or hours of work.
- If it is not reasonable to do so, or would not avoid the risk, offer her suitable alternative work (at the same rate of pay) if available.
- If that is not feasible, you must suspend her from work on paid leave for as long as necessary to protect the health and safety of her and her child.

Contact the Human Resources department when these actions may be necessary.

When to Review a Maternity Risk Assessment

You will need to keep your risk assessments for the employee concerned under review and agree dates for review with them. Although hazards are likely to remain constant, the risk of damage to the

mother and unborn child will vary at different stages of pregnancy. Dexterity, agility, co-ordination, speed of movement and reach may be impaired because of increasing size.

Use the review column in the maternity risk assessment form to identify review dates as the maternity period progresses. You may need to complete a new risk assessment or amend the existing one as necessary.

Maternity Rights

Please contact Children's Services HR for information on maternity rights.

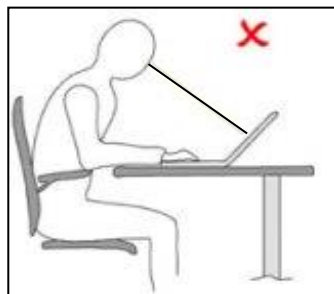
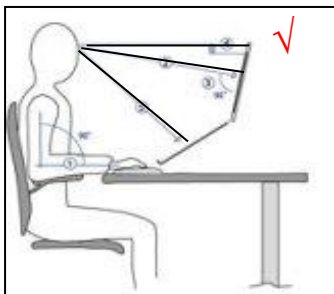
Laptop User Guide

Appendix 3

Laptop use can result in difficulty to maintain a good posture and risks are higher if used in a vehicle, on low tables, chairs and other makeshift workstations.

Posture – General Information

- Avoid slouching and sitting forward to crouch over the laptop.
- Push the laptop back from the desk edge to avoid looking down at an angle which will cause neck strain and to provide space to rest your arms and wrists.
- Avoid leaning and bending to one side to read the screen, sit directly in front of the screen and remove anything in the way.
- Check and change your posture at regular intervals, stretch and walk around at least once an hour. Don't stay in one position for more than 15 minutes.
- Rests your eyes regularly, look at something in the distance or close them, blink more to prevent dryness.
- Avoid sitting too high or too low to minimise the risk of strain injuries, particularly bending your wrists upwards and downwards when keying. Ensure that your forearms are roughly horizontal. Adjust the chair height to achieve this where possible.
- Avoid screen glare, move to reduce reflection, avoid sitting with your back to a window, keep the screen clean and adjust your screen brightness.
- If possible, when using a laptop for long periods, attach an external full size keyboard and an external mouse. Always use a docking station (a separate monitor and keyboard that the laptop can be plugged into) where one is provided.
- When you use a trackball or glide pad, keep your hand relaxed, don't screw up your fingers or hold them in the air while working.



Lifting and Handling

- Try to avoid taking hard copies of documents that can be accessed electronically. Post items in advance when working away from your base or try to arrange temporary storage at other bases you work from. Ensure the battery is charged to avoid carrying extra batteries/leads.
- If you use a rucksack, always use both shoulders to ensure that the weight is evenly distributed and wear a bag across the body.
- Establish if there are designated loading facilities at other sites.
- Follow manual handling information to adopt a good posture.

Inspection and Test

- Check laptop leads and plugs visually before you connect them and don't use them if they are worn, damaged or loose.
- Ensure that you know where formal testing is needed.
- Always follow manufacturers' instructions for use.

Security

- Laptop computers are not insured for theft and damage when left in classrooms, they must be securely locked away using the designated laptop safes.

Common Problems	Common Solutions
Tingling, pain or numbness in fingers of thumbs?	Are you working with your wrists bent? You might be sitting too high or too low.
Stiffness or an aching neck	Check the height of your monitor. Your eyes should be roughly level with the top of the casing.
Pain, swelling, tenderness and redness of hand, wrist and or forearm	Are you carrying out repetitive tasks for long, uninterrupted periods? Take short and frequent breaks when carrying out repetitive tasks.

