

Health & Safety Policy (Part 3: Arrangements & Procedures)

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Owner:	Headteacher

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Original document	March 2017
2	Amendments	June 2020
3	Updates following DfE and UKHSA changes to school emergency and infection control arrangements and to include information on remote education and the school's Cyber Response Plan. Minor update to Ponds.	June 2022
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PART 3 - ARRANGEMENTS/PROCEDURES

The procedures which follow will be adhered to at all times, but we recognise that amendments or additions may be required in order to support those directly affected by emergencies or public health incidents for example. Any variations to this Policy in relation to emergencies or public health incidents will be produced as the need arises.

1.1 Consultation, Communication and Competence

References

Safety Representatives and Safety Committee Regulations 1977
Health and Safety (Consultation with Employees) Regulations 1996
Safety Signs and Signals Regulations 1996
Management of Health and Safety at Work Regulations 1999
KAHSC General Safety Series G12 - Health and Safety Induction Training
KAHSC General Safety Series G29 – Safety Representatives and Safety Committees

Procedures

CONSULTATION

No health and safety policy is likely to be effective unless it actively involves the employees themselves. The School recognises the contribution which employees and pupils are able to make towards health and safety in their workplace and will co-operate and consult with employees and pupils as necessary.

Consulting employees about health and safety can result in:

- healthier and safer workplaces – because employee input is valuable to identify hazards, assess risks and develop ways to control or remove risks;
- better decisions about health and safety – because they are based on the input and experience of a range of people in the organisation, including employees who have extensive knowledge of their own job and the business;
- stronger commitment to implementing decisions or actions – because employees have been actively involved in reaching these decisions;
- greater co-operation and trust – because employers and employees talk to each other, listen to each other and gain a better understanding of each other's views;
- joint problem-solving.

Current legislation requires WHS to consult with our entire workforce on health and safety matters. Consultation involves not only giving employees information, but also listening to and taking account of what they say – particularly when they report problems – before making any health and safety decisions.

If a decision involving work equipment, processes or organisation could affect the health and safety of our staff, we will allow time to give them, or their representatives, the chance to express their views, and take account of these views before reaching a decision.

Consultation with staff will be carried out on all matters relating to health and safety at work, including:

- any change which may substantially affect their health and safety at work, for example in procedures, equipment or ways of working;
- our arrangements for accessing and/or employing competent people to help satisfy health and safety laws;
- information about the likely risks and dangers arising from their work, measures to reduce or get rid of these risks, and what they should do if they have to deal with a risk or danger;
- plans of health and safety training; and
- the health and safety consequences of introducing new technology.

Consultation will be undertaken directly with individuals e.g. via meetings, briefings and email communication.

WHS is obliged by the Safety Representatives and Safety Committee Regulations 1977 and Safety and Health and Safety (Consultation with Employees) Regulations 1996 to have arrangements for consulting with its employees.

Under the provisions of the Safety Representatives and Safety Committee Regulations 1977, recognised trade unions are entitled to appoint one or more safety representatives to represent their members on health and safety matters. The current Trade Union Safety Representatives, in this school, are:

Phil Grogan, UNISON Representative
Liz Simm & Jim Connolly, NEU Representatives
Sarah Brown, NASUWT Representative

Where we operate through a system of elected representatives, they will be provided with the facilities and assistance they may reasonably require to carry out their functions.

The safeguarding process is overseen by the Safeguarding Committee that is a sub-committee of the LAB. The committee consists of Janine Maidwell and Diane Harrison (Safeguarding LAB member), Ellen Mothersdale (Assistant Headteacher) and Richard O'Connor (Assistant Headteacher). The committee meets regularly through the year. The school Health and Safety group meets every 12 months and includes representatives from each department of the school.

Under the Health and Safety (Consultation with Employees) Regulations 1996, where the workforce is not represented by a recognised trade union, WHS will make other arrangements for consulting with our employees either by consulting with each individual employee directly or arranging for the workforce to elect an employee representative. Trade union-appointed safety representatives and employee elected representatives are entitled to undertake a wide range of functions under the legislation including:

- carrying out inspections of the work place;
- investigating accidents/ incidents and complaints from their members regarding any health, safety or welfare matter;
- receiving copies of reports from the Health and Safety Executive;
- receiving any information relating to safety of equipment, plant, substances or work methods;
- inspecting safety documents, registers and certificates; and
- attending safety committees.

WHS will recognise, co-operate and consult with any Trade Union or Non Trade Union established Health and Safety Committee and properly appointed Health and Safety Representative, to enable them to fulfil their statutory functions and will co-operate in the setting up of a Safety Committee or Committees as required.

The school has a dedicated Health and Safety Committee consisting of Senior Management, representatives from each department, Site Manager, Health and Safety Coordinator, Union Safety Representative etc. This aims to improve communication links throughout the school and give ownership of health and safety to staff at different levels. Members of the Committee report back directly to their own teams/departments and bring to the Committee issues raised by their teams/departments in a bid to improve health and safety throughout the school.

On a local level, the Head teacher/Health and Safety Coordinator will also consult employees on matters affecting their health and safety via any safety representatives where these have been appointed by the appropriate trade unions.

Line managers and the health and safety coordinator will be responsible for making arrangements for consulting those members of their staff who are not members of trade unions, to ensure that the requirements of Health and Safety (Consultation with Employees) Regulations 1996 are complied with.

The Safeguarding Committee meets every 6 months to discuss health, safety and welfare and safeguarding issues affecting staff, pupils or visitors. Action points from meetings are brought forward for review by school management. It sets the strategic direction of safeguarding at WHS.

COMMUNICATION

WHS will provide all employees (including trainees and those on fixed term contracts) with comprehensible and relevant information on:

- the risks to their health and safety identified by risk assessments (see separate Procedures on Risk Assessments);
- the preventive and protective measures required to prevent accident, injury or loss.

WHS will also, before employing a child on work experience who is below the minimum school leaving age, provide the parent/carer of the child with comprehensible and relevant information on:

- the risks to his/her health and safety identified by assessments;
- the preventive and protective measures that have been put in place to prevent accidents/injury.

Information supplied will be pitched appropriately, given the level of training, knowledge and experience of the employee. It will also be provided in a form which takes account of any language difficulties or disabilities. For employees with little or no understanding of English, or who cannot read English, we may need to make special arrangements. These could include providing translation, using interpreters, or replacing written notices with clearly understood symbols or diagrams.

While any child (below minimum school leaving age) is at work i.e. on work experience from another school, the requirements to provide information are the same as for other employees. There is, however, an extra requirement on the employer to provide the parents/carera of children at work (including those on work experience) with information on the key findings of the risk assessment and the control measures taken, before the child starts work.

Good sources of health and safety intelligence are as important in developing health and safety policy and performance as market information is for business development. WHS will monitor:

- legal developments to ensure they can comply with the law;
- technical developments relevant to risk control;
- developments in health and safety management practice.

Kym Allan Health and Safety Consultants Ltd. (KAHSC) provides competent health and safety advice to WHS and is responsible for keeping the school up to date on all health and safety matters of relevance. The Headteacher is responsible for ensuring that all new information supplied by KAHSC is effectively communicated to the relevant target audience.

Information and/or advice on matters relating to the health, safety and welfare of employees will generally be circulated via staff meetings unless it is of immediate importance to any individual employee or group of employees. Health and safety will be a regular and frequent item (at least once per term) on the agenda of staff meetings. Health and safety will be a standing agenda item at full Governors meetings as well as being covered in detail within the Governors sub-committee Safeguarding Committee. We will also ensure we maintain good communication links with those not in school e.g. during emergencies, working from home or absent due to illness etc.

Alternative methods of communication will also be used where appropriate, including safety bulletins, newsletters, posters, notices, talks and discussions.

This School Health and Safety Policy and any supplemental Guidance Documents, will be brought to the attention of all employees, be they temporary or permanent, of the school and any other persons who may need to be aware of their content. The Health and Safety Policy document will be circulated to all staff. Staff will then be required to signify that they have read and understood the Policy and in particular the arrangements for ensuring that the detail of the general Policy statement is met.

Additions and alterations to the Policy, which is a working document, will be forwarded to staff via email. Any issues or concerns can be raised at that time, either with the Head teacher or with a member of the Health and Safety Group/Governors Safeguarding Committee. Individual employees may make representation to any member of the Management Team on any issue concerning hazards and risks to their or anyone else's health, safety or welfare.

It is particularly important that temporary staff or those employed by another organisation e.g. cleaning staff, catering staff, learning support staff etc. are given proper and appropriate health and safety induction immediately following their appointment to an individual establishment – see 'Induction Training' below.

SAFETY SIGNS & NOTICES

Where a risk assessment indicates that, having adopted all appropriate precautions, risks cannot be adequately controlled except by the provision of appropriate safety signs, then such signs will be provided.

Appropriate signs will be displayed and will be easy to follow; a Health and Safety information notice board will be provided/maintained – this is located in reception. The Health and Safety Law poster is displayed in the main reception.

CO-ORDINATION

Where the School shares premises with another organisation or employer, whether permanently or temporarily, arrangements and procedures shall be adopted to ensure that all concerned are able to comply with their statutory health and safety duties. The School will ensure that arrangements are made to co-ordinate the activities of its own employees and those of outside agencies working on school premises, such as contractors, cleaning/catering staff, maintenance personnel, volunteers and private hirers.

HEALTH AND SAFETY TRAINING

All personnel shall be competent to perform tasks that may impact on health and safety in the school. Competence shall be defined in terms of appropriate education, training and/or experience. Training procedures shall take into account differing levels of:

- responsibility, ability and literacy; and
- risk.

The Headteacher is responsible for ensuring that all staff are provided with adequate information, instruction and training and identifying the health and safety training needs of staff.

All employees will be provided with:

- induction training in the requirements of this policy;
- update training in response to any significant change;
- training in specific skills needed for certain activities, (e.g. use of hazardous substances, work at height, use of certain machinery etc.)
- refresher training where required.

Training needs may be identified as personal development or they may be identified to fulfil legal obligations i.e. first aid training for example. Health and safety training may also be required as a result of the findings of risk assessments, following accidents, following the acquisition of new equipment and machinery etc.

A formal health and safety training record will be set up and maintained that highlights all health and safety training that has been carried out. The training plan will highlight any statutory refresher training that may be required. This will be a working document and will show at a glance what health and safety training staff have actually undertaken, and when refresher training is required (where applicable). Training records are held by Wendy Smith who is responsible for co-ordinating health and safety training needs and for including details in the training and development plan. This includes a system for ensuring that refresher training (for example in first aid) is undertaken within the prescribed time limits.

HR will be responsible for assessing the effectiveness of training received.

Each member of staff is also responsible for drawing the Head teacher's / line manager's attention to their own personal needs for training and for not undertaking duties unless they are confident that they have the necessary competence.

INDUCTION TRAINING

WHS is committed to ensuring that staff and students receive adequate information, instruction, training and supervision to enable them to work with minimum risk to their own or other people's health and safety. An important element in achieving this is a health and safety induction programme which, if carried out properly, will ensure essential information is transmitted and engender a positive attitude to health and safety in new starters to the School.

All new members of staff (including volunteers, students and pupils on work experience) are encouraged to familiarise themselves with the health and safety procedures in school. It is the responsibility of the Health and

Safety Co-ordinator to ensure that the relevant procedures and documentation has been seen and understood. Further training and development is identified and incorporated within in the School Management/Development Plan.

The school has a Health and Safety Induction Checklist which will be completed by Sowena Cornford with each new starter/trainee commencing the first week of their employment. Separate checklists are available for pupils from other schools on Work Experience at our school along with school employed cleaning or catering staff. ensure that the relevant procedures and documentation has been seen and understood. Further training and development is identified and incorporated within in the School Management/Development Plan.

The school has a Health and Safety Induction Checklist which will be completed by line managers with each new starter/trainee commencing the first week of their employment. Separate checklists are available for pupils from other schools on Work Experience at our school along with school employed cleaning or catering staff.

1.2 Risk Assessments

References

Health and Safety at Work etc. Act 1974
Management of Health and Safety at Work Regulations 1999
The Control of Asbestos Regulations 2012
The Control of Substances Hazardous to Health Regulations 2002 (as amended)
The Health and Safety (Display Screen Equipment) Regulations 1992 (as amended 2002)
The Manual Handling Operations Regulations 1992 (as amended 2002)
The Control of Noise at Work Regulations 2005
The Personal Protective Equipment at Work Regulations 1992
The Work at Height Regulations 2005
The Provision and Use of Work Equipment Regulations 1998
The Regulatory Reform (Fire Safety) Order 2005
KAHSC General Safety Series G09 – Risk Assessment in Schools
KAHSC General Safety Series G13 – Display Screen Equipment
KAHSC General Safety Series G19 – Work at Height
KAHSC General Safety Series G24 – New & Expectant Mothers
KAHSC General Safety Series G25 – Provision and Use of Work Equipment
KAHSC General Safety Series G28 – Control of Substances Hazardous to Health
KAHSC General Safety Series G32 - Noise
KAHSC General Safety Series G35 – Fire Safety Management
KAHSC General Safety Series G37 – Personal Protective Equipment

Procedures

In order to comply with our duties under the Health and Safety at Work Act, 1974 and Regulation 3 of the Management of Health and Safety at Work Regulations 1999, WHS will assess the risks our employees and others are exposed to by their work activities. The Management Regulations require a general risk assessment of all risks in the workplace. They require us to look at all hazards and assess them accordingly.

Other Relevant Legislation

The following pieces of legislation also require risk assessment of specific hazards (list not exhaustive):

- The Control of Asbestos Regulations 2012
- The Control of Substances Hazardous to Health Regulations 2002 (as amended)
- The Health and Safety (Display Screen Equipment) Regulations 1992 (as amended 2002)
- The Manual Handling Operations Regulations 1992 (as amended 2002)
- The Control of Noise at Work Regulations 2005
- The Personal Protective Equipment at Work Regulations 1992
- The Work at Height Regulations 2005
- The Provision and Use of Work Equipment Regulations 1998
- The Regulatory Reform (Fire Safety) Order 2005

Where the general risk assessment required under the Management of Health and Safety of Work Regulations identifies a risk from a hazard which is legislated for specifically by one of the above sets of Regulations, then an assessment will be carried out in accordance with the specific Regulations.

For example, whilst carrying out a general risk assessment in a workplace, it becomes obvious that persons are being subjected to risks from manual handling activities, such activities will be assessed in accordance with the Manual Handling Operations Regulations 1992 (amended 2002).

What is a Risk Assessment?

A risk assessment is nothing more than a careful examination of a workplace and the activities which take place there, in order to identify what could cause harm to the people who work there or visit i.e. pupils, parents, contractors and other visitors (invited or otherwise), estimating the likelihood of the harm occurring and checking to ensure whether or not sufficient precautions are being taken to prevent that harm being realised.

The aim of the assessment is to ensure that no one gets hurt or becomes ill or at the very least reduces the risk in terms of the severity of the injury or illness or the probability of the injury or illness occurring. It makes perfect sense therefore, irrespective of the statutory duty, to carry out risk assessments in order to reduce accident rates and lost time injuries.

Assessment of risk is about identifying problems or potential problems and putting into place arrangements to prevent harm or injury arising.

The terminology used in risk assessment is simple. It is, however, important that assessors understand it:

Hazard:	Something/anything with the potential cause harm to persons or property. For example, slippery floors, working with ladders, wood dust, or even individuals e.g. pupils with behavioural problems
Risk:	The chances or likelihood of the harm occurring coupled with the potential severity of the injury or illness. For example, someone slips on the floor, falls from the ladder, breathes in fine wood dust, is injured by the individual pupil or the pupil injures themselves. Take specific care to identify those who may be particularly at risk from a hazard, i.e. asthmatics, those with existing back injuries, employees of childbearing age etc. Risk also takes into account the potential severity of the injury i.e. there may be a low probability of someone falling from a ladder but if they do the injuries could be extremely severe.
Control Measure	What is done prevent the harm occurring, e.g. replacing a slippery floor with slip-resistant flooring, training the user in ladder safety, introducing dust extraction or supplying dust masks, training staff in Team Teach, diffusion techniques and other calming/reasoning strategies.

Step 1 – Identify the Hazards

First you need to work out how people could be harmed.

In most cases these can simply be identified by observation of the task/workplace and consulting those staff involved in the activity. The focus should be on identifying **significant** hazards and not the trivial.

Step 2 – Identify who might be harmed and how

For each hazard be clear about who might be harmed e.g. staff, pupils, contractors, visitors etc. this will help identify the best way of managing the risk.

Remember that you may have a higher duty of care for some individuals e.g. pupils and those with additional needs e.g. new and young workers, new or expectant mothers and people with disabilities/medical conditions who may be at particular risk.

Step 3 - Evaluate the risks and decide on precautions

Risk is usually evaluated by considering the likelihood of the harm occurring and the potential severity of the injury. This will help identify if the existing procedures and controls in place are adequate or if any additional actions need to be taken. i.e. whether you have done all that is reasonable to protect people from harm. Appendix A provides an example of how to establish the level of risk.

We will involve staff in the writing of risk assessments, so that we can be sure that what we propose to do will work in practice. This will also ensure that those who need to, understand the risk assessment and accept ownership of responsibility for their own health and safety and that of others.

Step 4 – Record and Implement the Findings.

The level of detail in an assessment should be proportional to the risk. The purpose is not to detail each trivial hazard but to ensure that significant hazards are adequately assessed with the aim of informing safe working practices.

It is a requirement of the legislation that all **significant** risks are recorded. In the majority of cases the use of simple bullet pointed controls would be sufficient.

Completed risk assessments will be signed off by the person completing the assessment and will be agreed by the line manager/Head of Department/Head teacher.

Copies of risk assessments will be stored in a central and accessible location (hard copy or electronic) and made available to all staff involved in the activity to which a risk assessment refers.

Step 5 – Review your risk assessment and update if necessary.

Risk assessments will be reviewed regularly i.e. annually or as soon as any significant changes have occurred.

We will review a risk assessment immediately after there has been an accident or incident in order to identify what went wrong and whether any additional controls are required.

Measuring performance in managing risk can be achieved in a number of proactive ways:

- Lesson observations
- 1-2-1 / performance management
- Staff / Departmental meetings (A regular item on meeting agenda provides a brief opportunity to review practice in relation to accidents, near misses etc.)
- Inspection / audit by head of department / governors

Risk assessments relating to known hazards within the School will be undertaken. Generic School Risk Assessments for many day to day site, admin and curricular activities (D&T, PE and Science) are available to download from the KAHSC website www.kymallanhsc.co.uk. These will be adapted and personalised to reflect the actual activities within school.

The school risk assessments (for all activities; teaching and non teaching, premises and one off activities) will be approved by the Head teacher. All relevant staff within school will be involved in the risk assessment process.

In specialist areas it is expected that the Head of Department will make arrangements for regular and recorded Risk Assessments and ensure that good practice notes and guidance issued by professional and specialist bodies, Kym Allan Health and Safety Consultants Ltd. will be followed closely. Specific risk assessments will be required in the following areas (list not exhaustive):

- Science
- Design Technology including resistant & compliant materials and food technology
- Art & Design
- Physical Education
- Stage & Drama activities
- Educational Visits

Risk Assessment relating to the general site are the responsibility of the Site Manager.

Risk assessments will be working documents, their effectiveness monitored and reviewed following any significant changes or when they are no longer valid e.g. following accidents or near misses, the introduction of new equipment or systems of working, legislative changes etc. Risk assessments do NOT need to be re-written each year, but DO need to be monitored and checked to ensure they remain valid, and revised if there have been any changes. Staff are made aware of any changes to risk assessments relating to their work through staff meetings or by email. Completed risk assessments are made available for staff to view and are held centrally within departments or on Firefly.

Additional risk assessments may be required for other specialist activities or areas where there is risk in school, and again, these will be conducted when necessary and reviewed regularly. Again model and pro-forma risk assessments

are available to download from the KAHSC website.

Specific risk assessments relating to individuals, e.g. staff member or young person/pupil are held on the individual's personal file and will be undertaken by HR or a relevant line manager.

It is the responsibility of staff to inform their line manager of any medical condition or pregnancy which may impact upon their work so that risk assessments can be undertaken where there is significant risk. Individual employees may make representation to any member of the Management Team on any issue concerning hazards and risks to their or anyone else's health, safety or welfare.

For information relating to risk assessments and Educational Visits / Learning Outside the Classroom, reference should be made to the school Educational Visits Procedures.

I.3 Defect Identification and Reporting

References

Workplace (Health, Safety and Welfare) Regulations 1992
Management of Health and Safety at Work Regulations 1999
[Compliance Monitoring in Council Buildings - revised December 2014](#)

Procedures

There is a site helpdesk displayed on firefly for reporting any hazards.

If you identify a hazard such as defects to equipment, furniture and minor defects to doors, floors, walls etc. or an unsafe system of work you should report it in the first instance to the Site Manager using the site helpdesk or reporting it via admin

You should take steps to isolate the equipment or work area in question, and to warn others of the hazard by posting warning notices.

The Site Manager is responsible for ensuring that action is taken to rectify any reported defect without delay. This is of particular importance where the defect concerned may cause personal injury or pollution of some kind. No defective electrical appliance or lead, and no defective mechanical device or tool that may give rise to danger may be used.

Where funds are readily available to fund the cost of repair or replacement then the responsibility for arranging this will be dealt with by the Site Manager.

Where funds are not immediately available, the defective equipment or work area in question will be taken out of service and this will be added to the Annual Health and Safety Management/School Development Plan for action when funds become available.

I.4 Accidents, Incidents, Ill Health & Dangerous Occurrences

References

Reporting of Injuries, Diseases and Dangerous Occurrences Regulations, 2013
HSG245. Investigating accidents and incidents:
INDG453(Rev1)
EDIS1. Incident reporting in schools
Health and Safety (First Aid) Regulations 1981
HSC ACOP 42 First Aid at Work
The Childcare Register (General Childcare Register) Regulations 2008
KAHSC General Safety Series G01 – Managing Violence in Schools
KAHSC General Safety Series G02 –First Aid in Schools
KAHSC General Safety Series G03 - Accident/Incident Reporting and Investigation
KAHSC Medical Safety Series M01 – Administration of Medication
KAHSC Web-based Accident Recording/Reporting System

Procedures

The Head teacher/Health and Safety Co-ordinator is responsible for ensuring that the rules governing reporting of accidents, violence to staff in the course of their work, work related diseases and dangerous occurrences are made known to all new employees/volunteers during their induction training.

RECORDING AND REPORTING

a) Accidents Involving Pupils

All accidents are recorded in the Accident book located in Student Services. If the accident is significant Student Services will report the incident to Sowena Cornford Site Operations Manager and Health and Safety Coordinator, Chris McAree Head teacher.

Minor incidents to pupils, i.e. those resulting in no / insignificant injury **AND** having no potential for more significant injury. e.g. Playground collision requiring no or only nominal first aid treatment etc. will be recorded in the Pupil Accident Book/log sheets held in Student Services. This accident book is regularly monitored by the Site Manager.

Where the following criteria is fulfilled:

- All serious injuries involving pupils
- Pupils removed from the scene and taken to hospital for treatment
- Serious head injuries (minor head injuries are exempt) i.e. where pupil is taken to hospital or medical advice is sought or advised
- Where fault can be assigned i.e. lack of supervision, faulty equipment, frayed carpets etc.
- Any incidents of violence or aggression resulting in serious injury or where police involvements has been necessary

This will be recorded in the Pupil Accident Book AND an entry will be made on the web-based Accident Recording System on the KAHSC website. Alternatively, an electronic Accident Form should be completed and emailed to Kym Allan Health and Safety Consultants Ltd. (KAHSC) (kym@kymallanhsc.co.uk) and a copy stored electronically in school.

The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) place duties on employers to report serious incidents to the Health and Safety Executive (HSE). The responsibility for reporting such incidents is delegated to the Head teacher via Kym Allan Health and Safety Consultants Ltd. (KAHSC).

Injuries to members of the public, including pupils where they are taken from the scene of an accident to hospital for treatment **and** the accident arose in connection with 'work activities' are reportable under RIDDOR. In these instances, a telephone report must be made **immediately** to KAHSC Tel: 01228 210152 (or as soon as possible if outside of normal office hours). *The essential test here is whether the accident was caused by factors such as the condition, design or maintenance of the premises or equipment (e.g. slippery flooring, poorly maintained play equipment, trailing cable etc.) or as a result of inadequate arrangements for supervision of an activity (e.g. inadequate supervisory levels on a field trip).*

Many of the common incidents that cause injuries to pupils at school are **not** reportable under RIDDOR as they do not arise directly from the way that the school undertakes a work activity.

Sporting activities have a residual risk and injuries to pupils within PE arising from the 'normal' contact nature of a sport are not automatically reportable under RIDDOR. Examples of reportable incidents would include:

- the condition of the premises or sports equipment being a factor in the incident, for example a pupil slips and fractures an arm because a member of staff had used the wrong polish and left the sports hall floor too slippery for sports; or
- there was inadequate supervision to prevent an incident, or failings in the organisation and management of an event e.g. a pupil's arm being struck by a trampoline whilst folding the equipment away and member of staff was not actively involved.

KAHSC will notify the HSE on school's behalf of any incidents that are reportable under RIDDOR. It is important therefore, that data is entered on the web-based Accident system on the KAHSC website OR electronic Accident Forms are forwarded to KAHSC within 10 days of the accident. If in doubt, telephone KAHSC Tel: 01228 210152.

'Bump Head communication is sent home with pupils following any accident involving head injuries.

Violent incidents between pupils will be dealt with in accordance with the Whole School Behaviour Policy and do not need to be reported to KAHSC unless serious in nature i.e. severity of injury, police involvement etc. although we can record them using the KAHSC web-based accident reporting system for statistical purposes and to analyse patterns or trends.

b) Accidents Involving Employees

The Accident Book which is compliant with the Data Protection Act must be completed for all incidents/accidents involving employees. The entry in the accident book can be made either by the injured person or by their line manager or Student Services Staff. The Accident Book is held in Student Services. After each entry is made, the page should be torn out, passed to Sowena Cornford, who will then file the original in a secure and confidential location in line with the Data Protection Act.

For all accidents/incidents involving employees, an entry will be made on the web-based Accident Recording System on the KAHSC website. Alternatively, an electronic Accident Form should be completed and emailed to Kym Allan Health and Safety Consultants Ltd. (KAHSC) kym@kymallanhsc.co.uk and a copy stored electronically in school. The person who has sustained the injury must NOT complete the Accident Form/web-based accident system. The form must be completed by the Line Manager or nominated person.

Under RIDDOR, any accidents to staff which result in:

- Fatality
- Specified Injuries
- Over seven-day absence
- Reportable occupational diseases

Are reportable to the HSE. The responsibility for reporting such incidents is delegated to the Head teacher via Kym Allan Health and Safety Consultants Ltd. (KAHSC). As for Pupils, KAHSC will notify the HSE on school's behalf of any incidents that are reportable under RIDDOR.

Although Over 3 Day Injuries/Absence are no longer reportable to the HSE under RIDDOR, we must still keep a record of all over three day injuries to comply with EU law – completion of the KAHSC electronic Accident Form or the KAHSC web-based Accident Reporting system and the keeping of local records within on-site accident books will be sufficient.

Serious accidents / incidents involving members of staff should be notified to the Union-appointed Safety Representative(s).

Employees are reminded that all incidents of aggression, threat or actual violence that takes place either at work or as a direct result of their work, must be reported to their Line Manager. The Governors take these matters very seriously and any evidence of problems will result in a review to seek better methods of elimination and control.

Violent incidents towards staff by other staff, pupils or members of the public will be dealt with in accordance with the Whole School Behaviour Policy. All incidents of aggression, threat or actual violence are to be recorded in the same manner as 'accidents' and dealt with in the first instance by the Line Manager. Further guidance can be found in General Safety Series G01 on the KAHSC website and the Whole School Behaviour Policy.

c) Accidents Involving Contractors and the Self-Employed

The Accident Book must be completed just as it would be for school employees.