Dealing with Ice, Snow and Autumn Leaves

Dealing with Autumn Leaves

On a day-to-day basis this will normally be done by the site manager. The first priority must always be to clear pedestrian entrances and paths, paying special attention to steps and slopes. The aim would be just to make these areas safe, and the task could be achieved by collecting of the leaves or simply sweeping / blowing them off the priority areas. Regular attention must also be given to drain covers to prevent these blocking and causing flooding.

If the site has a large amount of leaves, then it may well be a good idea to invest in a leaf bin for storage and composting of the leaves on site. Leaf bins can just be an enclosure made from wire netting and wooden posts.

In reality this may mean two or three good sweeps weekly of the key areas on the site during the autumn period.

Dealing with Ice, Snow and Prolonged Periods of weather

Clearance of snow and ice – advice to site-based staff

Site staff may need to be temporarily diverted from other duties, but the site manager would normally be responsible for clearing the main entrances around the site.

The first priority must always be to clear pedestrian entrances and paths, paying special attention to steps and slopes. On playgrounds much will depend on how quickly the ice and snow is likely to melt. If it is warming up rapidly then it might be better to keep pupils indoors until the ice has gone, but if it stays cold it will need to be cleared from playgrounds as well. Regular pedestrian routes between buildings that cross playgrounds will need to be cleared in any case.

Vehicle-only entrances and roads should be the lowest priority for clearance unless they have steep slopes where cars could slide or get stuck. Again, in prolonged bad weather these may be areas you can engage your grounds maintenance contractor to help with.

You will need to decide in advance what products your intent to employ to melt snow and ice. These products fall into two basic types:

- Rock Salt based
- Alternative granular ice melt products

Grit salt

Grit Salt is the traditional produce we have used to deal with ice and snow. As a product it is easy to use, good value for money and very good for clearing ice from vehicle access. It has a very long shelf life but only if it is kept dry. One of the minus points against its usage are that when used it does tend to carry on shoes and boots in to building leaving a residue on any carpeted areas. It is also very corrosive so any metal tools or spreaders used with this produce must be cleaned after usage to remove all traces of the salt.

Alternatives to Grit Salt

There are now on the market several alternative products to traditional rock salt such as "Ice Melt". These products are dearer than rock salt, but they do spread much further and are a lot cleaner to use. These are also much less corrosive and because of this the spreader equipment suitable for these products are much cheaper to buy as they do not need to be so robust. These products do need to be kept dry and should therefore be store indoors but will then keep for many years.

1.0 Introduction

This summary details the basic health and safety issues associated with handling and keeping animals in schools.

2.0 Handling Animals

2.1 If animals will be handled, the most important issue is the maintenance of good hygiene.

When handling animals:

- do not consume food or drink,
- cover any open cuts or abrasions on the exposed skin of hands and arms with waterproof adhesive dressings,
- wash your hands with soap and water before and directly after handling animals.
- keep animals away from the face.

2.2 Careful handling of small mammals and other animals is most important; the animals should be restrained sufficiently so that, they cannot damage themselves or the handler.

2.3 Mammals should be handled daily if possible (unless breeding or nursing when they should be disturbed as little as possible). In this way they will normally become quite tame and accustomed to being handled.

2.4 Gloves should not normally be worn unless it is known that an animal for one reason or another is likely to bite or scratch. In this situation a pair of rubber gloves which does not particularly reduce dexterity, is a sensible precaution.

2.5 Handling small animals should always be carried out over a table or trough filled with a soft material such as sand / sawdust.

2.6 Physical injuries

2.6.1 There is always the danger of bites and scratches, and teachers or technicians should check that any animals kept / brought in are docile, friendly and gentle in the presence of children.

2.6.2 Small fingers poked towards the mouths of normally non-aggressive animals may be interpreted as an offering of food and obligingly bitten.