Accidents/incidents involving **contractors** working on school premises are normally reportable by their employers. Contractors could be, e.g. builders, maintenance staff, cleaners or catering staff. It is important, however, that school staff are made aware of any accident, incident or ill-health in the event that the resulting injury/ill-health or incident was as a result of something which the school is responsible for. E.g. electric shock in the kitchen as a result of faulty mains wiring; exposure to asbestos where the school staff failed to inform the contractors of its presence etc. Information provided to contractors regardless of whether they work in the

school on a permanent or temporary basis should include the need to report accidents or incidents to the school representative.

If a **self-employed contractor** is working in school premises and they suffer a specified injury or an over-seven-day injury, the person in control of the premises will be the responsible person and as such, the information should be entered on the KAHSC web-based Accident system on the KAHSC website OR an electronic Accident Form forwarded to KAHSC for onward reporting to the HSE.

d) Accidents Involving Members of the Public (Other Than Pupils) Including Volunteers

The Accident Book must be completed just as it would be for employees, the self-employed and contractors.

For all accidents/incidents involving members of the public/volunteers, an entry will be made on the web-based Accident Recording System on the KAHSC website. Alternatively, an electronic Accident Form should be completed and emailed to Kym Allan Health and Safety Consultants Ltd. (KAHSC) kym@kymallanhsc.co.uk and a copy stored electronically in school.

Injuries to members of the public or volunteers where they are taken from the scene of an accident to hospital for treatment **and** the accident arose in connection with 'work activities' are reportable to the HSE under RIDDOR. In these instances, a telephone report must be made **immediately** to KAHSC Tel: 01228 210152 (or as soon as possible if outside of normal office hours).

The responsibility for reporting such incidents is delegated to the Head teacher via Kym Allan Health and Safety Consultants Ltd. (KAHSC) as for pupils and employees.

e) Violent Incidents

Physical or verbal violence to staff will always be reported to KAHSC in the following situations:

- Absence from work as a result of emotional, psychological or physical injury;
- Any incident involving physical assault;
- Involvement of the police or other agencies;
- Incidents resulting in a review of the school's procedures;
- Any other violent incident that an employee feels is unacceptable should be reported.

The Health and Safety Executive's definition of work related violence is 'any incident in which a person is abused, threatened or assaulted in circumstances relating to their work'. There may be circumstances where such incidents take place out of normal working hours. Staff should be encouraged to report such incidents as if they were at work.

Guidance on assessing the risks of violence at work is contained in General Safety Series G01 on the KAHSC website.

f) Near Misses

It is important to record near misses when/if the information becomes available. Staff and students should be encouraged to report near misses since, theoretically, such incidents could, in the future, result in a major injury if appropriate control measures are not introduced to prevent a more serious incident occurring. The Near Miss Report Form (available on the KAHSC website) should be used for this purpose. There is no requirement to report these incidents to KAHSC as the analysis of near misses at a local level will help us to ensure that potential accidents are prevented in the future.

g) Dangerous Occurrences

An incident with the potential to cause injury to a person and/or damage to equipment, property and premises which must be reported to the HSE. This includes situations such as the accidental release of substances which may damage the health of any person (e.g. Asbestos) and electrical short circuits or overload causing fire or explosion. Details can be found in Appendix B in KAHSC General Safety Series G03. For any dangerous occurrences an entry will be made on the web-based Accident Recording System on the KAHSC website. Alternatively, an electronic Accident Form should be completed and emailed to Kym Allan Health and Safety Consultants Ltd. (KAHSC) kym@kymallanhsc.co.uk and a copy stored electronically in school.

The responsibility for reporting dangerous occurrences is delegated to the Head teacher via Kym Allan Health and Safety Consultants Ltd. (KAHSC). KAHSC will notify the HSE on school's behalf of these incidents which are reportable under RIDDOR. It is important therefore, that data is entered on the web-based Accident system on the KAHSC website OR electronic Accident Forms are forwarded to KAHSC within 7 days of the accident. If in doubt, telephone KAHSC Tel: 01228 210152.

h) Occupational Ill-Health and Notifiable Diseases

Where an employee considers the ill-health to be work related, or if this is confirmed by an Occupational Health Specialist or other professional medical practitioner, this must be reported without delay to KAHSC using the web-based Accident Recording System on the KAHSC website OR an electronic Accident Form should be completed and emailed to Kym Allan Health and Safety Consultants Ltd. (KAHSC) kym@kymallanhsc.co.uk and a copy stored electronically in school.

Where the work related ill health results in a Notifiable Occupational Disease (refer to Appendix B in KAHSC General Safety Series G03), these incidents will be reportable to the HSE. As previous, KAHSC will be responsible for reporting all notifiable diseases to the HSE on our behalf.

ACCIDENT INVESTIGATION

All adverse events will require at least a minimal investigation. However prior to that taking place there are other priority steps to take:

- Take prompt emergency action (e.g. first aid)
- Make the area safe (in some cases this may need to be done first)
- Preserve the scene.

Depending on the seriousness of the event it may be necessary to contact KAHSC on 01228 210152. Outside office hours an Emergency Telephone No. 07663 707276 is in operation.

The investigation that takes place should identify what went wrong, and determine what steps must be taken to prevent the same adverse event/accident from happening again. In general, adverse events should be investigated and analysed as soon as possible, and at the latest must be commenced within 4 weeks of the adverse event occurring.

Any investigation that takes place should be in proportion to the event that has occurred, involving the workforce and management, as appropriate. It should capture the circumstances surrounding the accident or incident which should be recorded immediately. The majority of adverse events that are likely to occur will fall into Minimal or Low Level requiring minimal investigation with the outcomes noted on the KAHSC web-based Accident Recording System on the KAHSC website OR the KAHSC electronic Accident Form.

Those incidents requiring more in depth investigation will generally be supported by KAHSC and advice should be sought for assistance where required. An Accident Investigation Form (found as Appendix Bi and Bii in KAHSC General Safety Series G03) should be used in these circumstances.

The HSE guide [HSG 245](#) 'Investigating Accidents and incidents' provides further details of a systematic approach to accident investigation as does KAHSC General Safety Series G03 available on the KAHSC website.

ACCIDENT DATA ANALYSIS

Accident/incident statistics are reported to the governing body on at least an annual basis to enable any patterns to be identified and to determine, where necessary, measures to prevent recurrence. A template Accident/Incident Analysis form can be found on the KAHSC website for schools to populate with local data which can be presented to governing bodies as a termly or annual report. Data can then be used to benchmark performance over time, within each school setting.

RETENTION OF DOCUMENTS

a) Staff, Volunteers, Visitors, Members of the Public, Contractors, Self-Employed

In line with the Information and Records Management Society (IRMS) [Records Management Toolkit for Schools](#), the accident book pages should be kept for 7 years from the date of the incident. Each page will be removed from the Accident Book and kept in a secure place. A copy may be taken for the individual's personal file.

Therefore we will retain accident records (in any format) for a minimum of 7 years. These documents will be clearly marked and stored in such a way to prevent accidental use or loss.

All documents will be archived accordingly and stored under the Performance Hall stage storage area. After the minimum record retention period has passed, we will destroy / delete the records concerned in line with the IRMS Records Management Toolkit for Schools.

b) Pupils

Pupils can, and do, make civil claims of negligence against the County Council / employer (Insured) up to 3 years **after** their 18th birthday should their parents fail to claim compensation for injuries received whilst the pupil was a minor. Therefore, in line with the IRMS Records Management Toolkit for Schools, we will retain accident records (in any format) from the date of birth of the child plus 25 years. These documents will be clearly marked and stored in such a way to prevent accidental use or loss.

All documents will be archived accordingly and stored in PH under stage storage area. After the minimum record retention period has passed, we will destroy / delete the records concerned in line with the IRMS Records Management Toolkit for Schools.

References & Useful Links

<http://www.hse.gov.uk/riddor/>

The Childcare Register (General Childcare Register) Regulations 2008

IRMS Records Management Toolkit for Schools May 2019

<https://www.kymallanhsc.co.uk/Document/DownloadDocument/9451>

KAHSC General Safety Series G01 <https://www.kymallanhsc.co.uk/Document/DownloadDocument/7621>

KAHSC General Safety Series G03 <https://www.kymallanhsc.co.uk/Document/DownloadDocument/7861>

KAHSC Near Miss Report Form <https://www.kymallanhsc.co.uk/Document/DownloadDocument/8564>

KAHSC Bump Head Letter <https://www.kymallanhsc.co.uk/Document/DownloadDocument/7032>

KAHSC On-line Accident Recording/Reporting System

I.5 First Aid

Procedures

The policy for William Howard School is to prevent accidents wherever possible. However, it is recognised that there is a need in educational establishments to provide facilities and arrangements for first aid should an accident occur.

FIRST AID PROVISION:

Based on our risk assessment, First Aid Provision at William Howard School is supplied as follows:

First Aiders

All First Aiders at William Howard School with their specific qualification and expiry dates are listed on firefly.

Appointed Person(s)

At William Howard School Student Services take the lead in day to day First Aid provision.

Training / Annual Skills Update

Training for ALL First Aid personnel is arranged by Vanessa Bamkin who is responsible for ensuring that recertification training is arranged where necessary before existing certificates expire and ensuring that new persons are trained should first aiders leave.

First Aiders in the Workplace complete a full days course

Additional Provision

At William Howard School additional first aid provision is made for the following as necessary:

The Fitness Suite - The recreational staff who look after the fitness suite and the night classes are first aid trained, we also have a defibrillator on site.

FIRST AID EQUIPMENT AND FACILITIES:

First Aid Boxes

These are located in Various Departments and contain as a minimum:

Item	Quantity
Card giving general first aid guidance	1
Sterile, adhesive dressings, individually wrapped (assorted sizes)	20
Medium sized (approximately 12cm x 12cm) individually wrapped unmedicated wound dressings	6
Large (approximately 18cm x 18cm) sterile individually wrapped unmedicated wound dressings	2
Individually wrapped triangular bandages (preferably sterile)	4
Safety pins	6
Sterile eye pads	2
Disposable gloves – It is recommended that Latex gloves including powder free are no longer used for first aid purposes. As an alternative, vinyl gloves may be used	2 pairs

If at any time these articles are missing or stocks are running low, please inform Eleanor Fry so that replacements can be made available for when they are needed. The site team is responsible for stocking first aid containers and ensuring all stock past its expiry date is discarded and replaced.

With regard to specific first-aid items which should/should not be used in schools, the following advice is strongly recommended:

Item	Advice
Cotton wool	Not used on site
Adhesive Dressings e.g. Elastoplast [†]	Can cause blisters on those allergic to it. Ask the pupil if his/her parents use plasters at home on the child's cuts etc. In most circumstances, even a small child will know. If in any doubt, use a bandage or dressing. Hypo-allergenic plasters are available from medical suppliers.
Antiseptic Creams	Not used on site
Aspirin	Should not be administered. Any prescribed medication e.g. tablets/medicine which a child may be required to have, must be administered by authorised staff only on the written instruction of the parent/guardian. Pupils who suffer from severe migraine or severe period pains may be given paracetamol based medication following written/verbal consent from the parent/guardian. For further information, see DfE Supporting Pupils with Medical Conditions. A record should be kept of all medication administered.
Scissors	Generally it is good practice to keep a pair of scissors (preferably 'tuff cut' type with moulded ends to prevent damage to skin) in the first aid kit. These can be used to cut dressings or remove clothing in an emergency to expose a severe or life threatening wound.
Tweezers	It would be good practice to keep disposable plastic tweezers in your first aid kit. These could be used for removing grit and dirt from minor wounds or for removing minor splinters from hands/skin.
Alcohol-free moist cleansing wipes	These can be used to clean minor wounds in the absence of soap and water or on completion of washing prior to applying a plaster or non-adherent dressing.

Travelling First Aid Kits

These are available for off site activities and are stocked appropriately for the circumstances in which they are to be used. Travel first aid kits are kept in minibuses or other such vehicles. The group leader for each off-site visit is responsible for ensuring the following is included:

Item	Recommended Quantity
Card giving general first aid guidance	1
Individually wrapped sterile adhesive dressings	6
Large sterile unmedicated dressing	1
Triangular bandage	2
Safety pins	2

Individually wrapped moist cleaning wipes	1 pkt
Disposable vinyl gloves	2 pairs

Medical Accommodation

In accordance with the School Premises Regulations 2012, suitable accommodation is provided in order to cater for the medical and therapy needs of pupils in student services where there is a medical room, including accommodation for:

- the medical examination and treatment of pupils; and
- the short term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility.

The accommodation provided may be used for other purposes (apart from teaching) however it is always readily available to be used for the purposes above.

GENERAL FIRST AID PROCEDURES AND RECORD KEEPING:

- First aid must be administered by ADULTS ONLY, i.e. teaching staff, non-teaching assistants, senior midday supervisor and assistant supervisors. Pupils are not permitted to give first aid.
- Minor bumps can be treated with ice packs or a cold water compress.
- Minor cuts or grazes can be washed with clean water.
- If a dressing is required a first aider must be consulted.
- Parents will be informed about all injuries/accidents to children and of any first aid given Parents will be informed about all bumps to the head in writing, using the standard 'Bump Head Letter'.
- Teachers should use their professional judgement when reporting to parents in the cases of minor injuries.
- The person on duty must inform the class teacher/Head teacher of any accident that has occurred on duty.
- A certificated first aider must check any pupil that causes concern and in all cases to the bumps on the head (if possible two first aiders).
- If there are concerns, the parents/carers must be informed and the pupil sent home. If they are not available, a member of staff to take the pupil to A&E – see 'Transport to Hospital' below.
- All staff should take precautions to avoid infection and must follow Standard Infection Control Precautions http://www.nhsprofessionals.nhs.uk/download/comms/cg1_nhsp_standard_infection_control_precautions_v3.pdf. Staff must wear single-use disposable gloves and make use of hand washing facilities, and should take care when dealing with blood or other body fluids and disposing of dressings or equipment. In any event, it is good practice to ensure that individuals treating colleagues/pupils ensure that their own cuts/grazes are covered to reduce the risk of transmission of infection.

School will keep a record of any first-aid treatment given by first-aiders. This will include:

- the date, time and place of the incident;
- the name (and class) of the injured or ill person;
- details of the injury/illness and what first-aid was given;
- what happened to the person immediately afterwards (for example went home, resumed normal duties, went back to class, went to hospital);
- Name and signature of the first-aider or person dealing with the incident.

Managing Medicines (Supporting Pupils at School with Medical Conditions)

All medication will be administered to pupils in accordance with the DfE document 'Supporting Pupils at School with Medical Conditions' and the school's own Policy and Procedures for Supporting Pupils at School with Medical Conditions held separately to this Policy.

Individual Health care plans are in place for those pupils with complex or chronic/ongoing medical conditions. These plans are reviewed at least annually (or more frequently as necessary) and written precautions / procedures made available to staff. Plans are held in Learning Provision.

Staff undergo general awareness training in relation to the school's policy and procedures for Supporting Pupils at School with Medical Conditions and specific training related to health conditions of pupils and administration of medicines (by a health professional as appropriate).

It is imperative that details of pupils with food allergies are adequately communicated to school meal providers (whether this be in-house catering teams, contracted catering teams or external providers), food technology teachers and wrap around care providers e.g. breakfast and after school clubs.

Blood Borne Viruses (BBVs)

The following guidelines apply irrespective of whether a virus is known to be present or not as they represent sound first aid procedures.

Within the workplace, BBVs are mainly transmitted by direct exposure to blood or other body fluids contaminated with infected blood. Direct exposure can happen through accidental contamination by a sharp instrument such as a needle or broken glass. Infected blood may also spread through contamination of open wounds, skin abrasions, skin damaged due to a condition such as eczema or through splashes to the eyes, nose or mouth.

Managing the risk:

For first aiders in the workplace, the risk of being infected with a BBV while carrying out their duties is small. There has been no recorded case of HIV or hepatitis B virus being passed on during mouth-to-mouth resuscitation and therefore the procedure should not be withheld in a life saving emergency.

All First aiders are advised to follow the following precautions to reduce the risk of infection:

- cover any cuts and abrasions on their skin with a waterproof dressing;
- wear suitable disposable gloves when dealing with blood or any other body fluids;
- use suitable eye protection and a disposable plastic apron where splashing is possible;
- use devices such as face shields when giving mouth-to-mouth resuscitation (but only if trained to use them);
- hands should be washed before and after administering first aid;

It is not normally necessary for first aiders in the workplace to be immunised against hepatitis B virus unless the risk assessment indicates that it is appropriate; immunisation is not available for other BBVs.

Action after possible infection with a BBV:

If contamination with blood or other body fluids does occur, the following action should be taken without delay:

- wash splashes off your skin with soap and running water;
- if your skin is broken, encourage the wound to bleed, do not suck the wound – rinse thoroughly under running water;
- wash out splashes in your eyes using tap water or an eye wash bottle, and your nose or mouth with plenty of tap water – do not swallow the water;
- record the source of contamination;
- report the incident to your line manager as appropriate;
- prompt medical advice is important. Treatment might be appropriate but to be effective, it may need to be started quickly and therefore contact should be made with the nearest Accident and Emergency department without delay.

See guidance on Blood Borne Viruses in KAHSC Medical Safety Series M06 and the HSE [HSE - Blood Borne Viruses in the Workplace document](#) for further guidance.

Decontamination / Disposal of waste:

It is possible for HIV and hepatitis B virus to remain infectious in dried and liquid blood for a considerable time and if materials become contaminated with blood or body fluids, they will require decontamination in a way that is designed to inactivate BBVs, mainly by using heat or chemical disinfection, or safe disposal. We have a procedure for dealing with spillages and other forms of contamination and staff have been made familiar with it:

- disposable plastic gloves must be worn and paper towels used when mopping up blood or body fluids. These should be sealed in plastic bags and safely disposed of in line with local waste disposal arrangements;
- clothing may be cleaned in a washing machine using the hot cycle (min 60° C);
- surfaces and re-usable personal protective equipment (e.g. eye protection) should be wiped down/cleaned with a solution of a suitable disinfectant.

There are two clinical waste bins on site. One is sited in the medical room in student services, the other is in the larger disabled toilet/changing room along student services corridor.

Head Injuries

Injuries to the head need to be treated with particular care. Any evidence of following symptoms may indicate serious injury and an ambulance be called.

- unconsciousness, or lack of full consciousness (i.e. difficulty keeping eyes open);
- confusion
- strange or unusual behaviour – such as sudden aggression
- any problems with memory;
- persistent Headache;
- disorientation, double vision, slurred speech or other malfunction of the senses;
- nausea and vomiting;
- unequal pupil size;
- pale yellow fluid or watery blood coming from ears or nose;
- bleeding from scalp that cannot quickly be stopped;
- loss of balance;
- loss of feeling in any part of body;
- general weakness;
- seizure or fit.

Where young people receive a head injury their parents/carers should be informed. In the case of pupils, this should be done immediately by telephone if symptoms described above occur. For more minor bumps etc. the parent should be informed when they collect the child or by sending a 'Bump Head' letter home with the child as appropriate.

NHS direct recommends that the person who is injured should sit quietly for the first 2 hours after the injury and be monitored for the next 48 hrs.

See guidance on Head Injuries in KAHSC Medical Safety Series M07 for further guidance.

Dental Emergencies

Dental emergencies are likely to fall into two categories:

- The child who attends school with dental pain or sepsis, or develops either of these during the time s/he is at school;
- Injuries to the teeth and mouth which occur during school hours.

Where a child attends school with dental pain or sepsis, Student services should firstly endeavour to contact the parent/carer to establish whether they have taken, or will be taking, appropriate action. The Community Dental Service will always try to help a child who is a dental emergency, but it should be noted that treatment is not normally possible unless parental consent has been obtained.

In cases of dental accident at school, such as teeth being fractured or knocked out, Student services should again endeavour to contact the parent/carer to ascertain whether there is a family dentist a child can attend. If it is not possible to contact parents, or if we need to obtain advice on how best to proceed, we should ring the Local Community Dentist.

In any cases where teeth are fractured, every effort should be made to find missing teeth or parts of teeth. On no account should anyone attempt to put back in a child's mouth a tooth or part of a tooth. These should be stored immediately in fresh milk or water and taken quickly to the dentist for professional advice.

Transporting Injured Pupils

Emergencies:

If it is deemed to be an "emergency" or an otherwise serious injury, paramedics or an ambulance will be summoned to the school/location of the accident/incident. If there is any doubt about the seriousness of an injury, Student services will not hesitate to call an ambulance. The use of a school employees' or other persons' private vehicle to take the pupil to hospital should not be used in these circumstances.

The emergency contacts procedure for the injured pupil will also be activated with the parent(s)/carer(s) being advised to either come to the school or go direct to a specified hospital. Where the parent(s)/carer(s) is/are able to accompany the pupil in the ambulance, school employees will not usually need to be further involved. If however the

parent(s)/carer(s) will be meeting the pupil at hospital, a school employee will need to accompany the pupil in the ambulance and arrangements made for the employee to be able to return to school once the pupil is in the care of the parent(s)/carer(s). Pupils should not be left unaccompanied at the hospital and therefore the school employee may have a protracted wait for the arrival of the parent(s) / carer(s).

Care will be taken to identify those pupils whose religion may conflict with emergency medical treatment.

Site Access for Emergency Services

Access to the school site for ambulances etc. should be available without delay. Where access is restricted for security reasons, the procedures for summoning an ambulance will include Site Management Staff to open the gates etc

In some circumstances it may be decided by the ambulance service that the “**air ambulance**” is required to transport a casualty to hospital and, where feasible, that landing within the school grounds is desirable. It will be the responsibility of the helicopter pilot to determine the safety aspects of any given landing site (atmospheric conditions, adjacent buildings, overhead cables, trees, people on the ground etc) and the ambulance crew on the ground would direct other aspects of the situation.

Non-Emergencies

In less serious situations where paramedics or an ambulance is not required but it is considered that a visit to hospital or other medical facility is still needed, we will contact the pupils’ parent(s)/carer(s) to inform them of the situation and request that they arrange to collect their child from school and transport them accordingly. This is the recommended method.

Use of Staff Vehicles

However, if the parent(s)/carer(s) do not have access to private transport and a taxi is not appropriate or available, the Head teacher has the discretion to arrange for a school employee to take the injured pupil (and their parent/carer) to the nearest hospital or other medical facility in the employees’ vehicle but a number of factors will be considered before agreeing to this method:

- the personal safety of the employee;
- the condition of the injured pupil and whether it is likely to deteriorate during the journey;
- weather/road conditions at the time;
- whether adequate staffing cover for the employee is available within the school or at the incident location;
- whether the employees’ car is insured for business use;
- Condition/road worthiness of the employees’ vehicle.

No school employee should transport a pupil to hospital without another appropriate adult in the vehicle to care for the child. A mileage allowance will be payable from the school budget.

Use of a Taxi

If a taxi is used, a member of staff must accompany a pupil. The cost may be claimed from the school account (petty cash). Use of a taxi would require only one member of staff. The taxi could be used in circumstances to take a pupil home where the parent/carer does not have transport or for dental emergencies.

Handing over the Responsibility for an Injured Pupil to the Parent:

Initially it is the Head teacher or Manager’s responsibility to endeavour to contact the parent/carer of an injured pupil to make arrangements for the necessary treatment.

If the parent/carer cannot be reached, it is the responsibility of the Head teacher or Manager to make appropriate arrangements and to contact the parent/carer at the earliest possible time. Until that has been done, the Head teacher or Manager is responsible for the pupil. It should not be left to the hospital, doctor or police to notify the parents, although they may wish to do so.

The responsibility for deciding whether medical treatment, such as an operation is required must be a decision for the medical staff involved. However, if it has not been possible to contact the parent/carer, the medical staff may seek the consent of the teacher acting ‘in loco parentis’. Although there can be no hard and fast rules about the line that the teacher should take in this situation, it is extremely unlikely that a parent/carer would succeed in any legal action against a teacher who has consented to a pupil being treated.

It occasionally happens that a pupil can be delivered to his/her parent/carer, but that the parent/carer is not in a position to seek immediate treatment. For example, a mother may have a young baby whom she cannot leave and

could be distressed if suddenly asked to cope on her own. Head teachers and Managers are, therefore asked to satisfy themselves that the parent/carer can take over the responsibility for the pupil before returning to the school.

References and Useful Links

Brampton Doctors [9] 2551, Brampton Cottage Hospital [9] 2534 Emergency Services [9] 999

The Health and Safety (First-Aid) Regulations 1981 <http://www.hse.gov.uk/pubns/books/l74.htm>

DfE Statutory Framework for EYFS

DfE Supporting Pupils with Medical Conditions <https://www.kymallanhsc.co.uk/Document/DownloadDocument/8528>

UK Health Security Agency (UKHSA): <https://www.gov.uk/government/organisations/uk-health-security-agency>

UKHSA guidance [Health protection in schools and other childcare facilities](#)

NHS Choices Website - <http://www.nhs.uk/Pages/homepage.aspx>

HSE - Blood Borne Viruses in the Workplace document

KAHSC General Safety Series G02 <https://www.kymallanhsc.co.uk/Document/DownloadDocument/7620>

KAHSC Medical Safety Series M01 <https://www.kymallanhsc.co.uk/Document/DownloadDocument/9225>

KAHSC Medical Safety Series M06 <https://www.kymallanhsc.co.uk/Document/DownloadDocument/7124>

KAHSC Medical Safety Series M07 <https://www.kymallanhsc.co.uk/Document/DownloadDocument/8062>

School's Supporting Pupils with Medical Conditions Policy & procedures

I.6 Disease/Infection Control

References

Cumbria and Lancashire Public Health England (PHE) Centre
KAHSC Medical Safety Series

Procedures

If a child is absent from statutory schooling through illness, it is the responsibility of the parents to inform the school of the reasons for absence. If no contact is made by a reasonable time the school will contact the parents. School will also want to know why children are absent from a non-statutory education or a childcare setting in case it involves an infection that can be spread so that they can take appropriate action to best protect staff, the other children who attend, and their families.

The parents of children who have an infectious disease should seek professional medical advice regarding treatment and when their child can return to school or a childcare provider without fear of infecting other children by looking it up at [Health A to Z - NHS \(www.nhs.uk\)](#), referring to the UKHSA guidance [Health protection in schools and other childcare facilities](#), contacting I I I, or asking the medical practice they are registered with for advice.

If there are concerns about a child's health during school or childcare activities which do not require immediate professional medical attention, including outside of normal hours and off-site, parents will be contacted and advised to take their child home as soon as possible and that they may wish to seek medical advice. There is a system in place where a parent is routinely asked what was wrong with the child who was sent home so that they can be excluded for the correct period of time if infectious and any other measures to prevent the spread taken.

Should there be difficulty in obtaining parental contact and a condition is considered serious, consent should already have been provided from parents for hospital treatment to be obtained.

Prompt exclusion on medical grounds when children are suffering from infectious diseases is essential to preventing the spread of infection in education and childcare settings.

There is a local policy for the exclusion of staff and children while they are infectious in accordance with the [Health Protection for Schools, Nurseries and Other Childcare Facilities: Exclusion Table](#), and a procedure for contacting parents or carers when children become ill at the setting.

Formal exclusion of pupils from a school on medical grounds is enforceable by the Head teacher only, acting on behalf of the LA or the governors, trustees, or managers of the school.

In exceptional cases, when parents insist on the return of their child to school when the child still poses a risk to others, the LA may, by serving notice on the child's parents or carers, require that they keep the child away from school until they no longer pose a risk to others.

Exposure to infectious disease is not normally a reason for medical exclusion unless the person exposed becomes ill and starts to show symptoms themselves. However, during a pandemic or similar public health emergency, specific

advice might be given about specific infectious diseases by UKHSA applicable in England or by a local HPT applicable in the local region which must be followed.

We follow the UKHSA guidance [Health protection in schools and other childcare facilities](#) in school. All staff should take precautions to avoid infection and must follow the 'prevention and control' guidance published by UKHSA.

Significant public health incidents

A single suspected outbreak or incident of infectious disease will not normally constitute an emergency. Most infectious diseases in education, childcare, and children's social care settings can be managed by following the UK Health Security Agency's (UKHSA) [UKHSA health protection in education and childcare settings guidance \(Chapter 3\)](#).

This Plan includes a range of steps that we might take in the event of a significant public health incident. It also includes when we might consider seeking specialist advice from our [UKHSA health protection team](#) in line with the [UKHSA health protection in education and childcare settings guidance \(Chapter 4\)](#).

Registered medical practitioners in England and Wales have a statutory duty to notify their local authority or local UKHSA health protection team of suspected cases of certain (notifiable) infectious diseases. We will be contacted if there are actions required within the setting as part of public health management.

In large-scale public health incidents where decisions about actions to take in education, childcare and social care settings are made at a national level, the DfE will work with the Department of Health and Social Care (DHSC), UKHSA, the Chief Medical Officer, and other government departments, as well as relevant local authorities and directors of public health.

The school Emergency Plan has also been updated to include significant public health incidents in line with the DfE non-statutory guidance [DfE: Emergency planning and response for education, childcare, and children's social care settings](#).

References and Useful Links

UK Health Security Agency (UKHSA): <https://www.gov.uk/government/organisations/uk-health-security-agency>

UKHSA guidance [Health protection in schools and other childcare facilities](#)

[DfE: Emergency planning and response for education, childcare, and children's social care settings](#)

NHS Choices Website - <http://www.nhs.uk/Pages/homepage.aspx>

[HSE - Blood Borne Viruses in the Workplace document](#)

KAHSC Medical Safety Series M01 <https://www.kymallanhsc.co.uk/Document/DownloadDocument/9225>

KAHSC Medical Safety Series M06 <https://www.kymallanhsc.co.uk/Document/DownloadDocument/7124>

I.7 Document Management / Retention of Documents

References

In order to have a sound Information, Records and management system we refer to the Records Management Toolkit for Schools (2012) [Click here to access](#)

Procedures

All documents which form part of the health and safety management system will include suitable document control so it is clear which version of each document is the most current and to avoid using obsolete documents. This will simply appear in the header or footer of each document to include the Issue No. and the last review date.

Any previous versions of documents will either be suitably marked to show they have been superseded and should not be used, then properly archived or destroyed if no longer required. Archived documents (or document boxes) will be clearly marked as 'Archive' with the date(s) they cover and the date that they can be destroyed.

Archiving/retention of documents and records will be done in line with the Information and Records Management Society (IRMS) Records Management Toolkit for Schools.

Electronic archiving is acceptable as we have a sound electronic back-up off site.

All relevant documents will be archived accordingly and stored in various secure locations in school.

I.8 Control of Hazardous & Dangerous Substances (COSHH & DSEAR)

References

Control of Substances Hazardous to Health Regulations 2002 (as amended)
Dangerous Substances & Dangerous Atmospheres Regulations 2002
KAHSC General Safety Series G38a – Control of Substances Hazardous to Health (COSHH)
KAHSC General Safety Series G38b – Dangerous Substances & Explosive Atmospheres
KAHSC Codes of Practice for Caretakers, Cleaning, Catering and the Primary Curriculum

Procedures

Hazardous substances are those that are capable of causing adverse health effects e.g. toxic, irritant, corrosive, oxidising etc. under the Control of Substances Hazardous to Health Regulations (COSHH) 2002 (as amended).

Dangerous substances are those that are flammable, highly flammable, extremely flammable and explosive under the Dangerous Substances & Explosive Atmospheres Regulations (DSEAR) 2002.

COSHH requires employers to:

- find out what hazardous substances are in the workplace and what the risks are;
- put control measures in place to either remove those risks or, where this is not possible, control them e.g.
 - avoid using a hazardous substance or use a safer process – preventing exposure, e.g. using water-based rather than solvent-based products, applying by brush rather than spraying;
 - substitute it for something safer – e.g. swap an irritant cleaning product for something milder, or using a vacuum cleaner rather than a brush;
 - use a safer form, e.g. can you use a solid rather than liquid to avoid splashes or a waxy solid instead of a dry powder to avoid dust.

DSEAR requires employers to:

- find out what dangerous substances are in the workplace and what the risks are;
- put control measures in place to either remove those risks or, where this is not possible, control them;
- put controls in place to reduce the effects of any incidents involving dangerous substances;
- prepare plans and procedures to deal with accidents, incidents and emergencies involving dangerous substances;
- make sure employees are properly informed about and trained to control or deal with the risks from the dangerous substances;
- identify and classify areas of the workplace where explosive atmospheres may occur and avoid ignition sources (from unprotected equipment, for example) in those areas.

Where it is not possible to substitute hazardous or dangerous materials the Head teacher will ensure an inventory is made of all hazardous and dangerous substances held on site. *An example COSHH & DSEAR Register/Inventory can be found on the KAHSC website.*

The Head teacher will ensure that any substance/process which is hazardous to health or dangerous has been adequately risk assessed before the substance is purchased or the process allowed to start.

Manufacturer's Material Safety Data Sheets (MSDS) will be held for all hazardous & dangerous substances used and stored in school (these are available from the supplier but can often be downloaded direct from the internet). The MSDS will aid the completion of COSHH & Risk Assessments. COSHH Assessments/DSEAR Risk Assessments will be completed locally and will identify what precautions need to be undertaken when using and storing the substance. *Blank COSHH Assessment forms can be found on the KAHSC website. General blank risk assessment forms can be used for completing DSEAR Risk Assessments.*

The COSHH/DSEAR assessments will be made available to all staff using the products to ensure that the controls recommended are adhered to when the product is being used/stored/disposed of.

Decanted materials will be properly labelled with manufacturer's product information. Where possible we will get pre-printed spray bottles from suppliers or pre-printed product labels to display on our own spray bottles.

Hazardous and dangerous substances are stored securely in line with manufacturer's recommendations when not in use and never left unattended.

Local Exhaust Ventilation (LEV) in Design Technology will undergo a thorough examination and test every 12 months by a competent contractor, in accordance with the COSHH Regulations. Records will be kept on site.

Similarly, fume cupboards in the Science Department will undergo through examination test every 12 months by a competent contractor and Records will be kept on site.

See also procedures for Managing Asbestos, Radon and Legionella.

I.9 Asbestos Management

References

Control of Asbestos Regulations 2012
DfE Asbestos Management in Schools [Click here to access](#)
KAHSC General Safety Series G07 – Managing Asbestos in Schools
CCC Safety Procedures No. 29
School Asbestos Management Plan

Procedures

Although the Governing Body as the employer (in Academies and Voluntary Aided/Foundation Schools) already has a legal duty to its employees in preventing or reducing the risk of exposure to asbestos containing materials (ACM's) to the lowest level possible, there are now additional duties under the Control of Asbestos Regulations 2012 (CAR). Regulation 4 of the CAR requires the employer to manage the risk from asbestos (Duty to Manage).

A variety of Management and Demolition/Refurbishment Asbestos Surveys have been undertaken in school, copies of which are available at all times. The governors and Head teacher are responsible for the safety of contractors and for the safety of those employed and/or are working within the school. Contractors, maintenance teams and all staff will be briefed on the location and condition of any ACM's in the areas where they are to be working, provided with a copy of the Asbestos Register (and any associated building plans) and briefed on the control measures to be implemented.

We have an Asbestos Management Plan which includes details on how we aim to manage asbestos including procedures for dealing with planned and emergency work involving asbestos containing materials. This Management Plan is implemented at all times. We will, as part of our Asbestos Management Plan, implement a system locally for regularly checking the condition of any remaining presumed or identified ACM's on site, to monitor its condition and look for any signs of deterioration, taking action where necessary. This will be done formally on at least a termly basis by the Site Manager although staff are encouraged to report any obvious signs of damage as soon as they are identified so that remedial action can be taken as a matter of urgency. The Site Manager will ensure that the Asbestos Register is updated whenever additional asbestos surveys are undertaken or any asbestos removal, repair or encapsulation work takes place.

All relevant staff will receive appropriate Asbestos Awareness training.

Current guidance requires removal of all ACM's likely to be affected by demolition or major structural alteration. Where any work will involve demolition or major structural alterations a Refurbishment/Demolition survey will be arranged at the planning stage of the job so any ACM's can either be removed prior to work starting OR the work designed so as to avoid disturbing ACM's.

There are three categories of asbestos removal; **licensed work** (work which can only be undertaken by an asbestos contractor licensed by the HSE and which is notifiable to the HSE in advance); **notifiable non-licensed work (NNLW)** which will require contractors to notify the HSE prior to the removal of the asbestos in certain circumstances but contractors do not need to be licensed and **non-licensed work** (work which does not need to be undertaken by a licensed asbestos contractor nor is it notifiable to the HSE in advance).

All non-licensed work whether it be notifiable or non-notifiable will be undertaken by competent operatives in line with the Control of Asbestos Regulations and the HSE Asbestos Essentials Task Manual (available to download free from the HSE website - [Click here to access](#)).

Where ACM's are removed or repaired, competent contractors will be used to remove/treat the asbestos. The contractor will be required to provide evidence that they have notified the HSE providing the correct information on form FOD ASB5 for notifiable work. For non-notifiable work the contractor must provide risk assessments and method statements for the work. Where necessary, the contractor should carry out air monitoring during the removal process and provided the results to school. A four stage clearance certificate should be provided following the completion of asbestos removal work which required an enclosure and following asbestos removal work Waste Consignment notes should be provided to school to show that removed Asbestos was treated as hazardous waste and disposed of accordingly.

Careful consideration must be given to labelling ACMs. We will consider the following points when deciding whether to label asbestos materials or not:

- In non-sensitive areas (generally non-public areas), labelling will be by means of a HSE approved warning sign for asbestos-containing products;
- In sensitive areas (e.g. pupil and public areas) labelling will be by means of yellow circular stickers for materials suspected as being asbestos containing materials (ACMs) and red circular stickers for materials proved to be ACMs by sampling.
- If labelling could result in damage by vandals it should not be carried out.
- If labels are likely to peel off due to the nature of the material or cleaning regimes i.e. toilet seats/cisterns, floor tiles, external areas open to the elements for example, labels will not be used.
- Where contractors or maintenance personnel have unsupervised access to remote areas containing asbestos, labels will be used.

Academies and Independent Schools ONLY The presence of ACM's on site will be communicated to Cumbria Fire & Rescue Service i.e. they will be provided with a copy of the Asbestos Register for the building(s) – Address: *The Operations Planning Department, Cumbria Fire and Rescue Headquarters, Carleton Avenue, Penrith, CA10 2FA.*

I.10 Control of Legionella

References

L8 HSC Approved Code of Practice Legionnaires' disease
Control of Substances Hazardous to Health Regulations 2002 (as amended)
HSE Guidance 'Legionella - A Brief Guide for Duty Holders' [Click here to access](#)
KAHSC General Safety Series G15 – Legionella
School Premises Regulations 2012
Compliance Monitoring in Council Buildings

Procedures

The Employer (Governors in Aided and Foundation Schools and Academies) has a duty to appoint a person to be managerially responsible for preventing and controlling the risk of legionella; in most cases this position will fall to the Head teacher. The duty, but not the responsibility may then be delegated to another person. The designated person in school is the Site Manager.

A suitable and sufficient assessment is required to identify and assess the risk of exposure to legionella bacteria from work activities and water systems on the premises and any necessary precautionary measures. In conducting the assessment, the person on whom the statutory duty falls is required to have access to competent help to assess the risks of exposure to legionella bacteria in the water systems present in the premises and the necessary control measures. Water Hygiene Contractors should be registered with the Legionella Control Association (LCA) for all the categories of work they undertake e.g. surveying/risk assessments and monitoring/maintenance and follow the Code of Conduct endorsed by the Water Management Society and the British Association for Chemical Specialities. From 2015 newly appointed contractors providing legionella risk assessments must be UKAS (United Kingdom Accreditation Service) accredited for this task.

William Howard School has its own plan of action against the threat from legionella. We ensure that our water systems have been checked for conditions which encourage the growth of Legionella i.e.

- Temperatures between 20 – 45 °C
- Sludge
- Scale
- Algae or any other organic matter etc.

Plans have been drawn up which include a layout of the whole water system highlighting areas where water may stand for long periods and become stagnant, such as 'dead legs' or 'blind ends' in pipes and never or seldom used outlets i.e. showers, sinks, toilets, humidifiers, air conditioning units etc.

If a risk has been identified, then the plan and controls will be kept for the period it covers and for 2 years afterwards. Any monitoring checks will be kept for a minimum period of 5 years (although these should be kept for as long as possible). Records of water monitoring and management checks will be kept by Sowena Cornford in the water hygiene log book or on specific sheets designed for this purpose.

Showers, spray taps and seldom used outlets will be regularly flushed through (hottest temperature possible) every week, and the shower/spray tap heads removed and soaked in disinfectant or bleach at the beginning of each term. This is particularly important after school holiday periods for example when these appliances have been standing idle for some considerable time. Water temperatures of sentinel outlets (those nearest, intermediate and furthest away from the feed tank or calorifier) will be monitored on a monthly basis with records kept. Hot water in school will be heated to temperatures of no less than 60°C, however a reduced outlet flow temperature of 43°C will be used for taps of sinks that can be accessed by nursery and primary school children and occupants who are severely disabled; controlled outlets (Thermostatic Mixing Valves) will therefore be installed in areas used by these people. Water temperatures for all baths and showers will be controlled to 43°C. Although thermostatic controls are designed to be fail-safe, there is evidence that this will not always be the case, so regular monitoring and safety checking of the operation of these devices is essential. Advice will be sought from a competent person when the correct temperature is not delivered.

Thermostatic mixing valves used to control outlet temperatures will be maintained on a regular basis, in accordance with manufacturer's instructions, (there is be a programme of descaling and disinfecting). TMVs are not required in staffing areas although where hot water temperatures are high and there is a risk of scalding, hot water warning signs will be displayed and plugs will be available on each sink. The hot water in the school kitchen / other high risk areas must be maintained at temperatures around 60°C – a necessary food hygiene/safety control. Water storage tanks are to be checked annually (or more frequently if required by the risk assessment) to ensure they are in good condition and sealed/lidded with effective insulation. Hot and cold water services, will be cleaned and disinfected in the following situations:

- if routine inspection shows it is necessary;
- if the system or part of it has been substantially altered or entered for maintenance purposes in a manner which could lead to contamination;
- during or following an outbreak (or suspected outbreak) of legionellosis.

Where the assessment demonstrates that there is no reasonably foreseeable risk or that risks are insignificant and unlikely to increase, no further assessment or measures are necessary. However, should the situation change, the assessment will be reviewed and any necessary changes implemented (see below).

The Water Risk Assessment will be reviewed at least every 24 months (or sooner if recommended by the competent assessor) and when:

- significant changes have been made to a system, e.g. following maintenance or alteration;
- significant changes have occurred in the way a system is being used, e.g. a formerly fully occupied building is now only partially occupied;
- changes to the occupancy of the building e.g. higher risk users;
- changes have been made to the management and/or maintenance of the system, e.g. 6 months after a new maintenance company has been appointed;
- the results of checks indicate that control measures are no longer effective;
- a case of Legionnaires' disease or Legionellosis is associated with the system;
- there is new relevant information about risks or control measures.

The Responsible Person will receive training to an adequate standard of basic awareness of Legionella Management. Where staff or other persons working on behalf of the school undertake operational monitoring or maintenance in relation to water systems they will receive appropriate training (including refresher training where necessary). Records of all such training will be maintained.

1.11 Surface Temperature Restrictions

References

School Premises Regulations 2012
Building Bulletin 87
Management of Health and Safety at Work Regulations 1999
Workplace (Health, Safety and Welfare Regulations) 1992
Compliance Monitoring in Council Buildings
HSE: [Burning Risks from Hot Surfaces in Health and Social Care](#)
[Scalding Risks from Hot Water in Health and Social Care](#)

Procedures

There is a risk of scalding to individuals from surface areas such as radiators and hot water pipes (and from water which is too hot at point of use for example washbasin and baths – see Section 10 above).

The risk of scalding has been reduced by carrying out a risk assessment for the individuals concerned and introducing appropriate control measures. Suitable arrangements are in place to ensure that control measures are implemented and functioning effectively. Adequate training and supervision is given to staff to ensure that they understand the risks and precautions to be taken and also the need to report any difficulties to a responsible person.

The risk of burns from hot surfaces have been reduced at William Howard School by: reducing the flow temperatures

1.12 Radon

References

Management of Health and Safety at Work Regulations 1999
Ionising Radiation Regulations 1999
Compliance Monitoring in Council Buildings

Procedures

Under the Management of Health & Safety at Work Regulations 1999 in areas affected by Radon employers should undertake an initial assessment to determine whether there may be a radon hazard within the workplace, this includes cellars and basements. Radon surveys should be conducted in any building where its location and characteristics suggest that elevated levels may be found.

Due to the fact that radon levels can vary widely throughout the day and from season to season measurements should be made over a period of three months and the annual average estimated using seasonal correction factors.

The Health Protection Agency (HPA) manages a national programme of work to identify premises with high radon and to reduce levels in line with Health and Safety legislation. William Howard School was assessed for radon levels through a monitoring programme in 2010 run by the HPA and organised by the LA. Monitors were placed in strategic locations in our school for a period of three months, whereupon the monitors were returned to the HPA for analysis.

1.13 Workstations / Display Screen Equipment

References

Display Screen Equipment Regulations 1992 as amended 2002
KAHSC General Safety Series G13 - Display Screen Equipment
KAHSC General Safety Series G20 – Safe Use of Laptops
Health and Safety Guidance for Homeworkers

Procedure

The Health and Safety Coordinator will undertake an assessment of the user status of all staff in relation to Display Screen Equipment. All staff who have been identified as being 'users' will complete the DSE users self-assessment form, from General Safety Series G13 and will be reviewed where there are significant changes including change of workstation, reports of physiological problems, following the introduction of control measures etc.). The results are collated by the Health and Safety Coordinator who makes recommendations to the head and governors. Any recommendations that cannot be dealt with immediately, will be incorporated within the School Health and Safety Management Plan and equipment and resources purchased, if necessary.

DSE Eye tests will be funded by the school on request from identified DSE Users. Should corrective appliances be required **solely for use with display screen equipment**, school will fund the cost of a basic appliance i.e. a basic pair of DSE spectacles.

Due to their compact nature, laptops are not designed to be used for extended periods of time. When they are used for longer periods, they will be used with a laptop raiser and a separate keyboard. This will equally apply to staff working at home.

Interactive White Boards

The use of projectors by staff and pupils in school is increasing. The specific safety issue focused on here is the damage to the eye that the very bright light emitted by the projector can cause.

When using any form of data projector, the following guidelines should be adhered to:

- Never stare directly into the projector beam.
- Keep your back to the beam as much as possible, and avoid standing facing into the beam for more than a few seconds at a time (the use of a stick or laser pointer is helpful in this regard).
- Always step *outside* the projector beam when turning to face the class for more than a few seconds.
- Teachers should ensure that pupils are always adequately supervised whilst the projector is operating, and have been trained to follow safe routines of projector use.

The vast majority of our Projectors have been ceiling mounted to minimise any safety issues.

In order to minimise the lamp power needed to project a visible presentation, use window blinds to reduce ambient light levels.

I.14 Child Protection

The school has established a separate Child Protection Policy and supporting procedures in line with the procedures and practice of the Local Authority as part of the inter-agency safeguarding procedures set up by the **Cumbria** Safeguarding Children Partnership (CSCP): <https://www.cumbriasafeguardingchildren.co.uk/>

Refer to the school's Overarching Safeguarding Statement, Child Protection Policy and Missing Child Procedures held separately.

I.15 Data Protection

Refer to the school's Data Protection Policy and CCTV Procedures held separately.

I.16 Use of Pupils Images

References

KAHSC General Safety Series G21 – Use of Digital Photographic Images
Data Protection Act 2018 & UK GDPR [ICO: Guide to UK GDPR](#)
School Data Protection Policy
School Child Protection Policy
School Online Safety Policy

The school recognises its duties under the Data Protection Act 2018 / UK GDPR. Great care must be exercised when using images of clearly identifiable pupils/adults. This includes photographs for publication, in the media or on websites along with video footage for example.

Increasingly, technology is making it easier to use images in the news media, printed materials and on websites. With the increased freedom comes the responsibility to ensure that individual and parental rights are respected, and that vulnerable individuals are protected from risk or exploitation. The risks are not just those associated with paedophiles; some children may have been removed from their families, or part of, and their identities/whereabouts have to be withheld for their own safety. In addition, some parents, simply because of their profession, may be at risk should their or their children's whereabouts be publicised without their knowledge.

Data Protection legislation relates to the use and processing of personal information – including images. The Information Commissioner has confirmed:

- Where schools allow access to a local newspaper photographer, they are not caught by DPA unless they provide the personal details of the pupils in the photographs.
- If the names of those in the photograph were collected directly from the participants (subject to the wishes of parents and guardians of pupils) the school would not be releasing personal data subject to the Act at all.
- Alternatively if the school had canvassed the wishes of parents and guardians and they had agreed to the release then there would be no question of the DPA preventing disclosure.

For most purposes consent obtained from parents in advance will normally be sufficient. However, particular care is necessary when images are taken during activities such as swimming or PE. It is recommended that parental consent be obtained for the use of the final images, although this may not be possible for news media coverage.

It is important to get parental consent when a child first starts school - consent does not need to be gained annually – the onus should be placed on parents/carers to notify school if they wish to withdraw consent, which they can do at any time. A Sample Consent Form can be found within General Safety Series G21 on the KAHSC website. Whilst this may be useful in alerting the school to children whose parents object, it needs to be used carefully and with safeguards.

During the course of the year there may be opportunities to publicise some of the activities that children are involved with, this may involve filming or photographing children for use in local media.

Photography or filming will only occur with the permission of the Head Teacher and under the strict supervision of a teacher. Where filming or photography is carried out by the news media, children will only be named when there is good reason i.e. prize winning. Home addresses will never be disclosed.

Further guidance can be found in the school Online Safety Policy and Data Protection Policy held separately.

I.17 Manual Handling

References

Manual Handling Operations Regulations 1992 (amended 2002)
KAHSC General Safety Series G23 – Manual Handling of Loads

Procedures

It is the responsibility of the Head teacher to ensure that manual handling activities are managed in line with the Management of Health and safety at Work Regulations 1999 and the Manual Handling Operations Regulations 1992.

Manual handling is the transporting or supporting of loads (inanimate- objects; animate – people) by hand or bodily force, which includes, carrying, lifting, pushing and pulling. Manual handling may result in adverse health that is caused by a single accident (e.g. strained/torn muscles, dropped loads, cuts/abrasions etc.) or sustained over a longer period (bad back, worn joints etc.).

The Regulations require the following measures to be considered in hierarchical order:

1. avoid hazardous manual handling operations so far as is reasonably practicable;
2. assess any hazardous manual handling operations that cannot be avoided;
3. reduce the risk of injury so far as is reasonably practicable.

Duties of the employer

- identify manual handling operations and staff who are deemed to perform manual handling operations in areas under its control;

- take steps to reduce or eliminate manual handling operations;
- ensure risk assessments of unavoidable hazardous manual handling activities are carried out;
- ensure control measures identified in the risk assessment are implemented;
- monitor and review assessments at regular intervals;
- ensure employees have been consulted and provided with information and/or training on manual handling;
- investigate any health problems reported to them or identified in staff.

Duties of the employee

- assist with the manager/assessor in the assessment of their work;
- be aware of their responsibilities under the Health and Safety at Work Act (1974) and Manual Handling Operations Regulations (1992, 2002);
- assist with the completion of manual handling risk assessments and handling plans;
- attend mandatory moving and handling training sessions;
- report all manual handling incidents and near misses;
- use the lifting/moving equipment provided in accordance with agreed methods of working and any training received;
- carry out first use/pre-use checks and report equipment when it is faulty, unsafe or no longer meets the need of the service user;
- inform managers of any health condition which affects his or her ability to undertake manual-handling operations safely;
- follow policies, procedures and safe systems of work.

Risk Assessment

A general risk assessment of a work activity must identify whether manual handling is likely to present a risk of injury to an employee (or a person being handled). Where this is identified as the case, the primary consideration should be to determine whether the manual handling operation is actually necessary i.e. whether it can be avoided from the outset.

If the manual handling task cannot be avoided, it should be considered whether the process can be replaced or the risk reduced by way of **mechanisation or use of equipment**.

Recording the assessment

In all cases risk assessments must be recorded in writing, kept in the workplace, and made available to employees involved in the activity. The person who performed the risk assessment should make all employees involved aware of the control measures in place.

Reviewing the assessment

To ensure control measures remain effective, all assessments should be reviewed under the following circumstances:

- a reason to believe it is no longer valid;
- a major change to the work practice;
- a major change to safety equipment provided;
- a major change to the nature of the load;
- a substantial increase in the amount of time performing manual handling operations;
- a substantial change in other task requirements, e.g. more speed or accuracy;
- if the workplace is relocated;
- if the environment is significantly modified;
- if there is a serious incident, accident or trend;
- routinely annually.

Monitoring the effectiveness of controls

The effectiveness of controls should be monitored by the manager through:

- Discussing with manual handlers whether the control measures have reduced the effort required to carry out the task
- Identifying whether cases of manual handling related accidents, ill health and damage/injury to loads has increased or decreased

Training

Induction - All employees should be inducted into good manual handling techniques and provided with information and instruction before being exposed to manual handling risks. This should form part of all new starter Induction training. Guidance can be found in General Safety Series G23 on the KAHSC website.

Manual Handling - Where moving and handling objects or people forms a significant part of an employee's role, they should undertake specific training before engaging in the activity. Manual Handling of **Objects** Training is available **FREE** from KAHSC using our 'allocated contact time', Tel: 01228 210152 or email: penny.gosling@kymallanhsc.co.uk. Moving and Handling of People Training is available from Learning Support Services, Tel: 01900 706090.

Assessors - Manual handling assessors must be competent and more specifically:

- be familiar with the Regulations and ensure that they are adhered to;
- have a knowledge and understanding of:
 - the body and how it works (in relation to manual handling),
 - correct lifting techniques,
 - the requirements of the regulations, guidance and forms to be used,
 - the work process.
- be given sufficient time, assistance and support to enable them to complete the assessment;
- consult with the user when assessing their work routine;
- be aware of their limitations when carrying out assessment and to call upon further expertise and additional sources of information when appropriate;
- draw valid and reliable conclusions based on the assessment of risk;
- make a clear record of the assessment and process this information promptly using agreed procedures.

Assessors also need to be trained in order that they:

- can suggest strategies on how to avoid hazardous manual handling operations so far as is reasonably practicable;
- can assess any hazardous manual handling operations that cannot be avoided;
- can suggest strategies on how to reduce the risk of injury so far as is reasonably practicable.

Risk assessment training - Is available **FREE** from KAHSC using our 'allocated contact time', Tel: 01228 210152.

Pupils - Pupils are supervised when moving and handling equipment such as PE mats or furniture for example and are shown how to do so safely before an activity takes place.

Health

New employees should complete a pre-employment health enquiry form before appointment. The Head teacher/Manager should ensure the employee is aware of the moving and handling requirements of the job. If the employee is referred to an Occupational Health adviser for assessment, they will advise whether the employee is fit to undertake the role, or whether adjustments are recommended. It is the Head teacher/Manager's responsibility to decide whether any adjustments recommended can reasonably be put in place.

Where an existing employee's health condition is being affected by the manual handling activity, or where the manual handling activity causes a health condition, the Head teacher/Manager can refer them to an occupational health adviser. In extreme cases it may be necessary for a particular member of staff to be taken off duties that involve manual handling.

Where an employee has advised their Head teacher/Manager they are pregnant, the Head teacher/Manager should complete a New and Expectant Mother Risk Assessment with the employee (refer to General Safety Series G24 on the KAHSC website for further guidance). Advice and support can be obtained from Kym Allan Health and Safety Consultants.

Reporting injury and ill health

Any manual handling incident, including ill health that is suspected of being caused or aggravated by manual handling activities, should be reported to Kym Allan Health and Safety Consultants either using an electronic accident form or via the web-based accident reporting system. As with all incidents, line managers should investigate the cause of the incident and identify whether further control measures are required to prevent any recurrence.