2.7 Diseases, parasites and allergies

2.7.1 The likelihood of diseases being passed on from pet animals is low. However allergic reactions to mammals, birds and a few other animals cannot be discounted. These might result from handling the animals or just from being near them and be detected by the development of skin rashes, irritation to the eyes and nose or breathing difficulties.

2.7.2 Hand washing soon after handling animals will help.

Teachers should watch for the development of allergic reactions in pupils who come into contact with the animals.

2.7.3 Children known to have allergic reactions to specific animals must, of course, have restricted access to those that may trigger a response. In most cases, an allergic reaction will subside once the animal and the affected person are kept apart; in extreme cases, seek medical advice.

2.7.4 Salmonella bacteria may be carried by reptiles; good hygiene is again required, especially if aquatic reptiles, such as terrapins, are kept. Good general hygiene and hand washing are essential for risk reduction.

2.7.5 Children under five should not have contact with such reptiles or the environment in which the reptiles live or exercise.

3.0 Bringing Pets and Other Animals into School

3.1 In addition to the general guidance given above it is important that suitable arrangements are made in advance for the well-being of animals for the short time they are to be on the premises

3.2 When a variety of animals will be together, consider carefully the possibility of unwanted interactions. Animals must be housed properly and separately whilst on the premises, any containers used to transport them must be appropriate and retain the animal securely.

4.0 Animal Suppliers

4.1 The majority of animals available through reputable suppliers present no hazards that good hygiene procedures cannot address.

4.2 In order for there to be minimal risk to humans of diseases being transmitted from animals kept in schools, it is important that animals are obtained from accredited or high-quality sources. Unless these are known to have originated from a reliable source, it will not be possible to be confident that they are disease-free.

5.0 Animal Health

5.1 If animals are not kept in scrupulously clean conditions or come into contact with other animals from dubious sources, it will no longer be possible to guarantee that the animals will remain in a disease-free condition.

5.2 Holiday times, particularly in primary schools, can obviously create real difficulties. It is preferable that the animals remain at school and suitable arrangements made for their normal feeding, watering and cleaning. If, however, this is impossible and animals have to be taken out of school at holidays, they should not be sent home with pupils or other people unless all of the following considerations can be satisfied.

- It can be guaranteed that the animals will be looked after as well as usual.
- Whoever is caring for the animals must have all the necessary information, equipment, food, skills, etc.
- Parents must have been informed and given their consent.
- Steps will be taken to ensure that the school's animals will not be able to come into contact with pet animals (cats, dogs, rodents or other mammals).
- That small mammals cannot come into contact with wild rodents (mice, rats, etc) while off the school premises.

6.0 Cleaning and Hygiene

6.1 This is clearly important, both for the health of the animals and for those people looking after them. Hands should be washed *before* and, of course, after cleaning cages, tanks etc. rubber or plastic gloves should preferably be worn.

6.2 After removing soiled litter material, cages should be scrubbed with hot water and liquid detergent.

6.3 Frequency of cleaning (Small Mammals)

6.3.1 As a general rule, this should be done at least every 10 days. Gerbils produce very little urine and so require relatively infrequent changes. Hamsters produce a little more urine; mice, rats, guinea pigs and rabbits urinate in relatively large amounts. These animals should be cleaned at least once a week. Your nose is always a good guide - cages which are even slightly offensive should already have been cleaned! Arrangements must be made for cages to be cleaned as regularly as normal at holiday times.

7.0 Soiled Litter Disposal

7.1 Soiled litter should ideally be incinerated; more conveniently it could be sealed in strong plastic bags and placed with other waste in dustbins.

8.0 Unsuitable Animals

8.1 It goes without saying that certain animals present unacceptable risks and should not be brought into schools.

8.2 Wild birds and mammals taken, even if legally, from the 'wild' should not be brought into schools directly as they may be harbouring diseases or parasites transmissible to humans.