It may also be appropriate to refer the employee to an Occupational Health Adviser, where the injury affects their work or work continues to affect their injury.

1.18 Working at Heights

References

HSG33 - Health and Safety in Roof Work <http://www.hse.gov.uk/pubns/books/hsg33.htm>
The Work at Height Regulations 2005 (as amended) <http://www.hse.gov.uk/pubns/indg401.htm>

HSE: [Safe Use of Ladders & Stepladders: A brief guide](#), [Work at Height: A Brief Guide](#) and [Step by Step Guide](#)
KAHSC General Safety Series G19 <https://www.kymallanhsc.co.uk/Document/DownloadDocument/8010>
KAHSC Code of Practice for Caretakers <https://www.kymallanhsc.co.uk/Document/DownloadDocument/8019>
KAHSC Code of Practice for Drama <https://www.kymallanhsc.co.uk/Document/DownloadDocument/8059>

Procedures

If it is necessary to gain access to heights which cannot be reached from the ground, proper access equipment, e.g. kick stools, step ladders, ladders and tower scaffolds, must be used. It is NOT acceptable to use chairs as a means of access. All such equipment must comply with the appropriate British Standard.

LADDERS (INCLUDING STEP LADDERS)

Selection

- Ensure that a ladder is the correct piece of equipment for the task. If the ladder is to be used as a working platform, consider if the risk warrants an alternative method.
- Ensure that any ladder is of a suitable construction for the purpose for which it is to be used: aluminium ladders/steps should comply with BS 2037:1994 and timber ladder/steps with BS 1129:1990. The European Safety Standard EN/131 applies to both types. BS 7377:1994 applies to step stools.
- Take account of site conditions; high wind, rain, ice or vehicular/pedestrian traffic
- Ensure the ladder is not too long or flexible that sway or vibration could cause loss of balance or too short to prevent a secure handhold and cause people to overreach
- Determine whether the ladder can be securely fixed, close to the work and whether the structure against which it is to rest is of adequate strength and condition
- Consider the capability, training and experience of the user

Use of Ladders

ALWAYS

- Ensure the ladder is the correct size and type for the job
- Stand ladders on a firm, level base with both stiles on the ground
- Pitch the ladder 1m out to 4m up
- Secure the ladder at the top or the bottom to prevent any slipping or displacement
- Ensure a second person foots the ladder if it cannot be secured by other means
- All ladders should extend at least 1 metre above any stepping off point or beyond the highest rung from which a person may be working to ensure adequate handhold
- Ensure user's footwear and the rungs of the ladder are dry and free from oil, grease or ice before climbing
- Carry ladders with front end above head height; ladders longer than 3 metres should be carried by two people

NEVER

- Use a damaged ladder; report defects immediately
- Leave a defective ladder where someone else may use it
- Paint ladders as this may hide any defects
- Allow more than one person to climb a ladder at one time
- Place the ladder so that the total weight is supported by the bottom rung instead of the stiles
- Overreach from a ladder – if you cannot reach, move the ladder
- Climb higher than the third rung from the top of single or extension ladders
- Use metal ladders, those with metal stile reinforcement or wet ladders where there is an electrical hazard

Step Ladders

- Make sure it is the right height for the job
- Check that limiting ropes, chains or stays are in good condition and of equal length
- Ensure steps are fully open
- Always stand steps on a hard, level surface and at right angles to the work, i.e. front on to the work. NEVER work sideways
- Never stand on the top tread of a step ladder unless supports extend beyond it
- Do not use the treads to support planks
- Do not overreach

Extension Ladders

- Ensure that the ladder is raised and lowered from the base and that the hooks are properly engaged.

- Ladders should overlap by a minimum of :
 - Up to 5 metres: 2 rungs
 - 5-6 metres: 3 rungs
 - Over 6 metres: 4 rungs

Maintenance and Inspection

- Ladders and stepladders should be stored correctly and regularly examined to maintain them in efficient working order and good repair. Each time a ladder is used, the user should check for visual signs of instability or deterioration.
- Regular, formal visual inspections should be carried out and recorded on a **6 monthly basis** if equipment is infrequently used or **monthly** if equipment is used frequently or under harsher conditions such as externally and the results recorded on the Ladder Register/Inspection Sheet held by the site operations manager.
- All ladders and steps will be formally inspected by Sowena Cornford.
- Defective ladders should be taken out of service immediately and labelled appropriately until repaired. Ladders that are beyond repair should be disposed of.

Storage

Storing a ladder or stepladder correctly can minimise deterioration and extend its working life. Ladders should be stored as follows: -

- Ladders and stepladders should be stored where they are protected from continual exposure to bad weather.
- They should be kept in a well-ventilated area.
- Timber ladders and stepladders should not be stored in boiler rooms or adjacent to radiators, steam pipes or other sources of heat, so as to avoid deformation.
- It is important that the ladder is well supported throughout its length to prevent weakening of the joints. They should not be hung so that the weight is carried by the rungs, but should be stored on edge clear of the ground in racks or wall brackets (horizontally).
- Stepladders may be stored vertically.
- Access to ladders and steps should be appropriately maintained. They should be secured in some way to avoid use by inappropriate persons i.e. trespassers for example.

Training and Instruction - Ladders

There is a legal requirement under the Provision and Use of Work Equipment Regulations to provide information and training to persons who use work equipment. For normal operations involving the use of ladders, this section will be sufficient on its own.

MOBILE TOWER SCAFFOLDS

A mobile tower scaffold provides a safer method of working at height than a ladder or stepladder as the working platform restricts movement less and allows both hands to remain free for the work to be undertaken.

Where access towers or platforms are in use the following safety precautions must be observed:

- The foundation must be capable of resting the total load and the tower must be vertical.
- Ensure the safe working load of the tower is not exceeded
- Tower scaffold units should be completely boarded out at the top when in use. Only purpose provided scaffold boards in good condition should be used. Toe boards must also be provided.
- Guard rails must be in position around the platform when the platform is occupied
- Access to a platform must not be by climbing up the outside of the tower frame
- If any of the components or any joints of the tower unit are missing or damaged the unit should be taken out of use and labelled 'Warning – this scaffold is unsafe and must not be used'
- Mobile scaffolding must never be mounted without first locking the wheels
- Never attempt to use a ladder on an access tower to increase reach
- Mobile scaffolding must never be moved with a person on it, neither should any equipment be left on the platform whilst it is in motion
- Whenever tower scaffolds are in use provision must be made to prevent unauthorised access by providing barriers or tapes around the base

Training – Tower Scaffolds

There is a legal requirement under the Provision and Use of Work Equipment Regulations to provide information and training to persons who use work equipment. **Persons who erect, alter, dismantle or inspect any type of tower scaffold must be competent to do so, or be supervised by a competent person.**

Staff have attended a formal training course, e.g. Prefabricated Access Suppliers and Manufacturers Association (PASMA) certificate or equivalent. For details on training, please contact KAHSC on Tel: 01228 210152.

Maintenance and Inspection

In order to maintain mobile access towers or platforms in a satisfactory and safe condition it is necessary to carry out regular inspection and maintenance.

- As this is a specialised area, formal annual inspections of mobile access towers owned by schools will be carried out by a specialist contractor.
- Repairs should only be carried out by personnel approved by the manufacturer or supplier.
- Users of such equipment should carry out the following pre-use checks of equipment:
 - Ensure the tower is level, on firm ground and plumb at all times
 - Ensure all adjustable legs are locked into position
 - Wheel brakes are operational
 - If outriggers are required they must be at their full spread and in contact with the ground
 - Examine tubes and framework for damage or corrosion
 - Ensure guard rails are not loose or defective
- Towers should be inspected when they have been erected for more than 7 days and then at least every week after that.
- These weekly examinations are not necessary if an erected tower is not to be used for some appreciable time, but the tower must be inspected by a competent person within the 7 days immediately before being put back into service. Results of the inspections should be recorded.

I.19 Fire Safety Management Procedures / Emergency Plan

References

Regulatory Reform (Fire Safety) Order 2005

HM Government Fire Risk Assessment in Educational Premises

<https://www.kymallanhsc.co.uk/Document/DownloadDocument/7755>

DfE: Emergency planning and response for education, childcare, and children's social care settings

Protecting Against Terrorism <https://www.gov.uk/government/publications/protecting-against-terrorism>

KAHSC General Safety Series G31 <https://www.kymallanhsc.co.uk/Document/DownloadDocument/7872>

KAHSC General Safety Series G35a <https://www.kymallanhsc.co.uk/Document/DownloadDocument/7826>

KAHSC General Safety Series G35b <https://www.kymallanhsc.co.uk/Document/DownloadDocument/7831>

KAHSC General Safety Series G36a <https://www.kymallanhsc.co.uk/Document/DownloadDocument/9507>

KAHSC General Safety Series G36b <https://www.kymallanhsc.co.uk/Document/DownloadDocument/8745>

KAHSC General Safety Series G41 <https://www.kymallanhsc.co.uk/Document/DownloadDocument/7870>

KAHSC General Safety Series G46 <https://www.kymallanhsc.co.uk/Document/DownloadDocument/9313>

KAHSC School Closures Advice for Schools <https://www.kymallanhsc.co.uk/Document/DownloadDocument/8698>

School's Emergency Plan, Fire Safety Management Policy including the Emergency Evacuation Plan, Fire Risk Assessment and Fire Logbook

Section 1: Policy Statement

PHILOSOPHY

The safety of children/young people, staff, volunteers and visitors/contractors is of paramount importance to our school and will be given appropriate attention by management to reflect this. It is our aim that the work environment is as safe from fire as can be reasonably achieved and, if a fire does occur, our staff are well trained in procedures for safe evacuation and mitigation of damage.

We recognise and accept our statutory responsibilities as an employer, occupier and as an owner of premises, as defined in the relevant fire safety legislation. It will take all steps reasonably practicable to secure the safety of its employees from fire, together with that of other relevant persons, by taking general fire precautions to make its premises safe.

We also recognise and accept a duty to prevent fire where reasonably practicable and to mitigate the effects of any outbreak of fire.

We are committed to complying with all relevant fire safety legislation, in particular, the Regulatory Reform (Fire Safety) Order 2005. At the same time, we recognise that compliance with legislation is the minimum requirement and will therefore strive to improve upon the statutory minimum.

We will take steps which are reasonably practicable and within its power, to meet its responsibilities, paying particular attention to:

1. Establishing and managing a fire risk assessment framework, to apply to all of its premises and workplaces;
2. Managing and maintaining its premises so as to adequately control the risk from fire;
3. Maintaining adequate fire precautions, with reference to:
 - a) Means of detection and giving warning of fire;
 - b) Provision of means of escape;
 - c) Means of fighting fire, and;
 - d) Training of staff.
4. Providing safe systems of work, based on risk assessment, to minimise the risk of fire;
5. Providing suitable and sufficient information, instruction and training at all levels, to secure competence in fire prevention and fire safety at work;
6. Making adequate provision for the control of fire in work processes, including the control of hot working;
7. Keeping suitable and sufficient records;
8. Providing adequate monitoring and supervision of activities to ensure that standards of fire safety are met;
9. Making adequate resources available to meet the requirements of this policy.

POLICY AIMS

The aims of this policy are:

1. To establish and maintain consistency in the management of fire safety and precautions;
2. To set minimum standards of fire safety, to control the risk from fire;
3. To describe our arrangements for managing fire safety in the workplace.

To achieve our aims, we will implement a system involving:

1. Policies and procedures that are clear and safe;
2. Allocation of responsibilities;
3. Fire safety audit;
4. Fire risk assessment;
5. Communication of safe procedures to staff, children/young people, volunteers and visitors/contractors;
6. Establishment, operation and maintenance of effective monitoring and review systems;
7. Provision of appropriate information, instruction and training.

This Policy will be reviewed at intervals of not more than 2 years and any revisions will be notified to relevant persons.

Section 2: Responsible Person

1. The 'Responsible Person' for Fire Safety will be responsible not only for the safety of employees, but for that of any person lawfully on the premises, or in the immediate vicinity of the premises and at risk from a fire on the premises. The Responsible Person Sowena Cornford will be responsible for implementing this Fire Safety Management Policy.
2. The Responsible Person will ensure that a Fire Risk Assessment is completed following the guidance provided in the appropriate *Fire Risk Assessment guidance document produced by HM Government*.
3. The Fire Risk Assessment will be reviewed annually or sooner if there are significant changes to the premises that could impact upon fire safety and the means of escape.
4. An action plan will be produced, arising from the significant findings of the Fire Risk Assessment. It will be signed by the Responsible Person. Reasonable target dates will be set for completion of individual actions, together with acknowledgement of who is responsible for the completion of actions.
5. A copy of the Fire Risk Assessment will be held on site in Workshop with an additional copy kept off the premises in Science for use in the event that the original document cannot be retrieved from school due to fire or other emergency.
6. The Responsible Person will:

- a) Manage (including fire safety arrangements) the premise(s) for which they have responsibility;
 - b) Seek assistance of a competent Fire Safety Adviser when necessary;
 - c) Implement the guidance contained within the appropriate *Fire Safety Risk Assessment Guidance* produced by HM Government;
 - d) Develop and maintain the premises Fire Safety Logbook which will contain:
 - Details of the fire warning and detection and record of testing and maintenance;
 -
 - Records of routine fire safety monitoring checks;
 - Records of fire drills and staff training;
 - Records of false alarms;
 - Records of testing and maintenance of fire-fighting equipment/systems;
 - Records of testing and maintenance of emergency escape lighting.
7. Develop a fire emergency action plan specific to their premises, test the effectiveness of that plan and ensure that staff and pupils are made aware of its contents;
 8. Make sure that both stages of the Fire Risk Assessment process have been carried out and that:
 - a) The significant findings are recorded appropriately;
 - b) Action plan is produced, as required, to improve control measures.
 9. Be accountable for the implementation of this Policy, and arrangements made under it;
 10. Make sure that responsibilities for fire safety are properly assigned and understood by employees within their area of control;
 11. Provide employees and non-employees with the necessary information to ensure their safety from fire;
 12. Make sure that there is communication and participation at all levels in fire safety matters;
 13. Ensure that a fire safety audit is carried out regularly, with results being acted upon appropriately;
 14. Monitor work activities which may involve fire hazards, so that appropriate safety standards are maintained;
 15. Ensure that the Fire and Rescue Service is called to all outbreaks of fire, in or near to the premises;
 16. Provide information to emergency services in relation to hazardous materials or processes on site, as appropriate; and
 17. Receive reports of fire incidents and near misses and take any necessary remedial actions.

Some of the duties of the Responsible Person may be delegated to others in the school; however, the legal responsibilities **cannot** be delegated i.e.

The role of Fire Safety Manager, i.e. the person in charge in a fire situation rests with / has been delegated to the Site Manager. In their absence, other site staff will deputise.

The person(s) responsible for undertaking certain fire logbook requirements and maintaining documented records is the Site Manager.

Section 3: Responsibilities of Employees

Employees will:

1. Take reasonable care for the health and safety of themselves and of other persons who may be affected by what they do or neglect to do whilst at work;
2. Cooperate with the school with regard to any duty or requirement imposed on the employer to enable that duty or requirement to be performed or complied with;
3. Not intentionally or recklessly interfere with or misuse anything provided in the interest of fire safety e.g. fire-fighting equipment, signage etc.
4. Have a particular duty to other persons (children/young people, staff, volunteers, visitors, contractors, other users of the premises) in order to protect their safety, and will ensure that no operation or method of work is employed that can be considered hazardous to themselves or others and that nothing is done to compromise the means of escape or its security;
5. Draw the attention of the Responsible Person or their Deputy without delay, to any work situation which might present a serious and imminent danger to themselves or others;
6. Ensure they familiarise themselves with and work in accordance with guidance given in risk assessments and protective measures with regard to fire safety in the premises;
7. Conform to all instructions, whether verbal or written, given to ensure personal safety and the safety of others;
8. Report all incidents and near misses which result in the potential outbreak of fire;

9. Assist fully in the reporting and investigation of any accident/near miss in connection with the potential outbreak of fire;
10. Attend as requested, all training courses/briefings covering fire safety;
11. Report unsafe conditions, methods of work, practices, tools, plant, premises or equipment to the Responsible Person or their Deputy;
12. Wear/use protective clothing and equipment as specified;
13. Where a work activity presents a serious and imminent risk of injury to person(s) ensure that the work activity ceases until the risk is removed.

Section 4: Arrangements

DETECTION AND RAISING THE ALARM

The first member of staff to detect a fire sounds the alarm in emergencies using the manual call points located around the building(s). The alarm sounds like a continuous siren. If fire is detected by automatic detectors, this will trigger the fire alarm.

As there is more than one building at our premises, the Fire Warning and Detection Systems in all buildings are linked to one another i.e. the fire alarm in one building automatically sounds in all surrounding buildings and vice versa to enable full premises evacuation.

CALLING EMERGENCY SERVICES

The Site Manager is responsible for telephoning the Fire and Rescue Service or another member of the site team in their absence. The telephone number for emergency services is Tel no; 9-999. The information to be supplied to the emergency services is as follows:

- Name of person
- Name of School/Setting
- School/Setting address
- Contact telephone number
- Details of the fire (if known)

ROLE OF THE FIRE SAFETY MANAGER

The Site Manager is the **Fire Safety Manager** or a member of site staff will deputise in her absence. The Fire Safety Manager is in overall control during the evacuation process. The Fire Safety Manager's duties in a fire situation include:

- Telephoning the fire and rescue service;
- Coordination of people;
- Liaison with the Fire and Rescue Service/other emergency services on arrival;
- Ensuring the evacuation is conducted effectively;
- Delegating certain tasks to other suitable personnel;
- Initiating disaster recovery procedures.

ROLE OF FIRE MARSHALLS

Fire Marshall Duties include:

- helping children/young people and others (i.e. visitors) to leave the premises;
- checking the premises to ensure everyone has left – undertaking sweeps of classrooms, toilets, cloakrooms etc.;
- using fire-fighting equipment if trained and safe to do so;
- reporting to the Fire Safety Manager;
- liaising with the Fire and Rescue Service if required;
- shutting down vital or dangerous equipment;
- performing a supervisory/managing role in any fire situation;
- Taking the register/roll call for their particular class/group, and reporting anyone who is missing immediately to the Fire Safety Manager and/or Fire and Rescue Service.

The main receptionist is responsible for taking the **visitors book** and **staff signing in and out book/sheets** to the assembly point to ensure that all staff, visitors and contractors are accounted for by way of a roll call.

LOCATION OF KEY SYSTEMS

▪ Gas or Oil supply shut off	Front of school, Main boiler house, T3 wood store, Bottom of the bus lane.
▪ LPG Supply shut off	None
▪ Mains fuse box	Bottom of the bus lane
▪ Mains water inlet	Front of School
▪ Fire Alarm panel	Admin Office

If it is safe to do Site Management is responsible for switching off electrical mains and gas supplies.

MEANS OF ESCAPE

All escape routes are clearly marked with British Standard or European Standard Fire Exit signs and directional arrows where appropriate. **Final exits** can be found all around the site.

All have doors that can be opened internally without the use of a key i.e. baffle door handles, thumb turn locks, push bar to open etc. Exit doors and escape routes are to be kept clear of obstructions and slip/trip hazards at all times. All relevant exits are operational when the building is occupied including during evening performances, governors meetings and use by outside bodies (lettings).

Fire Action Notices are clearly displayed around the building for those persons/visitors who are unfamiliar with the premises. Each class/work room has a written Fire Drill, and a plan detailing escape routes.

Measures are in place to ensure escape routes, exits and external areas leading to the assembly point are adequately lit during the hours of darkness, particularly where there changes in level i.e. steps, stairs and ramps. Sowena Cornford is responsible for regularly checking external lighting/emergency lighting – any faults are reported to Sowena Cornford and remedial work arranged as necessary.

ASSEMBLY POINT

On hearing the fire alarm all building occupiers should make their way to the Fire Assembly Point using the nearest available exit in a calm and orderly manner. Younger children will be directed by their class teacher/teaching assistant/appropriate adult. Children/young people away from their base should leave the building by the nearest exit and meet at the assembly point. The Assembly Point for our premises is the Astro turf. Two way radios are in use during an evacuation for staff to communicate with the Fire Safety Manager, Fire Marshalls, and those responsible for role calls.

OUTSIDE NORMAL SCHOOL HOURS [after 3.45pm school days, school holidays and weekends.]

Instructions for; Teachers supervising Extra-curricular Activities, Recreational & Leisure instructors, Further Education Tutors, Community Bookings-responsible Member of Staff on duty.

Instruct everyone to vacate the building immediately by the nearest safe exit, Assemble in the floodlit area of the MAIN FRONT CARPARK, Gather together your own group, Organise a roll check or head count, Do not allow anyone to go back into the building until the "all clear" has been announced by either the Site Management or a member of staff.

Form tutors are responsible for taking the class/group registers/head counts and ensuring all young people are accounted for and the main receptionist is responsible for undertaking a roll call of staff and visitors/contractors using the Staff Signing In/Out Book and Visitors Book.

If any persons are unaccounted for, this must be reported to the person in charge immediately and if a real emergency i.e. not a drill, the Fire and Rescue Service notified without delay.

Should it be unsafe for evacuees to remain at the assembly point the place of 'Total Safety' off-site is the field.

ALARM CHECKS

- The alarm is checked weekly by Site management and a record is held in the fire logbook. This involves a different Call Point being tested each week with the use of a special key.
- The fire alarm system (and automatic fire detection) is serviced at least **every 6 months** by Compass Fire and Security.

EMERGENCY ESCAPE LIGHTING

- Emergency Lighting is tested monthly by Sowena Cornford and a record is held in the fire logbook.
- Every **6 months** Emergency Lighting must be energised for a period of **1 hour** for 3 hour rated systems **OR 15 minutes** for 1 hour rated systems, to ensure the batteries are working satisfactorily. The results must be entered in the fire logbook.
- The Emergency Lighting system is serviced annually by Compass electrical.

FIRE FIGHTING EQUIPMENT

- The Site Manager visually inspects fire-fighting equipment (fire extinguishers and fire blankets) monthly for obvious signs of damage, misuse, tampering etc.
- Discharged/Faulty Fire Fighting Equipment is to be reported, immediately to Site Management who must inform Orion of any faults detected.
- Orion services equipment annually. Records are held in the Office.

FIRE DOORS, ESCAPE ROUTES & EXITS

We have a formal system in place for checking **fire doors, escape routes and exit doors** e.g. ensuring they remain in good condition; they close/meet properly; intumescent strips/smoke seals are in good condition, self-closing devices are operational, final exits can be easily opened without the use of a key etc. Sowena Cornford is responsible for checking and recording the condition of fire doors, escape routes and exit doors each month. Faults will be recorded in the fire logbook and actions taken on a risk priority basis as funds allow.

FIRE DRILLS

These are held at the beginning of each new term and records are held in the fire logbook. Drills are conducted at varying times of day to ensure that ALL staff and pupils can participate in fire practices including for example, part time pupils and part time Staff.

CATERING STAFF

All fire procedures and practices apply to catering staff. Kitchen staff must ensure that if the alarm is activated, they switch off any gas, LPG or electrical equipment that they may be using (if safe to do so) such as the deep fat fryer or oven for example and evacuate the building by the nearest available exit, meeting at the assembly point.

FIRE-FIGHTING EQUIPMENT AND LOCATION

Location	Type
By all fire escape doors and in canteens	Water extinguisher
kitchen	Wet chemical extinguisher, fire blanket
IT classrooms ,server rooms, boiler houses Science classrooms, sixthform café, food technology and design and technology classrooms	Carbon dioxide [CO2] extinguishers and fire blankets

Type of fires these can be used on:

Water

Completely RED body.
Use on paper, cardboard, wood and clothes
NEVER USE ON ELECTRICAL EQUIPMENT OR FLAMMABLE LIQUIDS. Can hit a target up to 6 metres distant.

Carbon Dioxide (CO₂)

Red body (possibly with black somewhere on the upper half of the extinguisher).
Effective on flammable liquid and particularly effective on electrical fires. Very noisy when in use and do not hold the discharge horn/nozzle as it will freeze during use and will burn your hand. Can hit a target up to 2 metres distant. Should not be used in confined spaces or poorly ventilated areas.

WET CHEMICAL

For use on chip pan fires and burning liquid.

Fire Blanket

Effective at smothering a fire and protecting you from heat and flames. To operate, remove from container and unfold. Ensure you grip the blanket in such a way that your hands are inside the fold. Hold the blanket in front of you and lay it over the burning material, do not throw the blanket.

If it is safe to do so, **staff who have been trained and are familiar with fire-fighting equipment** may attempt to tackle the fire. They must always ensure their means of escape is not compromised. If they do not feel competent they must not stay to fight the fire but must evacuate the building. It must be stressed fire-fighting equipment is provided for fighting small fires in the early stages. ***IF IN DOUBT – GET OUT AND STAY OUT!***

FIRE LOGBOOK

This is kept in The Workshop and a copy is kept off site in Science.

LIAISON WITH THE FIRE AND RESCUE SERVICE

Sowena Cornford, in her role as the Fire Safety Manager or Martin Robson in her absence is responsible for liaising with the Fire and Rescue Service on arrival. The following information should be made available to the Fire and Rescue Service ASAP:

- Results of Roll Call i.e. has everyone been accounted for
- Location of fire (if known)
- Emergency Information Pack for the premises containing:
 - *Fire Evacuation Procedures;*
 - *Floor plans of the building(s);*
 - *Location of nearest fire hydrant(s);*
 - *Electric, gas, water, oil and LPG shut off switch/valve locations;*
 - *Type, location and quantity of flammable, dangerous or hazardous materials including gas under pressure, radioactive sources or materials likely affect fire fighters;*
 - *Location of asbestos containing materials (Asbestos Register);*
 - *Staff lists;*
 - *Contact list of key personnel;*
 - *Contact list of contractors/others;*
 - *Contact list of insurance company.*
- The Fire Risk Assessment Folder

No-one will be permitted to re-enter the building until the Fire and Rescue Service have given the 'all clear'.

ASSISTING VULNERABLE PEOPLE/PEOPLE WITH DISABILITIES

Separate Personal Emergency Evacuation Plans (PEEP's) are in place for children/young people, staff and regular visitors with additional needs which will be implemented as appropriate. Each PEEP is drawn up with the cooperation of the individual concerned (and/or parents in the case of children/young people where appropriate) and outlines how and by whom each specific child/young person, staff member or regular visitor will be evacuated or assisted to evacuate.

General Emergency Evacuation Plans (GEEP's) will be developed for members of the public and other non-regular visitors with additional needs. A sign will be displayed at reception highlighting that we operate a scheme of assisted evacuation where required.

CONTRACTORS/VISITORS

All contractors or visitors and all persons hiring the premises must be familiarised with the site Fire Safety Arrangements. They must be informed of the following:

- All available final exists and the means of escape;
- The location of all fire-fighting equipment in the areas they will be frequenting;
- The location of the Fire Alarm Call Points and how to activate them;
- Any hazards they may encounter;
- The location of the Assembly Point;
- What to do if the Fire Alarm is activated;
- If Hot Work is to be carried out a strict Permit to Work must be operated;

- Fire Safety and Evacuation Procedures form part of the premises Lettings Arrangements/Conditions of Hire.

NUMBER OF STAFF NEEDED TO CARRY OUT EMERGENCY PLAN

Staff have been trained to carry out the Emergency Plan.

EQUIPMENT NEEDED TO EFFECT THE EMERGENCY PLAN

This will vary depending on the site and fire measures in place but could include mobile phone, two-way radio, torches, hi-visibility tabards, Evac-chairs etc.

- Two-way radios, Mobile phones, Evac chairs, Micro phone, Mega phone.

VARIATIONS TO THE PLAN

Detail instances where there may be variation to normal working arrangements e.g. contingency plans for when life safety systems such as fire detection and warning systems are out of order, late opening, events, lettings and lone working and what alternative measures would be needed e.g.

Variation to the usual plan may occur in specific instances. Including:

- Performances/Events - Evacuation Plans are to be communicated before each performance involving a significant increase of people in the hall.
- Failure of fire detection systems - If any safety systems were to fail, the school bell would ring continuously until site management and fire Marshalls had evacuated the building and the all clear had been given by site management or a member of staff.
- Lone Working – outside normal working hours all staff, visitors, pupils and contractors must vacate the building immediately by the nearest safe exit and assemble on the MAIN FRONT CARPARK, No one is to re-enter the building until the “all clear” has been given by site management or a member of staff.

TRAINING

All staff will receive basic fire safety induction training. and attend refresher sessions at pre-determined intervals. It is essential that they are fully conversant with all the aspects of the fire strategy for the premises, not only the evacuation procedure, but day-to-day fire prevention and protection measures. We will ensure that all staff (including part time and temporary), children/young people, visitors and contractors are told about the emergency plan and are shown the escape routes. The training will take account of the findings of the fire risk assessment and will include the role that those members of staff will be expected to carry out if a fire occurs. As a minimum all staff will receive training about:

- the items listed in our emergency plan;
- the importance of fire doors and other basic fire-prevention measures;
- where relevant, the appropriate use of fire fighting equipment;
- the importance of reporting to the assembly area;
- exit routes and the operation of exit devices, including physically walking these routes;
- general matters such as permitted smoking areas or restrictions on cooking other than in designated areas; and
- assisting disabled persons where necessary.

All employees will be made aware of the evacuation procedures and the training will include:

- General fire safety / hazard awareness;
- the items listed in our Fire Management Policy/Emergency Plan;
- Knowledge of the fire alarm signal and how to raise the alarm;
- The action to be taken on hearing the alarm;
- Knowledge of the escape routes and fire exits;
- Understanding the procedures to help disabled persons;
- The location of the fire assembly area;
- The importance of attending the roll call and reporting missing persons;
- The dangers of re-entering the building unless authorised to do so;
- The correct method for stopping machines and/or processes and isolating power supplies where appropriate;
- The knowledge to allow them to carry out specific tasks or duties competently where appropriate, i.e. use of fire extinguishers, acting as a Fire Marshall etc.;
- Information about any special fire hazards or risks and the action required;
- general matters such as permitted smoking areas or restrictions on cooking other than in designated areas; and;
- Assisting disabled persons where necessary.

Details of the training provided will be recorded in the Fire Logbook.

It is good practice to provide pupils/students/children/young people with some form of fire safety training so that they are aware of the actions to be taken in the event of a fire. This will include instruction on the:

- details of the emergency plan;
- importance of fire doors and other basic fire-prevention measures;
- importance of reporting to the assembly area; and
- exit routes and the operation of exit devices

Staff expected to undertake the role of the Responsible Person, Fire Safety Manager, their Deputy and Fire Marshals will require more comprehensive training which will include:

- detailed knowledge of the fire safety strategy of the premises;
- awareness of human behaviour in fires;
- how to encourage others to use the most appropriate escape route;
- how to search safely and recognise areas that are unsafe to enter;
- the difficulties that some people, particularly if disabled, may have in escaping and any special evacuation arrangements that have been pre-planned;
- additional training in the use of fire-fighting equipment; and
- Reporting of faults, incidents and near misses.

Evacuation Assistants (those who assist others with additional needs) will receive:

- Instruction on the use of any relevant evacuation devices such as Evac Chairs for example;
- Awareness of the content of any PEEPs or GEEPs in place for areas they would be expected to cover with the evac chair;
- Manual handling training;
- Training and instruction in the means of Assistance available for the building.

Section 5: Arson Prevention Strategy

Malicious arson attacks are the single largest cause of fires and can present a considerable risk to other premises. Prevention of such attacks is extremely difficult but through awareness and adoption of good fire prevention practice it is possible to deter the arsonists and to limit the damage caused. The Arson Prevention Bureau's research shows that the great majority malicious fires take place outside working hours with a peak at around 11pm. Many fires are started outside buildings often with material found easily to hand (such as in bins or rubbish skips). The use of an accelerant, such as petrol, is comparatively rare.

Adequate security is essential if the premises are to be protected against intruders, the first line of defence against arson. An external fire, in rubbish or a vehicle for example, can spread into a building and burning materials can be thrown through broken windows and other openings that are too small for an intruder to enter.

For a fire to start there must be fuel, oxygen and a means of ignition. Oxygen is freely available, but arsonists rarely provide their own fuel; almost invariably they use convenient materials outside or within the building to start the fire. The importance of reducing the availability of easily ignitable materials cannot be over-emphasised.

ASSESSING THE BUILDING'S VULNERABILITY TO ARSON ATTACK

In order to prevent arson, premises management must first assess the vulnerability of the building(s) to attack. The Site manager or a designated person within the Site management team will undertake a formal assessment of our premise's Vulnerability to Arson Attack using the Questionnaire found at the rear of this Section. This assessment will be reviewed on an annual basis alongside the Fire Risk Assessment Review. An informal monthly inspection will also be carried out to assess the standards of arson prevention being achieved – this will be undertaken by the Site Manager.

DEVELOPING AN ACTION PLAN AGAINST ARSON

Once the assessment has been carried out, the next priority is to address the weaknesses identified. These may not all require significant financial resources but may involve housekeeping or training issues.

The Responsible Person will have overall responsibility for initiatives against the threat of arson. The arson prevention strategy is to be incorporated in the premise's Fire Risk Assessment 'Action Plan' and will be supported and endorsed by the governing body/directors.

EXISTING ARSON PREVENTION STRATEGIES

The prevention of arson attacks at William Howard School falls into a logical process:

- Deter unauthorised entry onto the site;
- Prevent unauthorised entry into the building;
- Reduce the opportunity for an offender to start a fire;
- Reduce the scope for potential fire damage;
- Reduce subsequent losses and disruption from a fire by preparing a disaster resulting recovery plan.

Additional precautions may also be required during close-down periods such as school holiday periods and during ongoing building work. These are discussed at the end of this section.

Deter unauthorised entry onto the site:

- We discourage unauthorised entry onto the site by delineating where practicable the boundary of the site by use of a robust fence and hedge;
- We ensure the site is adequately lit externally during the hours of darkness;
- We remove any graffiti that appears on the premises without delay. If left to accumulate, vandals and arsonists will begin to view the site as being a legitimate target of little or no value.
- We discourage unauthorised entry onto site with CCTV signage and servailance.

Prevent unauthorised entry into the building:

- The weakest points of entry into the building(s) are the windows and doors. These are maintained in a sound condition and are always closed, and where possible, locked at the end of each working day.
- All external doors are fitted with approved locks and secured immediately after the building is vacated.
- Door frame construction is maintained sound and in good condition.
- There is no letterbox at our premises.
- External glazing is checked regularly for damage both on security and safety grounds. Repairs are made quickly.
- Low level glazing is avoided both on security and safety grounds. Where this is not possible, glazing is laminated or toughened, and securely fixed within the frame.
- We foster relationships with neighbours who are able to observe out-of-hours activity on the premises. In addition, we are involved in the local Neighbourhood Watch schemes in conjunction with the local police.
- With the premises being used out of normal hours and opening the premises to a wider public, access to the other parts of the building(s) is limited. This forms part of our Lettings Arrangements/Conditions of Hire.
- Regular checks are made of areas where there are flat roofs to ensure there are no breaches of security.
- An intruder alarm system has been installed with a monitored link to an alarm receiving station [Northern Security]

Reduce the opportunity for an offender to start a fire:

We take every opportunity to eliminate combustible material on the outside of the building:

- Refuse/ recycling bins are placed in a secure compound well away from any building Sheds and other external buildings and are kept locked
- External litter bins are not fixed to walls
- All internal and external litter/waste bins are emptied each day as part of the Site Management routine.
- Wherever possible, staff avoid placing combustible materials on internal window sills as a common method of attack is to break a window and set fire to combustibles within reach.
- Regular checks are made to ensure shrubs and undergrowth is not allowed to encroach against buildings as they are, when dry, a source of ignition.
- Temporary buildings/portacabins are skirted to prevent anyone starting a fire underneath.
- The majority of external gates are locked at night as part of the close down routine.
- Fire safety is regularly discussed with young people. We will also, from time to time, bring in outside speakers such as members of the Fire and Rescue Service or Police, to warn young people against the risk to life and property of fires and to explain how quickly a small fire can become something much more serious.

Reduce the scope for potential fire damage:

- Compartmentation (fire-stops in the roof/ceiling voids) is an essential element of the design of our building.
- During alterations and maintenance, consideration is always given to providing additional fire doors to separate the building into compartments.
- During any new building projects, we will consider installing Sprinkler systems.

- Partition walls are inspected regularly. When any maintenance, repair or alteration has been finished, such as installation of pipes/cables through partitions, the gaps around pipe work are made good with fire retardant sealant.
- Equipment of high material value, such as audio visual aids, laptops are located in a secure, separate room where it will be out of sight and better protected in a fire.
- Early warning of the outbreak of fire can significantly reduce the losses if early firefighting can be initiated. An automatic fire detection system, has been installed in our premises which is maintained. This system is linked to an alarm receiving station.[Northern Security]
- We try to ensure that young people do not bring cigarette lighters and matches onto the premises.
- Staff are aware of the danger of young people being unsupervised in cloakrooms and corridors.
Site Management ensures that all external doors and windows have been secured once the premises have been vacated at the end of the day.
- We ensure that contractors working on site have limited access to the whole building wherever possible and follow a strict Permit to Work for any hot works undertaken on site.

Reduce subsequent losses and disruption from a fire:

- We have developed a comprehensive Crisis Management Plan which details how we manage crises as they occur. There is sufficient fire fighting equipment located around the building(s).
- Members of staff are adequately trained in fire procedures, including how to summon the Fire and Rescue Service, building evacuation and the use of fire fighting equipment. They are also aware of the location of high value materials and equipment, particularly school/setting records which may be irreplaceable, and have knowledge of a salvage plan to recover these items.

Close-Down Precautions (During periods of close down such as holidays)

The most common time for an arson attack to occur is when the building is unoccupied. While we can never guarantee that an arson attack will not occur by following some simple recommendations we can reduce the risk by:

CLOSE-DOWN PROCEDURE CHECKLIST	
All flammable materials are locked away.	<i>An arsonist can make use of flammable liquids to accelerate a fire.</i>
All valuable equipment is secured.	<i>Unsecured valuables and cash are an inducement for a 'break-in'.</i>
All rubbish/waste has been removed from the building and placed in secure storage away from the building	<i>Reducing the fire load within the school can reduce a fire spreading. External waste storage areas are a prime target for the fire raiser.</i>
Check before closure that everyone has vacated the premises and all rooms, especially toilets and showers have been checked for anyone hiding.	<i>Don't allow an arsonist easy access to the building(s).</i>
The external lighting is working correctly.	<i>Well lit external areas will deter intruders and also improve the performance of any closed circuit security cameras.</i>
All windows are shut and locked.	<i>Secure premises act as a deterrent to opportunist intruders.</i>
All internal doors are closed and locked where practical.	<i>Prevent an intruder gaining ready access to the whole premises and prevents the spread of fire.</i>
The intruder alarm and fire alarm systems have been correctly set.	<i>An intruder system acts as a deterrent and an early warning of an intruder can reduce the damage they can cause.</i>
All the external doors have been secured.	<i>Secure premises act as a deterrent to opportunist intruders.</i>
Gates in the perimeter fences are shut.	<i>Perimeter security is the first line of defence against intruders and arsonists.</i>

Building Contractors

Building contractors working in schools can significantly increase the risk of fire as they may be carrying out operations using heat: plumbing work, paint stripping and repairing flat roofs are possibly the most common examples of high risk work. They may also store combustible materials or flammable liquids in, or close to, the buildings, which could act as a readymade fuel supply for a fire. Examples include petrol, paints, thinners, propane cylinders and waste skips.

The work may also interfere with the normal security measures of the premises and make it more vulnerable to attack. An example is scaffolding erected against the building which gives an intruder easy access to the upper floors. During these periods the contractors will have access to the building(s) but supervision by staff may be minimal, so it is important to anticipate these risks by discussing with a contractor how the work is intended to be carried out. Similarly, arrangements for the proper storage of combustible materials, flammable liquids, gases and the siting of skips will be agreed before the contractor comes on site.

ARSON VULNERABILITY ASSESSMENT

A	RISK FACTORS	YES	NO
1	Is your premises system-built, with extensive use of lightweight materials or timber construction?		x
2	Is combustible waste regularly removed from the premises and placed in a secure bin/bin store sited away from any buildings?	x	
3	Is there a real crime problem in the locality of your premises?		x
4	Are all parts of the premises perimeter observed easily by surrounding houses?	x	
5	Have you suffered more than 2 arson attacks in the past 3 years?		x
6	Have you suffered more than 10 incidences of vandalism in the past 12 months?		x
7	Have you experienced more than 5 incidences of theft or break-ins during the past 12 months?		x
8	Is the site easily accessible to the public and is trespass a problem?		x
9	Is the external perimeter of the premises (doors/windows/roofs) vulnerable to intruders?		x
10	Are management and staff aware of the need of effective visitor monitoring, key security and locking procedures?	x	
SCORE "A" - Score only answers in the shaded boxes			
B	RISK REDUCTION FEATURES	YES	NO
1	Is your premises fitted with an automatic sprinkler or fire <u>detection</u> system linked to an alarm receiving station?		x
2	Is your premises fitted with an intruder alarm with a monitored link to an alarm receiving station?	x	
3	Is the premises perimeter and grounds monitored by a Closed Circuit TV system?	x	
4	Is the site bounded by palisade or weldmesh fencing, to a height of two metres?	x	
5	Are the premises regularly patrolled by an external security service, with communication links to a central monitoring station?		x
SCORE "B" - Score only answers in the shaded boxes			
OVERALL SCORE (A-B)		3	

A score of 6 or more indicates the premises may be vulnerable to an arson attack. Remedial Action(s) may be required and any additional controls put in place to manage risks, must be documented within your Fire Risk Assessment 'Action Plan'.

I.20 Other Emergency Procedures

References

Emergencies and your school – Emergency Planning Unit CCC
 Guidance Notes on suspicious packages – Emergency Planning Unit CCC
 Emergency Closures Advice (KAHSC poster)
 KAHSC General Safety Series G31 – Severe Weather Procedures
 School Critical Incident & Recovery Plan

Procedures

Details of our procedures for managing emergencies and crisis can be found in the WHS Crisis Management Plan which is available on Firefly.

I.21 Slip, Trip and Fall Avoidance

References

HSE Shattered Lives Campaign [Click here to access](#)
 HSE Slips and Trips E-Learning Package (STEP) [Click here to access STEP](#)

Procedures

Slips, trips and falls on the same level, are one of the most common accidents across all workplaces. Slips, trips and falls can represent a significant hazard not only to staff but also to those using or visiting school, especially for those who are very young, elderly and/or have impaired vision or mobility.

Hazard Identification

The following are examples of hazards that could be found in our school:

Slip Hazards	Trip Hazards	Fall Hazards
<ul style="list-style-type: none"> ▪ slippery floors ▪ wet floors, e.g. after mopping ▪ spillage's which are not cleaned up immediately ▪ loose rugs and mats ▪ worn or unsuitable footwear ▪ dropped soap bars ▪ icy external paths 	<ul style="list-style-type: none"> ▪ trailing wires ▪ worn areas or raised edges of carpets ▪ items and objects left on the floor ▪ loose footwear, untied shoelaces and/or long-length clothing ▪ low level open drawers or doors 	<ul style="list-style-type: none"> ▪ stairs, steps and other variations in floor or ground height ▪ uneven floor or ground surfaces ▪ instability or impaired balance or mobility e.g. pregnant women, elderly service users etc. ▪ protruding or obstructing furniture, especially at low level

Control Measures

The following are measures that are taken to reduce the risks associated with slips, trips and falls:

- **Controls for Slip Hazards**
 These include:
 - use of non-slip floor surfaces;
 - avoid the use of loose rugs and mats where not appropriate (a fixed covering should be used in entrances);
 - restrict/authorise access to areas where floors are wet after cleaning or where spillage's have occurred;
 - use appropriate warning signs;
 - Instil in staff the need to clear up any spillage's immediately and provide them with the means to do this;

- avoid the use of loose rugs and mats;
- have procedures/guidance for ensuring clothing and footwear of staff is appropriate;
- have procedures for de-icing/gritting external footpaths;
- provide suitable footwear if working environment requires it.

- **Controls for Trip Hazards**

These include:

- designing workplaces to ensure no trailing wires, clear corridors etc.;
- plan activities involving electrical equipment to minimise trailing wires, i.e. always use the nearest socket available, and consider times the activities take place etc.;
- ensure adequate availability of sockets;
- ensure there are planned preventive maintenance programmes to ensure worn or frayed carpets, and raised carpet edges are repaired/replaced;
- report any damage to carpets/floor surfaces immediately to Site Management or via the helpdesk
- implement good housekeeping to minimise objects being left on the floor, especially in busy communal areas and fire escape routes (including not leaving filing cabinets/drawers on furniture open unattended etc.);
- avoid usage of loose mats or rugs;
- supervise dependent pupils as appropriate, e.g. to ensure shoelaces are securely tied and that non-slip shoes are not loose fitting and likely to fall off;
- where possible/appropriate, clearly mark the edges of variations in floor heights, stair and step edges etc.

- **Controls for Fall Hazards**

These include:

- design work environments to eliminate/reduce risks;
- instil in staff and pupils the need to look where they are going, especially on stairs and around corners. provide secure and obvious handrails for all steps and stairs – on both sides if appropriate/necessary for stability;
- clearly mark step and stair edges;
- carry out planned preventive maintenance programmes to ensure all floor and other entry and exit routes have flat, even surfaces;
- ensure good levels of lighting in high risk areas, such as stairways and external routes;
- remove or move protruding or obstructing items of furniture or equipment, especially at low level;
- Instil in staff and pupils the need to open doors carefully, especially if there is no vision panel.

Information, Instruction and Training

All staff (and pupils where appropriate) will be made aware of:

- their responsibilities and limitations;
- vulnerable people using the school and be familiar with their abilities;
- people using the school who require supervision for certain activities;
- the risks and control measures associated with slips, trips and falls to themselves, pupils, visitors etc.
- the procedures for cleaning up spillage's, including measures needed for cleaning up spillage's of substances which may be harmful;
- the need to maintain high levels of housekeeping and tidiness at all times.

Monitoring

Routine inspections by Head teachers/Governors and Site Manager will identify areas of concern and will assist in the planned preventive maintenance programmes to detect and address defects and faults before they can cause problems.

All staff will be made aware of the Defect Reporting System - Site Helpdesk - to enable hazards to be identified and remedial action to be taken quickly between formal inspections.

Regular scrutiny of accident reports and appropriate investigation by the Site Manager will identify any relevant problems and whether concerns are being effectively addressed.

Review and Revision

Risk Assessments will be reviewed on an annual basis. It is important to also ensure that control measures are implemented and working effectively.

I.22 General Housekeeping

References

Workplace (Health, Safety and Welfare) Regulations 1992
Management of Health and Safety at Work Regulations 1999
Compliance Monitoring in Council Buildings

Procedures

1. All floor areas will be kept tidy.
2. All spillages will be cleaned up immediately to remove the risk of slipping and if necessary, wet floor warning signs displayed.
3. Articles must not be stored where they will block or restrict access to fire escape routes, or obstruct gangways or stairs. Cabinets, shelving, racks etc. used for storage should be stable and where possible secured to the wall to prevent toppling. Items will not be kept on top of cabinets, or in other places where they can become dislodged and fall onto persons.
4. Where articles are kept on shelving at above shoulder height, a suitable platform stepladder will be provided to allow safe access.
5. Inappropriate storage of items or supplies can create tripping hazards and obstructions and increase the risk of fire. Storage space is at a premium within the School, so all staff must ensure that the storage of articles in their departments/classrooms does not give rise to health and safety risks.
6. All machinery and equipment will be checked before use for obvious defects and any defects reported to the Site Manager.
7. All machinery and equipment should have the appropriate guarding system in place before using and must only be used by trained and authorised users.
8. Photocopiers will never be used with the lid raised.

I.23 Supporting Pupils at School with Medical Conditions

Refer to the school's Supporting Pupils with Medical Conditions Policy and procedures held separately.

I.24 Control of Contractors

References

KAHSC General Safety Series G18a – Contractors on School Sites

Procedures

The Head teacher must ensure that any contractor working in school is competent to do so .indicators used are:

- past performance, reputation and satisfactory work in school;
- they may be supplied by the LA e.g. on their 'approved list';
- submission of suitable and sufficient risk assessments/method statements;
- Membership of trade bodies (e.g. Gas Safe Registered, ECA, IET etc.);
- Accreditation by trade bodies etc.;
- General health and safety awareness;
- They must be properly insured and will indemnify the School for any claim, etc.

The Head teacher has a responsibility to ensure that effective liaison takes place between the school and contractors and that both parties are clear about their responsibilities. Contractors on school site can pose additional risks which may affect security, access and egress, fire evacuation etc. which should be addressed by the Site Manager and contractor through the risk assessment process. Suitable method statements or equivalent will be made available for contracted work and suitably scrutinised.

All Contractors will be provided with documented safety information relating to the school and site which includes expected behaviour (contractor information sheet), local rules and procedures including emergency procedures, information about safeguarding etc. Contractors are referred to the school Asbestos Register, which highlights the known and suspected areas that may contain asbestos before any **intrusive** works commence.

Where relevant joint health and safety inspections will be undertaken and a contractors safety information form will be filled out before any arrangements of contracted activities will take place. Work will be inspected before the contractor leaves site and the designated person to monitor contractors on school premises is the Site Operations Manager. Contractors are informed of the Site Manager & advised to contact them prior to commencing work.

In the event of extensive work being undertaken on the premises, contractors will meet with the Head teacher, members of the governing body and designers or the Principal Designer. Health and safety issues will be discussed at regular meetings between the contractor and the client with matters arising actioned within appropriate timescales or escalated.

If the work being carried out has a dangerous element, it must not be carried out at times when young people are in the vicinity and could be affected. The Site Manager is the designated person who monitors the contractors throughout their time on the premises.

Further guidance on dealing with contractors is provided in KAHSC General Safety Series G18a on the KAHSC website.

I.25 Construction Work (CDM)

References

KAHSC General Safety Series G18b
Construction (Design & Management) Regulations (CDM) 2015

Procedures

Construction work can be defined as redecoration, roof work, rewiring, general refurbishment and the building of extensions etc. **ALL** construction work is covered by the Construction (Design and Management) Regulations 2015 regardless of the scale of the project or duration of the work.

The Construction (Design and Management) Regulations 2007 were replaced on 06 April 2015. The main changes to the Regulations are as follows:

- CDM Coordinator role replaced by a 'Principal Designer': When the regulations come into force a Client will need to appoint a 'Principal Designer' for all projects (regardless of size or duration) involving more than one contractor on site at one time. Any Designers appointed should not carry out any work beyond initial design unless the Principal Designer has confirmed that the Client is aware of their duties.
- Principal Designer and Principal Contractor appointed for **all** projects with more than one Contractor on site (regardless of size or duration): The Client must appoint both the Principal Designer and Principal Contractor in writing, otherwise they are deemed to be carrying out these roles. The Regulations contain enhanced transitional provisions to cover projects which are already underway on 06 April 2015. These will allow for CDM coordinators already appointed on projects which span 06 April 2015 to remain in post for six months, or to the end of the project, whichever is earlier, at which point a Principal Designer must then be appointed.

- Threshold for notification: The Client will need to notify the HSE of projects before works commence if they will exceed 30 construction days with 20 or more workers working simultaneously at any point in the project or if the project exceeds 500 person days.
- 'Explicit competence' requirements removed: The Client will need to ensure those that are to be appointed (i.e. Designer, Contractor or Principal Contractor and Principal Designer) can demonstrate appropriate information, instruction, training and supervision. By splitting 'competence' into its component parts of skills, knowledge, training and experience, and - if they are an organisation - organisational capability, provides clarity for the industry to assess and demonstrate that construction project teams have the right attributes to deliver a healthy and safe project.
- Anyone working on a construction project should be able to demonstrate capability and have the necessary resources to fulfil legal duties. They must provide sufficient information in relation to the preparation, provision and, where necessary, revision of health and safety information such as Pre-Construction Information, Construction Phase Plans and Health & Safety Files.

Many clients, particularly those who only occasionally have construction work done, are not experts in construction work. Although Clients are not expected to actively manage or supervise the work themselves, they have a big influence over the way the work is carried out. Whatever the size of the project, Clients decide which designer and contractor will carry out the work and how much money, time and resource is available. As a **Client**, we need to do the following:

Appoint the right people at the right time

- If more than one contractor will be involved in the project, we will need to appoint (in writing) a principal designer and a principal contractor.
- Designers and contractors need to have the skills, knowledge and experience to identify, reduce and manage health and safety risks. This is also the case if they are a company (known as having 'organisational capability' for the job). The designers and the contractors should be able to give references from previous clients for similar work and explain how they will achieve this.
- Professional bodies can help us choose our architect and other designers. The Safety Schemes in Procurement (SSIP) website has lists of businesses which have been assessed on their health and safety management. A contractor may be a member of a trade association.
- If we do not appoint a principal designer or principal contractor we will be responsible for the things that they should have done.

Ensure There Are Arrangements In Place for Managing and Organising the Project

The work is more likely to be done without harming anyone and on time if it is properly planned and managed. Sometimes the work is complex and uses many different trades. The principal designer should understand these types of risks and try to avoid them when designing our project. The principal contractor or builder should manage the risks on site.

Allow Adequate Time

Work that is rushed is likely to be unsafe and of poor quality. We will allow enough time for the design, planning and construction work to be undertaken properly.

Provide information to Designers and Contractors

- Our designer and builder will need information about what we want built, the site and existing structures or hazards that may be present such as asbestos, overhead cables, and buried services. Providing this information at an early stage will help them to plan, budget and work around problems. Our principal designer can help us gather this information.
- Putting together a 'client brief' at the earliest stages which includes as much information as we have about the project, along with the timescales and budget for the build and how we expect the project to be managed can help us to set the standards for managing health and safety.

Communicate with Designers and Building Contractors

- Projects will only run efficiently if everyone involved in the work communicates, cooperates and coordinates with each other.
- During the design and planning stage, we will discuss with our designer and contractor issues affecting what will be built, how it will be built, how it will be used and how it will be maintained when finished. This will

avoid people being harmed or having unexpected costs because issues were not considered when design changes could still easily be made.

- Meeting with our designer and contractor as the work progresses gives an opportunity to deal with problems that may arise and discuss health and safety which will help to ensure that the work progresses as planned.

Ensure Adequate Welfare Facilities on Site

We will ensure that our contractor has made arrangements for adequate welfare facilities for their workers before the work starts.

Ensure a Construction Phase Plan is in place

The principal contractor (or contractor if there is only one contractor) has to draw up a plan explaining how health and safety risks will be managed. This should be proportionate to the scale of the work and associated risks and we will not allow work to start on site until there is a plan.

Keep the Health and Safety File

At the end of the build the principal designer should give us a health and safety file. If the principal designer leaves before the end of the project, the principal contractor (or contractor if there is only one contractor) should do this. It is a record of useful information which will help us manage health and safety risks during any future maintenance, repair, construction work or demolition. We will keep the file, make it available to anyone who needs to alter or maintain the building, and update it if circumstances change.

Protecting Members of the Public, including our Employees

- As an employer, who has members of the public visiting our premises, we need to be sure that they are protected from the risks of construction work.
- We will discuss with our designer and contractor how the construction work may affect how we run the school, e.g. we may have to re-route pedestrian access; make sure signs to our entrance are clear; or change the way our deliveries operate.

Ensure Workplaces are Designed Correctly

If our project is for a new workplace or alterations to an existing workplace, it must meet the standards set out in the Workplace (Health, Safety and Welfare) Regulations 1992.

Notifying Construction Projects

Where construction work will last longer than 30 days with more than 20 workers working at the same time, or involving 500 person days of work, we will notify the HSE of the project as soon as possible before construction work starts. In practice, we may request someone else to do this on our behalf.

Further guidance can be found in General Safety Series G18b on the KAHSC website.

I.26 Premises Management - Safety and Suitability of Premises, Environment and Equipment

References

Provision and Use of Work Equipment Regulations 1998
Workplace (Health, Safety and Welfare) Regulations 1992
KAHSC General and Medical Safety Series
Compliance Monitoring in Council Buildings

Procedures

We will ensure that our premises, including outdoor spaces, are fit for purpose. Spaces, furniture, equipment etc., must be safe for pupils to use and premises must, as far as is reasonable, be secure. We will keep premises and equipment clean, and be aware of, and comply with, requirements of health and safety legislation (including

hygiene requirements). Other arrangements within this Health and Safety Policy cover identifying, reporting and dealing with accidents, hazards and faulty equipment.

We will take reasonable steps to ensure the safety of pupils, staff and others on the premises in the case of fire or any other emergency, and have an emergency evacuation procedure. We must have appropriate fire detection and control equipment (for example, fire alarms, smoke detectors, and fire extinguishers) which is in working order. Fire exits are clearly identifiable, and fire doors are kept free of obstruction and are easily opened from the inside. See Fire Safety Management Procedures for details.

We operate a strict no smoking policy, which prevents smoking on site.

We have a clear and well-understood policy, and procedures, for assessing any risks to children's safety, and review risk assessments regularly. Risk assessments inform staff practice, and demonstrate how we are managing risks. Risk assessments identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised. See Risk Assessment Procedures for details.

Pupils must be kept safe while on outings, and we obtain written parental permission for them to take part in off-site visits. We assess the risks or hazards which may arise for the pupils, and identify the steps to be taken to remove, minimise and manage those risks and hazards. The assessment includes consideration of adult to pupil ratios. We consider what additional measures are necessary for residential visits. Refer to the school Educational Visits Procedures held separately for further details.

All staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light by reporting all defects on the Site Helpdesk. We operate within a whole school community ethos and welcome comments from pupils/students, parents and others about areas that may need improvement as well as what we are doing well.

CET will undertake health and safety inspections of the school buildings, grounds and activities on at least an annual basis. Findings of inspections will be recorded using the Health and Safety Inspection Checklist. Any corrective actions required following these inspections will be reported to the Head teacher and either immediate action taken, or issues added to the Annual Health and Safety Management Plan. CET will also fulfil their obligation to monitor the effectiveness of the implementation of the Health Safety Policy by undertaking documented Health and Safety Monitoring throughout each school year.

We will take all reasonable steps to prevent unauthorised persons entering the premises. Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance. Visitors will be expected to sign in and out via reception and asked to fill out the visitors log and to display a visitors badge whilst on school site. Any individual who is not known or identifiable should be challenged for clarification and reassurance. See our security Procedures for details.

The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site. Please refer to the DfES (now DfE) document 'A Legal Toolkit for Schools [Click here to access](#).

All employees are required to inspect visually their work equipment and to report any faults before use and not to use this piece of equipment if it is deemed unsafe, i.e. checking for cable damage etc. Any faulty piece of equipment is to be taken out of service, labelled as out of service, and moved to an area where it cannot be used. It must not be returned to normal use unless it has been checked by Site Management and repaired if necessary. No private equipment is to be used unless it has been deemed safe by the Site Operations Manager.

All employees are reminded of their obligation to participate in the training when provided to ensure that they understand how to work safely with all equipment that they use, and to work to the guidelines provided in the training and subsequently by their manager.

All services, systems and equipment will be maintained in a safe condition in accordance with legal requirements and manufacturer's instructions (refer to KAHSC General Safety Series G25). Maintenance records will be stored in the school Buildings Register.

I.27 Glazing

References

Workplace (Health, Safety and Welfare) Regulations 1992
Management of Health and Safety at Work Regulations 1999
[Glass and Glazing Federation](#)
Compliance Monitoring in Council Buildings

Procedures

Glazing requirements are covered under Regulation 14 of the Workplace (Health, Safety and Welfare) Regulations 1992 and the duty to comply with the regulations falls to the employer or those in control of the premises. Under the Regulation every window or other transparent or translucent surface in a wall, partition, door or gate should, **where necessary for reasons of health or safety**, be of a safety material or be protected against breakage and be appropriately marked.

The most likely locations for impacts leading to cutting and piercing injuries are in doors and door side panels and at low level in walls and partitions. In doors and door side panels, the risk is at its greatest between floor and shoulder levels, when near to door handles and push plates, especially when normal building movement causes doors to stick. Hands, wrists, and arms are particularly vulnerable. In walls and partitions, away from doors, the risks are predominantly at low level. At that level, children are especially vulnerable.

Glazing in critical locations is considered reasonably safe if its nature is such that, if breakage did occur, any particles would be relatively harmless (i.e. by installing toughened glass).

The requirement may also be met if the glazing is sufficiently robust to ensure that the risk of breakage is low (i.e. laminated glass or covered with safety film), or if steps are taken to limit the risk of contact with the glazing (i.e. by the use of barriers).

Children with unpredictable behavioural problems may be at increased risk. As such steps must be taken to ensure that glazing will break safely must such a child come into contact with it.

- Windows and doors are adequately maintained to ensure that they open easily and without effort.
- Those individuals opening windows are not put at risk of falling either through the glass or the subsequent opening.
- Window restrictors have been fitted where the risk of falling from a window opening is apparent. Windows do not open directly onto traffic routes in such a manner that individuals are liable to collide with them.
- Artwork or other material never obscures viewing panels in doors.

Environment

- Broken glass is cleared up immediately it becomes apparent and will be disposed of in a safe manner which will consequently not be harmful to others.
- Particular care is taken to ensure that glazed areas that face ball game pitches are of a safe material.

Competence

- Staff involved in replacing glass are instructed in the types of safety glass available.
- Caretaking staff have been made aware of the need to ensure that critical areas containing glass either need to be guarded or constructed of safety material.

- We outsource the replacement of any glass in school to R Mitchell joinery. We check the credentials of installers and the quality of the work and glass (safety glass should always have a visible 'Kitemark'). All re-glazing will be carried out to Building Regulations and current British Standards.

PPE

Those involved with the replacement of glazed areas will be issued with eye protection, appropriate gloves and protective clothing to reduce the risk of injury.

Monitoring and Review

Records are kept on the premises giving details of the areas of safety glazing fitted – held in the Buildings Register. This ensures that when a piece of glass needs to be replaced in the future, it is replaced with that of a similar nature.

The Risk Assessment is reviewed at least annually (or sooner if circumstances change significantly) to ensure that it remains valid. The risk assessment may be reviewed if areas of school begin to be used for other purposes where the activity is more likely to pose an impact risk; changes in pupil behaviour i.e. the area is used by pupils with unpredictable behaviour, etc.

Where glazing is replaced, for whatever reason, a full risk assessment will be prepared which will determine the type of glass to be used and the method by which it will be replaced. This is particularly relevant with respect to fire doors, escape routes, kitchens, etc. Similarly, when embarking on any building or alteration works (particularly change of use), risk assessments will be prepared.

I.28 Site / Building Security and Personal Safety / Lone Working

References

DfE: Emergency planning and response for education, childcare, and children's social care settings
DfE School and college security
 KAHSC General Safety Series G01 <https://www.kymallanhsc.co.uk/Document/DownloadDocument/7621>
 KAHSC General Safety Series G16 <https://www.kymallanhsc.co.uk/Document/DownloadDocument/7863>
 KAHSC General Safety Series G42 <https://www.kymallanhsc.co.uk/Document/DownloadDocument/8245>
School's CCTV Procedures, Child Protection & Data Protection Policy

Procedures

The extent of physical and management controls in place has been decided by a robust risk assessment of the likelihood of visitors presenting a risk and the reasonableness of the control measures needed to reduce this risk. William Howard School has, through risk assessment, balanced the need to remain a welcoming environment to the community whilst ensuring the safety of all our pupils and staff.

The security risk assessment will be routinely reviewed annually by the Head teacher (or sooner should circumstances change significantly); the findings will also be used in the review of these Security Procedures.

The school will take all reasonable efforts to restrict access to the building and grounds to prevent unauthorised access to children and ensure the personal safety of staff. The school has close links with local police and the Community Police Officer.

It is important that we have procedures and plans in place to manage and respond to security-related incidents. This complements our safeguarding Policy, particularly where it puts in place measures to protect pupils; and addresses the threat of serious violence. It forms part of our suite of policies, procedures and risk assessment to ensure the health, safety and wellbeing of students and staff including in relation to the online environment. Staff and students will be made familiar with what is required by the school's security procedures and plan. Senior staff will have an awareness of relevant security networks and be able to evaluate and assess the impact of any new initiatives on our security Policy and its day-to-day operation.

Reception (Main Entrance)

- The main building has access entrances via the reception desk and student services desk. Signage directs all visitors / parents to these entrances. Every visitor to the school is channelled through reception. Even when the receptionist or secretary is not on duty full time, reception remains the point to which all enquiries should be directed.
- Having one main entrance in use during the daytime makes monitoring of strangers much easier. Visitors should use that main door and be dealt with by a receptionist.
- Parents bringing in forgotten items or collecting pupils should use student services and be dealt with by a receptionist.

Signs

- Reception is clearly identified by signs so that visitors who are not familiar with the site are in no doubt of the visitor entrance to the school.
- Parents are informed that they must use this entrance at all times.
- Signs are easily seen from general car parking areas and all accessible boundary entrances.
- We aim to ensure that routes identified to reception are free from hazards in order to avoid preventable accidents.
-

Doors/Gates

- Any door to which a lock or securing device, e.g. keypad , bio metric system etc. is fitted, is capable of being opened by any occupant of the building including children.
- The Fire and Rescue Service will allow a 'cabin hook' or a simple sliding 'bolt' to be fitted to both internal and external doors in the event that a pupil tries to leave the building without permission or authorisation. In the unfortunate event of a fire and the pupils being unsupervised, they are still able to access and open the external door in an emergency. Generally, these security devices are installed in order to slow down the exit of a pupil rather than prevent exit altogether.
- Doors with latches or digital locks also have automatic door closers fitted. These are capable of engaging a latch effectively but the last few inches of travel has been damped to ensure that fingers are not caught in a rapidly closing door.
- The school gates are closed during school hours.
- A bio metric system is placed on the main entrances and is in force when children are in the building.
- School gates are kept closed and bolted at all times during the school day.
- The majority of School gates are kept locked out of school hours to make it harder for intruders to get in.
- The building is checked by the last person leaving, ensuring all windows and outside doors are secure. This is the responsibility of **Site Management** who has access to a mobile telephone for use in an emergency.
- We ensure that supervision rotas take account of monitoring the premises' access and egress points and pupil safety in non-lesson time and that visitor admittance procedures are maintained and staffed throughout break and lunchtimes.
- Playgrounds are accessible only from inside the school, and not by external visitors.

Intruder alarm system

William Howard School has an Intruder alarm installed. This is a monitored system, monitored by Northern Security.

The alarm is set by the last person leaving at the end of every day/work period.

- The electronic intruder alarm system is maintained as per manufacturer's instructions e.g. annual service contract with Northern Security and records are held in the Buildings register.

Closed Circuit Television (CCTV)

CCTV is installed all over the site. Reference should be made to our separate CCTV Procedures (and Data Protection Policy).

- what our policies are for recording and retaining images?
- how to handle the images securely?
- what to do if we receive a request for images, for example, from the police?
- how to recognise a subject access request and what to do if we receive one?

Signage informs people of where CCTV is in operation. Reference should also be made to the school Data Protection Policy.

Security Lighting

- Extensive floodlighting covers frequently used footpaths and entrance and exit doors adjacent to car parks.
- Security lighting has been installed externally – the aim of this is to act as a deterrent by assisting casual surveillance of the premises.
- Site Management is responsible for regularly checking external lighting, panic alarms and burglar alarms. Any faults will be reported to Sowena Cornford for action in line with our Defect Reporting Procedures at Section 3.

Communications

William Howard School is made up of separate buildings or remote classrooms. Communication links are maintained by an extended telephone system. A walkie talkie systems is also in place with some departments who cover a wide range of the site which are charged each evening by the relevant person. One master walkie talkie is held by Site Management in the main building at all times when the separate buildings are occupied.

Anti-Climbing Measures

William Howard School can, on occasion have problems caused by young people climbing onto and 'playing' on low or flat roofs. This type of activity is discouraged and where necessary, action taken to prevent it otherwise we may be at risk of prosecution and possibly litigation by an injured person.

The following measures have been taken to mitigate against this risk:

- Signs have been displayed warning that it is dangerous to climb onto roofs and where there are skylights (and other fragile roof structures) 'Fragile Roof Warning Signs' are prominently displayed;
- Wheelie bins are not located close to low level roofs;
- Tree branches close to low level roofs are maintained and trimmed back when necessary.

Security Fencing

- Security fencing has been installed partially around our site to divert people in the habit of using the grounds as an unofficial short cut.
- Perimeter fencing is maintained and repaired to maintain a clearly marked and sound physical barrier. Doors and entrances are maintained in sound physical condition. Site Management regularly monitor the condition of perimeter fencing and external access doors/gates.

Visitors/Contractors Book/Badges

- All visitors and contractors must be signed in and out of the school buildings and issued with visitor's badges. Care is taken to ensure that badges are recovered from visitors when they leave to prevent the system losing credibility.
- We impress on visitors the need to wear the badge at all times.
- Visitors on site will be accompanied by a member of staff to their destination and will be returned to Reception by a member of staff in order to "sign out" of school.
- Teachers will not allow any adult to enter their classroom if the school visitor's badge does not identify them.
- Pupils are encouraged to let staff know about people on the premises who are not wearing a badge. Where appropriate and safe, staff will challenge those individuals who do not appear to have followed the signing in and badge wearing procedures.
- A code of conduct (Contractors Safety Information Sheet and Safeguarding Leaflet) have been prepared to share with contractors and visitors admitted to the site so that all are aware of the safety procedures in operation.
- As contractors and maintenance personnel do not generally have access to children that is frequent or intensive, they are not required to have DBS disclosures. However, they will not have unsupervised access to children. They will be supervised at all times by school staff; this does not mean watched continuously but in a way proportionate to their location and proximity to unsupervised children.

Pupil and Staff Signing in Out Procedures

- The School operates a signing in /signing out system for all staff /pupils who are late / leaving early. Pupils out of lesson take their planner with them, duly authorised by their class teacher.
- Pupils who wish to leave the site during the school day must have written permission, sighted by appropriate staff.
- The school operates an efficient electronic attendance/registration system which allows us to monitor absenteeism and truancy – first day response.

Fire and Arson Prevention

Further details can be found in the school Fire Safety Management Procedures within this Policy.

Cultivating a Positive Safety and Security Attitude

- All staff are made aware of the school's security procedures, especially staff that have been given a specific role to play. This forms part of all new staff Induction Training and is reinforced with other staff at regular intervals.
- Every occupant of the school is encouraged to foster and maintain an inquisitive attitude towards strangers. Details of known local people who have no reason to be present have been noted.
- If suspicions are heightened, descriptions, both personal and of vehicles will be recorded, (the singular most important item of information in relation to a vehicle being its registration mark) in case they subsequently need to be passed to the police.
- Regular briefings of pupils and staff are carried out which encourage them to report anyone suspicious wandering around the site.
- Anyone not wearing a visitors badge or people who are found in the school or its environs with no reason to be there will be challenged by staff or reported to a member of staff by pupils. In certain circumstances, staff will be required to gauge whether or not it is appropriate to challenge individuals depending on the situation.
- Children are actively encouraged to tell staff about the presence of strangers or anyone acting suspiciously but under no circumstances should they approach them.
- Where staff feel it is in appropriate to approach an individual or group of individuals, the Police will be telephoned immediately.
- Staff and pupils are encouraged to offer ideas on good practice. Every suggestion will be considered and if any proposals are not taken up then the reasons for their rejection will be explained to the proposers. Co-operation comes from personal involvement and this is a powerful means of encouraging individuals to share in the task.

Cooperation with third parties, extended services and community groups

These arrangements will be communicated to all third parties that use the premises and grounds. All will be expected to comply with the schools' security arrangements as a condition of sharing use of the building. Parents will be informed about the schools' security arrangements and any part they are expected to play e.g. when visiting the school or at handover times.

Our school security arrangements have taken into account any other third parties who use the school building or grounds. In most circumstances the arrangements for the school in general will be equally applicable for the third parties involved.

Community use/extended school activities – Although not extensive use, community groups may use facilities at the end of the school day. When inside the building access to the rest of that block is restricted. Risk assessments as part of induction arrangements are carried out. No hirer will be allowed to use the school facilities unless they fully comply with the security risk assessment. Visitors in unauthorised locations will be professionally challenged by staff.

Supervision

The following areas are accessible by the public but the risk is controlled with our school's supervision arrangements and how the school deals with visitors. The access arrangements for the grounds are:

- *School field* – access to school field for PE – always under control of staff. Staff would professionally challenge any person not wearing a photo ID or school visitor badge. As communication is not easily possible whilst on the fields, supervisors in this location will use a walkie-talkie, supplied by the school office.

- *Breaks* – children occasionally use the school field that could be accessed by a person walking past the authorised entrance, this area is always under control of staff. Staff would professionally challenge any person not wearing a photo ID or school visitor badge.
- *Auxiliary blocks* – these cannot be secured by electronic means. Supervision rota for breaks and lunchtime.
- *Lesson changes* – due to the multi-block nature of the site, access control is not possible for every individual building during lesson changes. At these times staff will be on duty rota.
- *Start of school day* – as the grounds have open access, duty teams are deployed in designated areas from 8.25 am – 8.40 am
- *End of the school day* - duty teams are deployed in designated areas from 3.15 - The last bus leaves the site

Personal Safety / Lone Working

- Lone Working Risk Assessments are undertaken for staff where there is a security risk due to the need to work alone; staff at high risk will receive appropriate training/instruction.
- Procedures have been established for staff and employees who may be working on the premises alone or isolated in separate parts of the building(s). These procedures also take into account cleaning staff and staff on duty during further education sessions.
- The school is fitted with an alarm. The alarm must be set by the last person leaving at the end of the day/work period
- The building must be checked by the last person leaving, ensuring all windows and outside doors are secure. This is the responsibility of Site Management who has access to a mobile telephone for use in an emergency.
- Staff working late, should ensure doors are locked, notify someone responsible (i.e. a family member or a colleague) of their presence in school and give an indication of the time they will be leaving and the time they are expected home.
- Site Management is responsible for regularly checking external lighting, panic alarms and burglar alarms. Any faults will be reported to the Site Manager and recorded in the Defects book for action.
- Lone working is not permitted and staff attend home visits in pairs and have access to a mobile telephone. A list of the proposed visits is lodged in the school office, so school based staff always know the location of peripatetic workers. Regular contact is maintained between school and staff conducting home visits.
- Working at height or work with dangerous materials is NOT permitted if lone working.

Cash Handling, Storage & Carriage

- We encourage payment by Parent Pay, cheque or debit/credit cards to avoid the handling or storage of cash.
 - Holding large amounts of cash in school will, where possible, be avoided.
 - When it is necessary to hold large amounts of cash the cash will always be kept in the safe. *[NOTE: Locked filing cabinets, office drawers etc. are not suitable and should never be used for holding substantial amounts of cash. Advice on the insured amount (of cash) a particular model of safe can hold can be obtained from the school's insurers.]*
- The following guidelines have been adopted in relation to keys for safes
 - the number of staff having such keys is kept to a minimum;
 - Keys are kept in a locked key security cabinet and the key to the security cabinet kept on the person at all times;
 - It is not possible to identify what the keys are for by looking at a label or tag attached to it. The keys are otherwise marked so that only authorised users know or are able to establish what they are for.
 - The issuing of school master keys to staff is strictly limited. Details of all keyholders are held by the Site Manager
 - Counting money will be done in a locked room away from public view.
 - Cash held on premises which is used from time to time for payments etc. will be reconciled as frequently as circumstances dictate.
 - We always vary the times when cash is carried off the premises and try to vary the route taken to destination
 - Wherever possible, staff travel to the bank or post office by car rather than on foot.
 - Cash is disguised in a carrier bag or other holdall and staff instructed to ensure it is hidden or covered in the car.
 - For significant amounts of cash, we use a secure cash collection service.
 - Persons responsible for carrying cash on school business are provided with adequate induction, training and instruction and it is made clear that they are not expected to put themselves at risk by resisting any person

who is attacking or threatening them. They should concentrate on observing the attacker to assist in the subsequent police investigation.

Medicines

Detailed arrangements for the management of medicines can be found in the school Supporting Pupils at Schools with Medical Conditions Policy and procedures held separately.

Security of Laptops and other Valuables

- Lockers are made available to pupils for security of personal items, although parents and pupils are regularly advised not to bring or allow children to bring valuable belongings into school.
- Secure areas are available for staff possessions.
- The following procedures are followed to help reduce the risk of opportune thieves taking laptops and other high value equipment from school:

We ensure that all staff and others in the school understand exactly what they need to do to keep ICT and other valuable equipment safe. Teachers and support staff then pass on the relevant information to their classes. Training reviews are given at least annually, and the ICT security guide regularly reviewed to take account of any new equipment that has been purchased.

- Laptops are kept in rooms where there are blinds which can be closed when the room is not in use; evenings, weekends and during the school holidays.
- During long periods of closure, laptops and other high value equipment are locked in secure rooms.
- All rooms that contain equipment such as ICT facilities, computers and scientific items are kept locked when not in use, in either case only staff know the combination of locks and have keys.
- We never advertise ICT assets on our school website, social networking sites or newsletters. We do not inform the local press when we purchase a lot of new equipment.
- When new equipment is bought, we flatten its packaging, turn it inside out and crush it before putting it outside with the rubbish, to avoid notifying potential thieves to a delivery.
- All high value equipment has been marked with the postcode and the name of the school. The markings are visible and difficult to remove or disguise.
- We ensure external ICT technicians present ID before they are taken to service computers, and ensure that these people sign in and out.
- We ensure that visitors are accompanied when they walk around the building, and insist that all guests sign in and out.
- We use a deposit system when teachers issue laptops to ensure that equipment is returned OR use a register to tick off students' names when laptops are put back into the storage cabinet.
- When out and about, staff are instructed to carry their laptops in an anonymous bag or case in order not to alert thieves to its contents.
- If any of our mobile IT is stolen, we will alert the police as soon as possible.
- Where we have any concerns about the security of our school and the equipment within it we will contact our local Crime Prevention Officer by dialling 101 and asking for the Crime Prevention Service.

I.29 Dog Fouling

References

The Local Government (Miscellaneous Provisions) Act 1982

Procedures

The Local Government (Miscellaneous Provisions) Act 1982 makes it a criminal offence to trespass on School property and cause or permit a nuisance. To allow a dog to foul a playing field is to permit a nuisance, so provided the person concerned is a trespasser (i.e. is aware that he or she is not allowed on school premises, or not allowed on with a dog) he or she can be prosecuted.

Notices have been displayed around the site in prominent positions indicating that school fields are private property.

Under the Act, a police officer or any person authorised by the School Governors can remove trespassers, provided there is reasonable cause to suspect that the person in question is committing or has committed an offence under the Section. Wherever possible, the authorised person should take details of the offender's name and address.

Stray Dogs

A stray is any dog that is unaccompanied by its owner, or a person representing them, in a public place, or in a private place in which it should not be (such as on somebody else's property). New legislation came into force in April 2008 that gave responsibility for stray dogs to the local authority.

To report a stray dog, contact the Dog Warden at the local District Council. Enforcement officers enforce the law relating to stray dogs and operate a service for the seizure of stray dogs.

Out of hours, the majority of site gates are kept locked to help keep unwanted persons (and dogs) off school premises.

Clean-Up - Advice to Caretakers/Site Managers/Others

Where instances of dog fouling, the caretaker will be asked to remove the offending material. They are advised to avoid direct skin contact with the faeces and they must wear gloves. They will remove the faeces with a shovel and dispose of them by double-wrapping/bagging them and placing them in the general refuse.

I.30 Grounds Maintenance

References

Workplace (Health, Safety and Welfare) Regulations 1992
Control of Substances hazardous to Health Regulations 2002(as amended)
Compliance Monitoring in Council Buildings

Procedures

- William Howard School has a fixed term contract in place with GMS for grounds maintenance i.e. grass cutting, weed control/spraying of pesticides and the erection of fixed goal posts on sports fields.
- The Grounds contractor is treated as all other contractors and must abide by the school rules and procedures – refer to the school Procedures for Managing Contractors for further detail.
- Hazardous activities such as grass cutting using ride on mowers, refuelling, spraying of pesticides etc. is only ever permitted when children (and others who may be at risk) are not in the vicinity.
- Risk Assessments have been undertaken for all grounds activities including grass cutting, use of pesticides and other hazardous substances, strimming, litter picking, the removal of detritus and sharps. All staff involved in grounds activities have received instruction and information on the control measures required by the risk assessments to prevent harm to themselves and others.
- School owned grounds maintenance equipment and machinery is maintained regularly by GMS. In-house staff visually inspect all machinery and equipment before and after use and ensure it is cleaned and emptied as necessary before being stored in the large shed on the bottom yard.

I.31 Wellbeing

Refer to the school's Wellbeing Management Procedures held separately.

References and Useful Links

[MindED](#)

[Promoting and supporting mental health and wellbeing in schools and colleges;](#)

UKHSA's [Every Mind Matters](#);
[Become's care advice line](#) for looked-after children;
NHS guidance resources and services for [mental health, learning disabilities and autism](#).
[Education Support](#)
[Frontline: Wellbeing toolkit for educators](#)

I.32 Educational Visits and Activities

References

www.kymallanhsc.co.uk
OEAP National Guidance www.oeapng.info

Procedures

Refer to the school's Offsite Visits Procedures held separately.

I.33 Food Safety – Commercial Catering/School Meal Provision

(The catering department have a food safety manual that was put together by Alison Thomson and Norman Gentry Consulting a number of years ago which more or less covers the attached documentation. This file is kept within the catering department for reference at any time).

References

Food Safety Act 1990
Food Safety (General Food Hygiene) Regulations 1995
The Food Hygiene (England) Regulations 2006
Food Information Regulations 2014
UK Food Information Amendment (Natasha's Law)
[Allergy guidance for schools](#)
Food Standards Agency – Safer Food Better Business Manual <https://www.food.gov.uk/business-industry/sfbb>
KAHSC Catering Code of Practice
CLEAPSS www.cleapss.org.uk/
The Food Standards Agency <http://allergytraining.food.gov.uk/>

Policy Statement

Introduction – Equal Opportunities and Scope

Food safety means all measures necessary to ensure the safety and wholesomeness of food during preparation, storing, transportation, distribution, handling and offering for sale or supply to our customers. We have a duty to ensure it provides food which has been hygienically prepared.

Food Hygiene Regulations class any undertakings, whether for profit or not, carrying out any of the activities related to any stage of production, processing and distribution of food, as a 'Food Business'.

Good food hygiene is essential in ensuring that the food people eat is safe. Poor food hygiene can put people at risk, and the harmful bacteria that result in food poisoning can spread very easily causing serious illness. This is especially dangerous for people who are very young or old or who are physically ill or vulnerable.

We expect staff to adhere to this policy in line with our obligations under equality legislation. The Head teacher ensure that all reasonable adjustments or supportive measures are considered to allow equality of access and opportunity regardless of age, gender, ethnicity, sexual orientation, disability, faith or religion, gender identity, pregnancy or marital status.

Enforcing Authorities

The Enforcing Authority for food hygiene regulations is the Local District Council Environmental Health Department. Under Food Safety Law provisions, Environmental Health Officers (EHO) have the right to inspect all premises classed as 'Food Businesses'. They have the power to issue Improvement notices, and Emergency Prohibition Notices on food businesses that fail to meet proper standards of food safety. Any improvements required by EHO's must be actioned appropriately and within any specified time limits.

Registration of Premises

As we provide school meals, our school is classed as a 'Food Business' and is registered with the District Council Environmental Health Department. Registration allows the Local Authority to keep an up to date list of all premises operating in their area, and our premises are subject to inspection by an EHO.

General Requirements and Safe Practice Guidance

The general requirements and safe practice guidance forms part of this Food Safety Policy. It has been produced to encourage responsibility for correct food hygiene and it will provide a framework around which any food service can build a system ensuring its proper hygienic operation. The safe practice elements have been sourced and summarised from 'Safer Food, Better Business' produced by the Food Standards Agency. This publication is widely endorsed by the Local Enforcing Authorities and compliance to it will meet statutory duties placed upon us.

Training

Qualifications have been developed by the Chartered Institute of Environmental Health, to cover key food safety issues for all levels of involvement with food related work activities.

CIEH Level 1 Award in Food Safety Awareness in Catering - This is suitable for staff induction training including:

- New staff with minimal or no food safety knowledge
- Staff handling low-risk or wrapped foods only
- Front of house staff such as waiting or check out staff
- Back of house staff such as kitchen porters or warehouse staff

This is also suitable for staff for whom English is a second language or those with learning difficulties.

CIEH Level 2 Award in Food Safety in Catering - This is suitable for anyone who assists, prepares, cooks or handles food in schools. This is the recommended level of training for all food handlers (anyone involved in the preparation, storage or service of food).

CIEH Level 3 Award in Supervising Food Safety in Catering - This is suitable for kitchen managers/supervisors who are responsible for implementing systems for controlling and monitoring those points critical for food safety.

CIEH Level 4 Award in Managing Food Safety in Catering - This award has been designed to provide an in-depth understanding of food safety with an emphasis on the importance of the management of systems and staff. This is a high level practical qualification with external accreditation.

Allergens / Food Information & Labelling

ALL staff All staff (including temporary staff and contractors) involved in handling ingredients, equipment, utensils, packaging and products should be aware of food allergens and the consequences of them being eaten by anyone with a food allergy. Basic allergen training must be given to all staff on their first day of employment and before food handling duties commence with records of training kept. All staff should be trained in avoiding cross-contamination of foods by the major food allergens.

There should be a nominated, responsible person who will handle all food allergy queries from customers, and a deputy in their absence. There should be a written procedure on how to deal with a request for allergy information and all staff made aware of this. Staff should be trained to cross reference Individual Healthcare Plans for Pupils with food allergies and/or information supplied by delegates prior to conferences, training events etc.

Allergen information will be made available to all possible customers either by the use of:

- written up front information e.g. menu boards, menus etc. without the customer having to ask for information;
- sign-posts to where written information can be found or obtained;

- sign-posts stating that oral information can be obtained from a member of staff. Where this option is used, ALL staff, particularly front of house staff have received training on what to do if asked for information on ingredients/allergens by a customer.
- Where food is sold at a distance, such as through a telephone order the allergen information will be provided either before the purchase of the food is complete (this could be in writing or orally) or in a written format when the food is delivered.

When preparing dishes, staff should record the ingredients which are used in each dish. A Chef's Allergen Menu Matrix or similar should be completed and either be displayed in the food preparation area, or be readily available to all relevant staff in the kitchen to help kitchen staff log and check allergen information on dishes. To help to identify which dishes contain allergens:

- ensure kitchen staff use the same recipes every time;
- keep a copy of the ingredient information on labels of pre-packed foods for example, sauces, desserts etc.;
- keep ingredients in original containers, or keep a copy of the labelling information in a central place;
- ensure containers are clearly labelled for ingredients which are delivered in bulk, and then transferred or stored in smaller containers;
- ensure staff are aware of where the allergen information is stored and how it is kept;
- ensure allergen information is kept up to date e.g. if recipes are changed or products substituted;
- always check deliveries to make sure what is delivered is what was ordered. Ensure that the relevant labelling information is provided with the order;
- ensure records are updated, to help trace back to the source of your information. A Chef's Recipe Card (or similar) should be completed and allows kitchen staff to log and check allergen information on one-off dishes, for example when you have 'specials' or when ingredients run out or are substituted on the day;
- check the food delivered is the same brand that is normally used, as different brands might have different ingredients.

Free School Meals during Emergencies

- We will speak to our school catering team or provider about the best arrangements for providing school meals for pupils in an emergency. They will provide meal options for all pupils who are in school, and meals will be available free of charge to all infant pupils and pupils who meet the benefits-related free school meals eligibility criteria.
- Where pupils eligible for benefits-related free school meals are receiving remote education, we will work with our school catering team or food provider to provide good quality lunch parcels. This will ensure that eligible pupils continue to be supported for the short period where they are unable to attend school.
- We will ensure that we identify pupils with any medical conditions, including allergies, to ensure that all pupils are able to eat a school lunch safely. This is particularly important in circumstances where caterers are not serving meals to pupils directly but where for example, pupils are being served food in the classroom.

Fitness for Work

Staff should be fit for work at all times. This means that they must not be suffering from, or carrying, an illness or disease that could cause a problem with food safety. Any staff member who has diarrhoea and/or vomiting should report it to the Kitchen Manager/Head teacher immediately and either stay at home or go home straight away. Staff who have had diarrhoea and/or vomiting should not return to work until they have had no symptoms for 48 hours.

Staff should tell the Kitchen Manager if they have any cuts or sores and these should be completely covered with a brightly coloured waterproof dressing. Covering them prevents bacteria spreading to food. Wearing a brightly coloured dressing (usually a blue plaster) will allow for this to be easily spotted if the dressing falls into the food.

If staff are not fit for work, they will be moved out of the food handling areas or sent them home. Any unwrapped foods they have handled will be discarded.

Kitchen Manager/Supervisor Responsibilities

The Kitchen Manager is responsible for ensuring all foods are prepared in a safe and hygienic manner. This requires the Kitchen Manager to:

- Identify the potential food hazards within their operations;
- Implement effective control and monitoring procedures at those points critical to food safety (the nature and complexity of these will depend on the nature and complexity of the operations);
- Co-operate fully with EHO's and any officer designated by the LA to carry out inspections of food premises/activities or any other investigations;
- Ensure requirements following inspection from EHO's and any officer designated by the LA to carry out inspections of food premises are dealt with and within any specified time limits;
- Ensure all staff handling food receive the appropriate training commensurate with their duties;
- Ensure where employing outside contractors to run/provide food facility on our behalf, they comply with the provisions of this policy and guidance.
- Ensure that where people using our services are involved in food preparation and handling, proper hygiene and safe practices are maintained. The responsible manager should assess the service user's capabilities in relation to the tasks undertaken, in order to avoid any risk arising from poor hygiene.

Staff Responsibilities

All staff who buy, prepare or handle food as part of their work activities must:

- Follow the control measures which have been identified as critical to food safety;
- Ensure standards are maintained by their own actions in accordance with the safe practice guidance;
- Report any symptoms of ill health to their manager/immediate supervisor;
- Undertake the relevant training as instructed by their manager;
- Inform their manager of any concerns relating to the safety of food being prepared or served.

I.34 Food in the Curriculum – Food Technology

- Food Technology staff will refer to CLEAPSS risk assessments which will be adapted. From these, warnings and controls will be produced in 'texts in daily use' available to those who use/need them.
- Other specific food related risk assessments will also be undertaken where not adequately covered by CLEAPSS.
- Control measures put in place following the assessment of risk will be monitored to ensure they remain effective. A system for monitoring the effectiveness of controls will be devised locally. A formal procedure for the review of risk assessments will be implemented to ensure they are reviewed if there are significant changes or if 'there is reason to suspect they are no longer valid'.
- Completed risk assessments will be made available for staff to access.
- The HoD or suitable person will undertake annual 'Audits' of the department using the CLEAPSS document G79 Auditing Health and Safety in a Secondary School Design and Technology Department or similar and regular formal inspections will be made of food rooms and stores.
- Food Technology Staff will undertake food hygiene training such as CIEH Level 2 Food Safety Award (or equivalent) which will be refreshed every 3 years.
- Although the Food Information Regulations 2014 do not strictly apply to Food Technology, all food technology staff to be aware of the regulations and the major food allergens and take this into account for pupils (or staff) with known allergies – food technology staff will need to be aware of the contents of Individual Healthcare Plans for students with allergies. Allergen information will be including in teaching and learning.
- Gas appliances in food technology will be serviced every year by a Gas Safety Registered engineer, and current records/certificates will be held on site. Similarly, any electrical appliances used will either need to be included in the school's portable electrical appliance inspection & testing programme, or if not portable equipment, should undergo routine planned, preventative maintenance in line with manufacturer's instructions.
- Gas cookers will be fitted with safety chains. Chains will be long enough to allow the cooker to be moved out for cleaning purposes, but prevent the flexible gas pipe from being strained. The chains will be securely fixed at both ends.

- All emergency gas and power cut-off switches must be easily identified and accessible and staff must be aware of the location and operation of the mains services. In food rooms, there will be a main electrical shut off switch which is lockable, accessible and working at all times (with fridges and freezers on separate circuits).
- 'Gas' shut off valves will be in place in food rooms that are accessible and working at all times with the off position being clearly indicated (situated so that they are not easily interfered with by pupils).
- It is essential to ensure the number of pupils using particular pieces of equipment is controlled so that crowding/accidental pushing, etc. does not take place or pupil numbers reduced to prevent this.
- Clear working procedures will be written down and brought to the attention of anyone who may be required to use equipment.
- Oven gloves/cloths must be available and used.
- Ovens are only to be used by adults or pupils using the oven are supervised appropriate to their age range and abilities.
- Equipment will be sited so that draughts from windows and doors do not interfere with the safe working of a particular piece of equipment.
- Equipment, materials and tools will be regularly inspected and appropriately maintained.
- Food stuffs must be stored appropriately i.e. perishable items stored off the floor and food/ equipment shelving sealed, clean and wipeable.
- All out of date food/ingredients will be disposed of immediately and weekly checks will be made to ensure that no food or ingredients past their use by date are held in school.
- A suitable pest control contract is in place with a competent contractor.
- An adequately stocked first aid box (including blue plasters) will be easily accessible.
- Appropriate fire fighting equipment must be located in the workroom (appropriate fire extinguisher(s) and fire blanket).
- Flooring will be suitable in food rooms i.e. slip-resistant, sealed and washable.
- Food rooms will not be used as pastoral bases unless supervising staff are Food Technology Teachers.
- Suitable storage arrangements will be made for pupils' coats and bags.

Allergens / Food Information & Labelling

ALL staff involved in handling ingredients, equipment, utensils, packaging and products should be aware of food allergens and the consequences of them being eaten by anyone with a food allergy. Basic allergen training must be given to all staff on their first day of employment and before food handling duties commence with records of training kept. All staff should be trained in avoiding cross-contamination of foods by the major food allergens.

There should be a nominated, responsible person who will handle all food allergy queries from customers, and a deputy in their absence. There should be a written procedure on how to deal with a request for allergy information and all staff made aware of this. Staff should be trained to cross reference Individual Healthcare Plans for Pupils with food allergies.

Allergen information will be made available either by the use of:

- written up front information e.g. menu boards, menus etc. without people having to ask for information;
- sign-posts to where written information can be found or obtained;
- sign-posts stating that oral information can be obtained from a member of staff. Where this option is used, ALL staff, to have received training on what to do if asked for information on ingredients/allergens.

When preparing dishes, staff should record the ingredients which are used in each dish. A Chef's Allergen Menu Matrix or similar should be completed and either be displayed in the food preparation area, or be readily available to all relevant staff to help staff log and check allergen information on dishes. To help to identify which dishes contain allergens:

- ensure staff use the same recipes every time;
- keep a copy of the ingredient information on labels of pre-packed foods for example, sauces, desserts etc.;
- keep ingredients in original containers, or keep a copy of the labelling information in a central place;
- ensure containers are clearly labelled for ingredients which are delivered in bulk, and then transferred or stored in smaller containers;
- ensure staff are aware of where the allergen information is stored and how it is kept;
- ensure allergen information is kept up to date e.g. if recipes are changed or products substituted;

- always check deliveries to make sure what is delivered is what was ordered. Ensure that the relevant labelling information is provided with the order;
- ensure records are updated, to help trace back to the source of your information. A Chef's Recipe Card (or similar) should be completed and allows kitchen staff to log and check allergen information on one-off dishes, for example when you have 'specials' or when ingredients run out or are substituted on the day;
- check the food delivered is the same brand that is normally used, as different brands might have different ingredients.

I.35 Electrical Safety

References

Safety Advice Note SAN(G)17

KAHSC General Safety Series G17 – Electrical Safety

KAHSC General Safety Series G25 – Provision and Use of Work Equipment

CCC Safety Procedures 12

HSG 107 - Maintaining Portable and Transportable Electrical Equipment [Click here to access](#)

INDG 236 - Maintaining Portable Electric Equipment in Offices and other Low-Risk Environments [Click here to access](#)

HSG 85 - Electricity at Work [Click here to access](#)

HSR 25 *Memorandum of guidance on the Electricity at Work Regulations 1989* [Click here to access](#)

HSE L22 - Provision and Use of Work Equipment Regulations 1998. ACOP and guidance [Click here to access](#)

Compliance Monitoring in Council Buildings

Procedures

All staff, and where appropriate, pupils, will be shown how to use equipment, and to switch it off when not in use and at the end of each school day.

Acquiring Electrical Equipment

- All new items purchased will comply with the appropriate British Standard or European equivalent.
- Second-hand acquisitions or electrical equipment lent to, or borrowed by, the school will be checked for electrical safety by in-house PAT testing. Any mains operated equipment belonging to staff will also be checked in this way.
- However, if there is any doubt whether the equipment is safe then it should be labelled 'out of use' and withdrawn until it has been tested and declared fit for use by a competent person.
- Second-hand, borrowed and staff equipment will be recorded as being used and will be included for testing during the regular testing programme (see below).

User Visual Checks

Any item with a plug will be given an informal visual check every time it is used – all staff have been instructed to do this, checking for:

- Damage, such as cuts and abrasions (apart from light scuffing), to the cable covering;
- Damage to the plug, such as the casing cracked or the pins bent or loosened;
- Non-standard joints including taped joints in the cable;
- The outer covering (sheath) of the cable not being gripped where it enters the plug or equipment. Look to see if the coloured insulation of the internal wires is showing;
- Equipment that has been used in conditions for which it is not suitable, e.g. a wet, dusty or excessively contaminated area;
- Damage to the outer covering of the equipment or obvious loose parts or screws;
- Evidence of overheating (burn marks or discolouration).

If a fault is detected, staff will remove the plug to decommission the appliance, if possible. If not, defective appliances will be labelled with a warning instructing others not to use. Staff must then report the fault to Sowena Cornford.

Extension Leads

- When they are used, three-core cable will be used and the earth conductor connected.
- When being used, the following questions will be asked:
 - does the location of the lead present a tripping hazard?
 - is the maximum load marked on the extension lead?
 - will the maximum load be within the safe rating?
 - has the extension lead undergone a visual check (see above)?
 - is the lead knotted or twisted?
 - is there any strain on the cable?
 - has the lead been unwound from any cable drum?
 - Has the lead been PAT tested ?
- Extension cables will never run under carpets or through doorways.
- Extension cables will be checked as part of the annual testing programme (i.e. added to the inventory).
- Extension cables will be regarded as temporary. Regular use may indicate the need for additional sockets.
- Block style adaptors will NOT be used in school under any circumstances.

Record of Equipment

A record will be kept of all portable items of electrical equipment (held in the Buildings Register) showing:

- the detail of the item
- the date of acquisition
- details of any inspection, testing or repair work

The inventory will be kept up to date at all times by the Site Manager. When any piece of portable electrical equipment is acquired or removed from the site the record should be updated accordingly

Combined Inspection and Testing

Combined Inspection and Testing (PAT) will be undertaken at suitable intervals appropriate to the appliance and the environmental conditions in line with HSE guidance. Compass Electrical undertakes Combined Inspection and Testing and formal records are held in the Buildings Register.

Kitchen

Fixed electrical equipment in the kitchen is serviced annually by Compass Electrical and records are held in the Buildings Register.

Fixed Electrical Installation

The main electrical installation will receive a Periodic Electrical Installation Inspection by an NICEIC Registered contractor at periods not exceeding five years. Records will be held in the Buildings Register. Any remedial work required as a result of the Inspection Report will be undertaken on a risk priority basis i.e. Category 1 faults dealt with first. Sowena Cornford is responsible for arranging any necessary remedial works using a competent contractor.

The electrical installation in the following areas will receive a Periodic Electrical Installation Inspection every year

- licensed areas
- lightning protection.

Portable Heaters / Air Conditioning Units

In the event of the need for portable heating or air conditioning units, the following guidelines will be closely adhered to:

- a) The heater/unit should be checked for defects before children are allowed into the room.
- b) The immediate surrounding area should not be used
- c) Children should receive detailed instruction as to their movements within the vicinity of the heater/unit.

- d) Under no circumstances is a child to be asked to switch heater/unit on or off.
- e) Under no circumstances is a child to be asked to move a heater/unit.
- f) Under no circumstances are articles of any kind to be placed, stored or left on the heater/unit.
- g) Clear adherence to manufacturer's instructions concerning ventilation are to be enacted.

Note: Radiant Heaters will **NEVER** be used.

I.36 Gas Installation and Appliances

References

Gas Safety (Installation and Use) Regulations 1998
 General Safety Series G30 – Gas Safety in Schools
 General Safety Series G25 – Provision and Use of Work Equipment
 Compliance Monitoring in Council Buildings

Procedures

- Convector Heaters are serviced/cleaned out at least annually by a competent person
- School Boilers and appliances are serviced annually by a Gas Safe Registered Engineer and records are kept in the Buildings Register.
- The gas installation will be inspected every 5 years by a Gas Safe Registered Engineer including pressure testing from the meter to the final appliance. Records will be held in the Buildings Register.
- Fixed gas equipment in the kitchen is serviced/gas checked annually by a Gas Safe Registered contractor and records are held in the Buildings Register.
- For emergency procedures relating to Gas Leaks, refer to the Critical Incident & Recovery Plan.

I.37 Standards for School Premises

References

The Education Act 1996
 School Premises (England) Regulations 2012
 National Minimum Standards for Boarding Schools [Click here to access](#)
 DfE Statutory Framework for Early Years Foundation Stage, September 2014
 Workplace (Health, Safety and Welfare) Regulations 1992 [Click here to access](#)
 The Education (Independent School Standards) (England) Regulations 2010 (*as amended 2013*)

Procedures

We follow advice from the DfE in relation to the School Premises Regulations 2012 and the Education (Independent School Standards) (England) Regulations 2010 (*as amended 2013*).

Toilet and Washing Facilities

- Toilet and washing facilities are provided for the sole use of pupils.
- Separate toilet facilities for boys and girls aged 11 years or over are provided (except where the toilet facility is provided in a room that can be secured from the inside and that is intended for use by one pupil at a time).
- Where separate facilities are provided for pupils who are disabled, they may also be used by other pupils, teachers and others employed at the school, and visitors, whether or not they are disabled.
- Suitable changing accommodation and showers are provided for pupils who receive physical education.

Numbers of fittings:

2 Disabled shower, 9 Disabled toilets

[Information: The 2012 Regulation does not set the minimum number of fittings to be provided in relation to the

ages and numbers of pupils. For pupils over 11 one toilet per 20 pupils would be sufficient, but there is scope to reduce the number of washbasins where the washing facilities are shared.]

Girls – 31 toilets and 27 sinks.

Boys – 23 Toilets, 11 urinals (varying in size) and 27 sinks.

General planning:

Toilet facilities need are planned and designed so that:

- hand washing facilities are provided within or in the immediate vicinity of every toilet;
- the rooms containing them are adequately ventilated and lit;
- they are located in areas around the school that provide easy access for pupils and allow for informal supervision by staff, without compromising pupils' privacy.

[Information: With the unisex provision, the privacy of the occupant needs to be ensured and this will be achieved by, for example, having a full height door.]

Facilities for disabled pupils:

Each toilet for disabled pupils contains one toilet and one washbasin and possibly a shower or other wash down fitting and has a door opening directly onto a circulation space that is not a staircase, which can be secured from the inside. The number and location of accessible toilets are sufficient to ensure a reasonable travel distance for users that does not involve changing floor levels.

Changing accommodation and showers for pupils:

We do have designated changing rooms for pupils.

Toilets and washing facilities for staff:

Toilets and washing facilities for staff may also be used by visitors. They are separate from those provided for pupils (except where they are designed for use by those who are disabled).

Medical Accommodation

Suitable accommodation is provided in order to cater for the medical and therapy needs of pupils in Student Services, including accommodation for:

- the medical examination and treatment of pupils; and
- the short term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility.

[Information: Some therapy can take place in a teaching space or in a small quiet room, such as an office. The dedicated accommodation can be used for other purposes, except teaching, so long as it is readily available for medical use when needed.]

Health, Safety and Welfare

We aim to provide accommodation to pupils, staff and visitors alike with reasonable:

- temperatures i.e. workrooms will be at least 16°C unless much of the work involves severe physical effort in which case the temperature will be 13 °C (or where it is impractical to maintain these temperatures i.e. where food has to be kept cold);
- ventilation;
- cleanliness;
- workstations and seating.

in accordance with the Workplace (Health, Safety and Welfare) Regulations 1992.

Fire Safety:

Refer to the school Procedures for Managing Fire Risks.

Pupils with special educational needs:

Reference should be made to the following documents:

- School Special Educational Needs Policy;
- School Single Equality Scheme/Objectives;
- School Accessibility Plan.

Building Work:

All building work undertaken including new builds, alterations of and improvements to existing buildings will conform to the Building Regulations 2010.

Acoustics:

The acoustic conditions and sound insulation of each room is suitable, having regard to the nature of the activities which normally take place within each area. Checks will be made of any new builds by Building Control to ensure compliance.

Lighting:

- The lighting in each room or other internal space is suitable, having regard to the nature of the activities which normally take place therein.
- External lighting has been provided in order to ensure that people can safely enter and leave the school premises.
- Blinds / curtains are in place to block sunlight, to avoid glare, excessive internal illuminance and summertime overheating;
- Emergency lighting has been installed in areas accessible after dark
[Information: Lighting for pupils with special educational needs:
 - *Pupils with special educational needs, including visual impairment and other disabilities, may have additional lighting requirements and specialist advice may be needed. Key points include:*
 - *colour and contrast, which can help people locate doors and their handles, stairs and steps, switches and socket outlets, etc.;*
 - *glare should be avoided (including from high gloss finishes that can appear as glare sources when they reflect bright lights);*
 - *use of light sources such as high frequency fluorescent luminaires to avoid subliminal flicker that can induce epileptic fits in susceptible pupils;*
 - *large areas of glazing should be clearly marked to avoid accidents;*
 - *Additional local task lighting may be needed.]*

Water supplies:

- Suitable drinking water facilities are provided which are readily accessible at all times when the premises are in use and are in a separate area from the toilet facilities.
- Toilets and urinals have an adequate supply of cold water and washing facilities have an adequate supply of hot and cold water.
- The temperature of hot water at the point of use by pupils does not pose a scalding risk to users i.e. hot water is heated to temperatures of 60°C, but the temperature at outlets used pupils is controlled by thermostatic mixer valves to achieve temperatures at taps not exceeding 43 °C (refer to Section on Water Hygiene).

Outdoor space:

Suitable outdoor space is provided in order to enable:

- physical education to be provided to pupils in accordance with the school curriculum; and
- Pupils to play outside.

There are two types of outdoor space used for physical education (PE); sports pitches and hard surfaced games courts. Sports pitches, grass and/or all-weather, are used for team games such as football, hockey and cricket, and for athletics. Games courts are for sports such as netball and tennis. Outdoor space is also available for informal play and socialising

I.38 Smoke free School Policy

1. Aims

- To create a Smoke free environment for everyone.
- To provide young people with a consistent message regarding tobacco and drug use and appropriate role models.

2. Restrictions on smoking within the workplace

- Smoking, including E-Cigarettes will NOT be permitted in any part of the schools premises, including kitchens, within the entrance area to the school or on land adjacent to the school building (car park, garden areas, walkway etc.) where this forms part of the school premises.
- The enforcement of this total smoking ban will be the responsibility of all designated responsible persons within the school. The school's disciplinary procedure will apply for dealing with employees who breach the smoking ban at work. Employees who raise genuine concerns about breaches of this policy will be protected from victimisation.
- This policy applies to employees, parents, visitors, members of the public, contractors and other working in, or using the school's premises or vehicles. This policy will be clearly advertised and visitors to the school will be informed of it.
- Staff are authorised to ask non-employees who breach the policy to leave the premises.
- The smoking policy will apply to all activities held in the school including before and after school sessions and any meetings organised which are attended by school employees as part of their work and/or visitors to such meetings/events.
- Employees should avoid being seen smoking in public in sight of pupils, parents and visitors in order to reinforce a comprehensive approach.
- Non-compliance by pupils will be dealt with in conjunction with the school's disciplinary procedure and overall Relationships Policy.

3. Designated smoking areas

- There will be NO designated smoking areas provided within the school premises.
- All smoking areas/rooms will revert back to smoke free rooms, under the Workplace (Health, Safety and Welfare) Regulations 1992.

4. Facilities for Smokers

No facilities for smoking in the workplace will be provided although support will be given to smokers to assist them to stop smoking. (See paragraph 6)

5. Vehicles

- The smoking ban will apply to all school owned/hired/leased vehicles. No-one will be allowed to smoke inside any school owned/hired/leased vehicles.
- Employees are asked to refrain from smoking in their own vehicles, when used on school business and when carrying passengers.

6. Help with smoking cessation

The school will support employees in school wishing to give up smoking by advertising and promoting external smoking cessation services and through regular health promotion activities. The school will be provided, on request, with a specifically designed information pack designed to support school staff. Resources will also be available to educate pupils and free specialist advice regarding health promotion activity will be provided. These are available by contacting the Kym Allan Health and Safety Consultants (01228 606025)

7. New buildings

This policy will apply equally to all future premises at the design stage of any new building, and refurbishment or relocation project.

8. Appointments

This school is a No Smoking School and this should be made clear within all its appointments procedures, staff handbooks and school prospectus.

I.39 Monitoring and Inspection of the Workplace, Systems and Procedures

References

OHSAS 18001 Occupational Health and Safety Management Systems

HSG 65 Successful Health and Safety Management

KAHSC Termly Governor Monitoring Packs

Compliance Monitoring in Council Buildings

Procedures

Inspections:

All staff are responsible for carrying out regular, informal safety inspections of their own workplaces / classrooms, in order to identify hazards and unsafe situations and take appropriate remedial action. The frequency of inspections will depend on the activity being undertaken and hazards present. Hazardous workplaces such as kitchens, D&T, Science etc. may need to be inspected at a greater frequency than low risk environments such as offices and records will generally be kept of inspections of higher risk environs.

Site Management is responsible for conducting safety tours each morning before school starts particularly checking that fire escapes and exit doors are clear and where lockable with a key, are unlocked prior to the building being occupied.

A named LAB member will be involved / undertake a health and safety inspection of the school buildings, grounds and activities on at least an annual basis and report back to the relevant sub-committee and full LAB meetings. Findings of inspections will be recorded using the Governors Health and Safety Inspection Checklist (copies available on the KAHSC website). Inspections will be conducted jointly with the school's health and safety representative(s) where possible/ relevant. Any corrective actions required following these inspections will be reported to the Head teacher and either immediate action taken, or issues added to the Annual Health and Safety Management Plan for future action. Responsibility for following up items detailed in the safety inspection report will rest with **the Head teacher**.

Monitoring and Review:

CET will also fulfil their obligation to monitor the effectiveness of the implementation of the Health Safety Policy by undertaking documented Health and Safety Monitoring throughout each school year – sample Monitoring packs can also be found on the KAHSC website.

The Governing body shall, at intervals that it determines, review the Health and Safety management system, to ensure its continuing suitability, adequacy and effectiveness. The management review process shall ensure that the necessary information is collected to allow management to carry out this evaluation. This review shall be documented.

The management review shall address the possible need for changes to policy, objectives and other elements of the Health and Safety management system, in the light of Health and Safety management system audit results, changing circumstances and the commitment to continual improvement.

CET will review the operation of the Health and Safety Management System to assess whether it is being fully implemented and remains suitable for achieving the schools stated Health and Safety policy and objectives.

The review will also consider whether the policy continues to be appropriate (termly Governor Monitoring as discussed above). It will establish new or updated objectives for continual improvement, appropriate to the

coming period, and consider whether changes are needed to any elements of the Health and Safety management system.

Typical inputs

Typical inputs include the following items:

- a) accident statistics;
- b) results of internal and external Health and Safety management system audits;
- c) corrective actions carried out to the system since the previous review;
- d) reports of emergencies (actual or exercises);
- e) report from the management appointee on the overall performance of the system;
- f) reports from individual line managers on the effectiveness of the system locally;
- g) reports of hazard identification, risk assessment and risk control processes.

Process

Reviews will be carried out by CET, on a regular basis (e.g. annually). The review will focus on the overall performance of the Health and Safety management system and not on specific details, since these should be handled by the normal means within the Health and Safety management system.

In planning for a management review, consideration will be given to the following:

- a) the topics to be addressed;
- b) who should attend (managers, OH&S specialist advisors, other personnel);
- c) responsibilities of individual participants in respect of the review;
- d) information to be brought to the review;

The review will address the following subjects:

- a) suitability of current Health and Safety policy;
- b) setting or updating of health and safety objectives for continual improvement in the forthcoming period;
- c) adequacy of current hazard identification, risk assessment and risk control processes;
- d) current levels of risk and the effectiveness of existing control measures;
- e) adequacy of resources (financial, personnel, material); the effectiveness of the health and safety inspection process;
- f) the effectiveness of the hazard reporting process;
- g) data relating to accidents and incidents that have occurred;
- h) recorded instances of procedures not being effective;
- i) results of internal and external health and safety management system audits carried out since the previous review and their effectiveness;
- j) the state of preparedness for emergency;
- k) improvements to the health and safety management system (e.g. new initiatives to be introduced or expansion of existing initiatives);
- l) output of any investigations into accidents and incidents;
- m) an assessment of the effects of foreseeable changes to legislation or technology.

The management appointee will report to the meeting on the overall performance of the Health and Safety management system. Partial reviews of the Health and Safety management system performance will be held at intervals that are more frequent, if required.

Typical outputs

Typical outputs include the following items:

- a) minutes of the review;
- b) revisions to the health and safety policy and health and safety objectives;
- c) specific corrective actions for individuals, with target dates for completion;
- d) specific improvement actions, with assigned responsibilities and target dates for completion;
- e) date for review of corrective action;

- f) areas of emphasis to be reflected in the planning of future internal health and safety management system audits.

I.40 Transport

References

The Safe Operation of Minibuses Manual
KAHSC General Safety Series G04 - Guidelines for schools using Adults Other than Teachers
KAHSC General Safety Series G11 - Driving a Minibus

Procedures

Private cars

- a) Private cars are to be used to transport pupils ONLY when the owner of the car has a valid driving licence and an insurance policy, which covers the carriage of children for school activities i.e. business use.
- b) Where possible, children should sit in the rear of the car.
- c) Seat belts are to be worn at all times.
- d) Any child under 12 years and 4ft 5 in will need to use a booster cushion, and those under 25kg in weight must use a booster seat. Procedures must be in place to ensure that this occurs i.e. school to keep a supply of booster cushions or procedures to ensure parents supply these when required.
- e) Children should alight from the car on the kerbside, not the roadside.
- f) Within a normal 4/5-seater vehicle, no more than 3 children should be carried.

Occasional Business Use Insurance

We have as a school obtained blanket "Occasional Business Use Insurance" which covers up to 10 employees.

Minibus

Minibuses will be appropriately maintained i.e. serviced regularly and carry a current MOT certificate. Regular checks will be made of the general condition of the minibus on a daily basis by Site Management. In addition to these checks drivers are to carry out their own inspection prior to driving both before and after use. There is readily available guidance e.g. KAHSC General Safety Series G11, the CCC 'Safe Operation of Minibuses' Manual or similar such as ROSPA, VOSA etc.).

If pupils are ever charged for anything involving a minibus (school owned or hired), the School will hold a Section 19 Permit which is renewed every 5 years. Permit application forms can be downloaded from the KAHSC website. See General Safety Series guide G11. Permits will be held in the minibus at all times it is in use.

We will 'Approve' all drivers to drive school owned or hired minibuses using certain criteria. The KAHSC General Safety Series G11 which has been re-written in line with Government guidance which now includes a model 'Approval Form' that is used for this purpose. i.e.:-

DRIVERS:

Any staff member who drives either the school owned minibus or hired minibus must have Category D1 on their licence and:

- have received training from a competent body (refreshers every 3 years);
- hold a full current driving licence;
- be over 21 years of age;
- NOT have more than one endorsement (3 points);
- there is a Section 19 Permit.

Staff who passed their test after January 1998 can drive a minibus with up to 16 passenger seats provided:

- they drive on behalf of a non-commercial body for social purposes;
- they are aged 21 or over;
- they have held a car (category B) licence for at least 2 years;
- they are providing their services on a voluntary basis;
- the minibus maximum weight is not more than 3.5 tonnes excluding any specialist equipment for the carriage of disabled passengers. Minibuses up to 4.25 tonnes will be permitted if the vehicle is adapted to carry passengers with special needs e.g. tail-lift vehicles;
- they do not tow a trailer; and
- there is a Section 19 Permit.

PASSENGERS:

- a) No standing passengers may be carried.
- b) All children will wear a seat-belt.

ACCIDENTS:

If an accident occurs on the road, and this involves personal injury to a domestic animal, or to property on or adjacent to the road, the driver must:

- a) stop;
- b) give the following particulars to any person reasonably requiring them:
 - Name and address,
 - Name and address of the vehicle owner,
 - The vehicles registration number.

If, for any reason, he cannot comply with the above, report the accident to the police as soon as possible and in any case within 24 hours.

Coach Hire

All coaches hired for school use must be fitted with seat belts. Local firms are contracted:

[List of any regular contractors is held in admin]

‘Coaches and other transport park so that children can alight and disembark the coach safely on the pavement, never onto the road.

For the purpose of school excursions, the buses arrive and depart before and after school hours to prevent traffic hold ups outside the main gates. Cars are discouraged from parking near the school on excursion days.

I.4 I On-Site Vehicle/Pedestrian Separation

References

Workplace (Health, Safety and Welfare Regulations) 1992
Compliance Monitoring in Council Buildings

Procedures

William Howard School has undertaken a risk assessment of traffic hazards on our site and the following control measures have been implemented to minimise the risk of injury from on-site traffic:

Buses

Where buses come onto the school site this can be an area of high risk which therefore needs to be carefully managed. The following precautions have been taken:

- There is a designated bus lane at the front of school.

- There is adequate space for the number of buses serving the site;
- Buses do not reverse on the school site as this is the most dangerous manoeuvre that a bus can make – where reversing is required this takes place before pupils come out of lessons. All buses are reversed into their space before the end of school. This is closely monitored by the school to ensure that the bus companies meet this requirement;
- We ensure the staff on duty supervise the safe movement of large reversing vehicles;
- The Bus lane is located so that pupils can enter a safe pedestrian area immediately on alighting the bus e.g. they don't need to cross a traffic route to reach the pedestrian area;
- On after school pick up if a bus has not arrived pupils are held back in a safe area – e.g. hall .Where buses are parked and waiting for extended periods drivers switch engines off to minimise noise and pollution.

Supervision

Supervision Arrangements are;

Morning Supervision ; 8.25 am – 8.40 am

After School Supervision ; 3.15 pm – Until the last bus departs

Staff at William Howard School are proactive in the supervision before and after school and are aware of the need for the following (where required):

- Challenging unauthorised or inappropriate parking which creates a hazard;
- Steering pupils away from traffic hazard areas;
- Supervising bus collections;
- Monitoring bus contract performance e.g. are buses arriving at the required time.

Staff involved in supervising are clearly visible to traffic and pupils and wear a high visibility waistcoat or jacket.

Signs

There is clear information for visitors communicated on signs. These include:

- Site speed limit;
- Visitors parking;
- Disabled parking – pick up / drop off point;
- Main entrance to building;
- No parking;
- One way signs (as appropriate).

Speed control

- A speed limit has been set for the site 5 mile an hour. The speed limit has been displayed on a sign at all entrances to the site.
- Speed humps have been installed to physically force drivers to reduce their speed.
- As our site is very small, the constricted nature of the space itself is enough to limit speed.

Vehicle access and parking

- We minimise vehicles allowed onto site, particularly during the start and end of school day to segregate vehicles and pedestrians;
- Delivery times are restricted e.g. to avoid times when there is high pedestrian activity e.g. during lesson changes/break times;
- Overflow parking on games areas is avoided because of the risk of damage to the surface itself and the risk to pupils and staff
- There is a staff (and visitor) car park which is segregated from the pedestrian access to the school site by fencing;
- There is a one-way system for vehicles;
- Physical protection is in place around vulnerable areas of buildings e.g. bollards or barriers;
- There is restricted access for vehicles e.g. by closing the gates at the beginning and end of the school day;
- Hedges and shrubs are maintained around vehicular areas and car parks to ensure maximum visibility.

Parents cars

Provision for parents' cars at the beginning and end of the school day can be a major issue and we try to manage this in the following ways:

- Parents are encouraged to walk their children to school;
- The school has a clear policy regarding allowing parents' cars on site to pick up and drop off pupils.
- This policy is communicated to parents through regular reminder letters in the event of a problem.
- Co-operation of parents is sought e.g. persuading them to park away from the entrance and to NEVER park on yellow zig zags;

Students' vehicles

- As William Howard school has a sixth form there are clear rules regarding students' vehicles on site.

Pedestrian routes

- Separate access for pedestrians and vehicles is in place at William Howard School;
- For well used paths within the grounds, widths of 3m or more are in place to assist parents with prams;
- Barriers or rails have been erected to prevent pedestrians crossing at particularly dangerous points;
- Pedestrian routes avoid abrupt changes of angle and follow direct lines wherever possible;
- Children's play areas are sited away from parked cars or suitably segregated with appropriate barriers;
- Gates are locked at break times

I.42 Personal Protective Equipment

References

HSE - <http://www.hse.gov.uk/toolbox/ppe.htm>

Personal Protective Equipment at Work (Amendment) Regulations 2022 (PPER 2022)

KAHSC General Safety Series G37 <https://www.kymallanhsc.co.uk/Document/DownloadDocument/7637>

Policy

PPE is defined as 'all equipment (including clothing affording protection against the weather) which is intended to be worn or held by a person at work and which protects the person against one or more risks to that person's health or safety, and any addition or accessory designed to meet that objective'.

Where we find PPE to be necessary after a risk assessment, using the hierarchy of controls below, we have a duty to provide it free of charge.

PPE will be regarded as the last resort to protect against risks to health and safety. Engineering controls and safe systems of work will be considered first.

We will consider controls in the following order, with elimination being the most effective and PPE being the least effective:

- **Elimination** – physically remove the hazard;
- **Substitution** – replace the hazard;
- **Engineering controls** – isolate people from the hazard;
- **Administrative controls** – change the way people work;
- **PPE** – protect the worker with personal protective equipment;

Workers will be provided with PPE free of charge, where required. This means assessing the residual risk once all other measures (such as engineering controls) have been taken.

We will then ensure suitable PPE is:

- provided;
- compatible;

- maintained;
- correctly stored;
- used properly.

We will also provide training and instruction in its use to all our workers. We cannot charge workers for PPE they require to carry out their work.

- Workers can request PPE through the Health and Safety Coordinator.
- Re-usable PPE will be subject to periodic inspection to confirm its continued suitability, and where appropriate, subject to routine maintenance.
- Workers and pupils must use PPE as instructed and report any defects or other problem promptly to the Health and Safety Coordinator.

On 6 April 2022 the [Personal Protective Equipment at Work \(Amendment\) Regulations 2022](#) (PPER 2022) came into force and amend the 1992 Regulations (PPER 1992). They extend employers' and employees' duties regarding personal protective equipment (PPE) to [limb \(b\) workers](#).

Limb (b) describes workers who generally have a more casual employment relationship and work under a contract for service. Generally, workers who come under limb (b):

- carry out casual or irregular work for one or more organisations;
- after 1 month of continuous service, receive holiday pay but not other employment rights such as the minimum period of statutory notice;
- only carry out work if they choose to;
- have a contract or other arrangement to do work or services personally for a reward (the contract doesn't have to be written) and only have a limited right to send someone else to do the work, for example swapping shifts with someone on a pre-approved list (sub-contracting);
- are not in business for themselves (they do not advertise services directly to customers who can then also book their services directly).

As every employment relationship will be specific to the individual and employer, the precise status of any worker can ultimately only be determined by a court or tribunal.

Note: These changes do not apply to those who have a 'self-employed' status.

From 6 April 2022, we will ensure that there is no difference in the way PPE is provided to our workers, as defined by PPER 2022. This means assessing the risk and ensuring suitable PPE is provided, when needed, to all people that fall under the definition of 'worker'.

I.43 Physical Education

References

Safe Practice in Physical Education, School Sport & Physical Activity – (AfPE Book) <http://www.afpe.org.uk/>
 KAHSC General Safety Series G05 <https://www.kymallanhsc.co.uk/Document/DownloadDocument/7623>
 School's PESSPA Policy Statement (Secondary) <https://www.kymallanhsc.co.uk/Document/DownloadDocument/9945>

Procedures

The law expects that all physical education teachers will work within a 'modus operandi', which identifies all the foreseeable safety problems associated with the activities undertaken. The school must declare its own policies and practices, which will eliminate foreseeable risks. The Head teacher must ensure that such a system is operable, even by recently appointed staff. At least one teacher should be identified whose responsibility it is to see that safe practice is realistic and working day to day by Richard Green. The law will expect that an individual school's code of safe practice in physical education will reflect its own particular needs according to its programmes and premises in addition to factors which it may have in common with other similar establishments.

There must be a separate policy for Physical Education and this should include the named person responsible for ensuring that safe practise is carried out. Guidance offered in the '*AfPE Safe Practice in Physical Education*' should

be followed. The responsible person must ensure that staff have had specific training in any specialised activities (i.e. Trampolining). Records must be kept of who has what qualification and when it is due to be renewed.

All pupils including those in primary/infant schools should be instructed to safely move and handle equipment they may use for PE activities. Staff must supervise the erection and dismantling of PE equipment at all times and not allow children to do this on their own (unless their age and capabilities allow). The teacher in charge will ensure that there are sufficient children involved in moving the equipment to avoid any strain or discomfort, and will themselves assist in the actual process of erecting and dismantling.

Risk Assessments must be undertaken of all PE activities so that control measures to eliminate or reduce the likelihood of an accident occurring can be implemented. As always, risk assessments must be monitored and reviewed regularly and must be disseminated to relevant personnel. Risk Assessments must also be completed for the use of freestanding goalposts

PE Equipment must be inspected regularly and before use and defects reported. It must be inspected at least annually by a competent contractor - Continental.

Regular inspections must be made of halls, floors, gyms and equipment and there must be adequate storage for equipment, for example, PE mats should be held in a store constructed from fire resistant material with fire doors and kept locked when not in use.

Jewellery is not permitted to be worn during any form of Physical Education, or movement exercises. There is clear guidance within the School Prospectus concerning appropriate clothing and footwear for physical activities.

Non-Teaching Staff Teaching PE

There is often confusion between “cover” and being timetabled to teach a class. “Cover” arises when a teacher is absent from a lesson they normally teach. This will, usually, be on short-term notice. During cover supervision, which can be undertaken by **trained** support staff, no active teaching takes place. Since PPA time is an entitlement for teachers, it means they will have this time on a regular basis. Therefore there is a need for someone else to be timetabled to teach the class. Schools may choose to employ additional teachers for this, other professionals such as sport coaches, drama and music specialists, or staff working at HLTA level. This is therefore higher level work than cover supervision. More training and experience is needed and pay levels should reflect the increased responsibility and skills needed. The national guidance is that cover supervision is at level 3 and HLTA work at level 4 in a 4-level career structure. Unison document “Implementing the National Agreement on Remodelling the School Workforce – your questions answered” provides further details.

Some aspects of the PE curriculum require specialist qualifications e.g. trampolining and gymnastics, and should therefore NOT be taught by none PE specialists without the relevant qualifications.

Principal TA’s without HLTA qualification should NOT be taking/teaching PE lessons, particularly covering for PPA. Qualified HLTA’s can however take this lesson providing they are competent – determining competence should on occasion include formal observation by the Head teacher or PE Coordinator for example.

I.44 Supervision of Pupils

Break-time supervision: Children will not be left unsupervised

Out-of-bounds areas: See Map

Pedestrian-vehicle separation: Refer to Transport Procedures.

Off-site break times: Within reason these should not be less than those for on-site break-times.

Supervision of Pupils Before and After School:

Parents have a legal duty to ensure that their child attends school at the appropriate time and that that child is collected from school within reasonable time of the school finishing.

The school have systems in place to supervise students before school and at the end of the school day.

I.45 Stage Use

References

Electricity at Work Regulations
Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR),
Noise at Work Regulations 1989
Control of Substances Hazardous to Health Regulations 2002 (COSHH)
Personal Protective Equipment (PPE) Regulations 1992
Provision and Use of Work Equipment Regulations 1998 (PUWER)
Lifting Equipment and Lifting Operations Regulations. 1998 (LOLER)
Manual Handling Regulations 1992
KAHSC Code of Practice for Drama
KAHSC General Safety Series G2 – Accident/Incident Reporting and Investigation
KAHSC General Safety Series G17 – Electrical Safety
KAHSC General Safety Series G19 – Working at Heights
KAHSC General Safety Series G23 – Manual Handling of Loads
KAHSC General Safety Series G32 - Noise
KAHSC General Safety Series G35 – Fire Safety Management
KAHSC General Safety Series G37 – Personal Protective Equipment
KAHSC General Safety Series G28 – Control of Substances Hazardous to Health
[Arts on the Move: Drama in Education](#)

Procedures

No person(s) shall presume to direct / supervise any form of rehearsal, warm up workshop, performance; take charge of a back stage crew; or organise / oversee a social without having read and signed this document

General

- a) Supervisors will be aware of the nearest emergency telephone.
- b) Supervisors will ensure members are aware of the correct “knees bent, back straight” method of lifting objects, and will compel members to ensure that particularly bulky/ heavy objects are carried by two people.
- c) Smoke machines must only be operated by a competent person
- d) Regular inspections of the stage area will be made prior to a performance
- e) Strobe lighting will be kept to a minimum and clear signs will be displayed at all points of entry indicating that strobes will be used.
- f) Good housekeeping will be maintained to ensure minimal risk of fire from accumulated rubbish.
- g) Work at height is only to be carried out on safe and stable structures.
- h) All electrical equipment will be used in accordance with the manufacturers instructions
- i) Specialist equipment will only be used by experienced qualified personnel
- j) Visual checks will be made of all plugs
- k) RCD (Residual Circuit Devices) will be used.
- l) All broken glass will be cleaned up immediately and appropriate PPE will be worn.
- m) Only experienced staff will handle lighting equipment
- n) Where supervisors suspect a person is under the influence of alcohol they will not allow them to take part in any dangerous activity such as operating electrical equipment such as lighting / sound gear.
- o) Whether in rehearsal, performance or technical work supervisors must be aware of every member present, and an assembly point should be decided in case of evacuation

Rehearsal

Supervisors will assess to the best of their ability, the safety risks and appropriateness of excessive physical activity, dancing, warm up exercises, within each particular setting with particular regard to:

- a) Size of Rehearsal space –Lighting
- b) Obstacles - Size of Group
- c) Floor and floor covering - Fitness and health of Group

Supervisors are at liberty to, and indeed must, exclude certain persons from warm up exercises and games, excessive physical activity, where it is felt that:

- a) The fitness/ health of the member would be a danger.
- b) The frame of mind of an individual would make them a danger to themselves and others.
- c) The apparel of the member is particularly dangerous.

The director during rehearsals should ask, where he / she feels its dangerous, members to remove jewellery.

No one should be compelled to take part in physical warm up exercises.

Backstage / technical aspects

- a) A competent person will be under the general guidance of the Site Operations Manager
- b) Students must not be allowed to operate “technical equipment” without the supervision of a suitably experienced person.
- c) It is the responsibility of the stage manger, through his team, to ensure the stage/ backstage area is free from unnecessary, dangerous obstacles, sharp edges, trailing wires and so on. Where obstacles cannot be removed the Stage Manager must point out the problem to performers and the rest of the stage crew.
- d) Where toxic substances are being used, such as paints and glues, the competent person must make sure those using them are aware of the risks associated, and must be aware of the correct safety procedures.

I.46 School Performances & Events and Drama in Education

- The School holds a Premises Licence issued by the Local District Council for Licensable Activities. A copy of the Licence is displayed in Reception.
- We develop a written evacuation procedure for performances/events (when larger than normal numbers of people would be present); ensure that all staff are aware of their responsibilities should an evacuation be required during a performance/event and ensure this is clearly displayed. The performance/event leader also ensures this is explained to audiences/participants at the beginning of any such performance/event.
- Calculated Hall Capacity for the hall is not exceeded unless suitable mitigating controls are introduced and included in the fire risk assessment.
- Seating, modular staging/stage blocks and trade stalls for example never obstruct fire escape routes/ doors.
- Reference should also be made to the school Performance Evacuation Plan and Fire Risk Assessment held separately.

I.47 Students/Pupils on Work Experience at the School

We are happy to provide a limited number of work experience placements for young people.

The exact nature of the duties undertaken by the student will depend on a number of factors, including:

- Age and experience of work experience student;
- Requirements of course being undertaken by work experience student.

A designated member of staff will supervise all work experience students. They will oversee the visit and provide general guidance and advice on school routines, expected standards of behaviour, and duties etc. The designated members of staff is the school’s Career Lead.

The work experience student will become a member of the School staff for the period of their visit. This fact will have considerable bearing on their expected behaviour. A Health and Safety Induction will be carried out on day one of the placement. A Model Work Experience Induction Checklist can be found in General Safety Series G12 on the KAHSC website.

The risks associated with work experience pupils or trainees may differ slightly to the risks that have been identified for other workers due to their inexperience, possible immaturity and the unfamiliarity with the environment or work processes. Existing risk assessments must take into account any young persons working at the school (both pupils on work experience from other schools under the compulsory school leaving age and young employees under the age of 18) who may be put at increased risk due to their age and inexperience. There is no requirement for an employer to complete a separate risk assessment specifically for a young person. Employers are required to manage risks in their workplaces and organisers of placements should not be second-guessing this or adding unnecessary bureaucracy. The organisers should simply ask sensible questions to satisfy themselves that arrangements are in place, and ensure that the employer knows of any specific issues for the student. Please refer to HSE's guidance for more details www.hse.gov.uk/youngpeople/workexperience/organiser.htm.

Initially the work experience will usually involve periods of observation. As the student becomes more familiar with the layout of the School and its operation the expectations of and responsibilities given to the student will change. Duties and responsibilities may include assisting:

- with the supervision of morning duties;
- staff before activity sessions;
- staff during activities;
- with cleaning up.

In order to satisfy fire regulations, if work placement students wish to leave the site during break time or lunch breaks, it will be necessary to inform a member of the staff before they leave.

If the School is required to produce a report or record of the experience, this will need to be discussed with a supervising staff member at the start of the visit.

I.48 Policy on the Use of Mobile Phones

References

KAHSC General Safety Series G10 – Mobile Phones and Base Stations
KAHSC General Safety Series G21 – Use of Digital Photographic Images
Whole School Behaviour Policy
School Child Protection Policy
School E-Safety Policy
School Data Protection Policy

Procedures

Pupils

We discourage and advise all parents to discourage, pupils from bringing mobile phones to school on the grounds, that they are valuable and may be lost or stolen. Where a pupil does bring a mobile phone to school, the phone must remain switched off during the school day and may not be used, for any purpose on school premises, grounds or during off-site school activities (such as school swimming or sports activities). The only exception to this would be in an emergency or with the express approval of a member of school staff. The Head teacher may, at their discretion, allow any member of staff to approve such requests or may nominate a specific person to consider such requests.

Where a school pupil is found by a member of staff to be using a mobile phone, as above, for any purpose, the phone can be confiscated from the pupil in line with the **Whole School Behaviour Policy**.

Employees

Our E-Safety policy clearly states that mobile phone or electronic communications with a student at our school is not acceptable other than for approved school business e.g. coursework, mentoring. Where it is suspected that a child is at risk from internet abuse or cyber bullying we will report our concerns to the appropriate agency.

Staff should be particularly aware of the professional risks associated with the use of electronic communication (e-mail; mobile phones; texting; social network sites) and should familiarise themselves with advice and professional expectations outlined in Guidance for Safer Working Practice for Adults who Work with Children and Young People, the school's E-Safety Policy and the Cumbria LSCB document 'Online Communication Code of Conduct for Staff Working with Children' and the LSCB guidance on Texting.

Images of children should normally only be taken on school equipment i.e. digital camera or mobile phone; if personal equipment of staff is used, the individual should inform another member of staff, show them the images and ensure that the downloading and subsequent deletion of the images from the personal device is witnessed (if possible by the same member of staff who witnessed the original image taking).

I.49 Sun Protection

References

Cancer Research SunSmart website (School Resources) [Click here to access](#)

Skin Cancer Hub website [Click here to access](#)

KAHSC General Safety Series G31 – Severe Weather Procedures

Procedures

WHY IS SUN PROTECTION IMPORTANT FOR YOUNG PEOPLE?

Skin cancer is one of the most common cancers in the UK and the number of cases is rising at an alarming rate. The good news is that the majority of these cases could be prevented. Most skin cancers are caused by ultraviolet (UV) radiation from the sun. If we protect ourselves from the sun then we can reduce our risk. This is particularly important for young people whose skin is more delicate and easily damaged. There are simple steps we can take to enjoy the sun safely – cover up with clothing and a hat, spend time in the shade and apply at least SPF 15 sunscreen generously and regularly.

OUR FIVE KEY SUN SMART SKIN CANCER PREVENTION MESSAGES

S tay in the shade 11am-3pm

M ake sure you never burn

A lways cover up with a t-shirt, hat and sunglasses

R emember to take extra care with children

T hen use at least factor 15+ sunscreen (30+ is considered best practice).

We get around 80% of our sun exposure by the age of 21 and much of this exposure occurs when at school. We have a responsibility to ensure that pupils are protected from the harmful effects of the sun as much as possible during the school day. Although fair skinned people are more at risk from sun damage, sun protection is relevant to both fair and dark skinned children.

SUPPORTING STRATEGIES

At WHS we are fully aware of the dangers that over exposure to sunlight can have on skin and acknowledge the importance of sun protection and want staff and students to enjoy the sun safely. We will work with staff, students and parents to achieve this through:

Education

These measures are in place from now on:

- It is important to raise awareness of why we need sun protection to encourage students to change the way they behave in the sun.
- Sun protection is incorporated into curriculum for all ages.
- We will discuss the importance of sun protection in assemblies at the start of the summer term and before summer break.
- We encourage and ensure through advance notice that parents, staff and students use a preventive approach on special, all-day activities such as PE days, educational visits and sports days.

Protection

We consider sun protection when planning all outdoor activities from April to September (the sun is most dangerous at this time of year). This is more of an ongoing process.

Sunscreen

- Students are allowed to bring in their own personal supply of sunscreen to school and on off-site visits.
- Sunscreen use will be encouraged on school trips.

I.50 Science

References

KAHSC Science Safety Series Sc01 – Science Laboratory and Class Sizes
KAHSC – Code of Practice for Secondary School Science
CLEAPSS Guidance

PLEASE ALSO REFER TO THE SCIENCE DEPARTMENT HEALTH AND SAFETY POLICY HELD SEPARATELY.

- The Science Department will refer to CLEAPSS guidance.
- CLEAPSS haz-cards and recipe cards and the Lab Handbook will be adapted as necessary. From these, warnings and controls will be produced in 'texts in daily use' available to those who use/need them.
- Other specific Science risk assessments will also be undertaken where not adequately covered by CLEAPSS.
- Control measures put in place following the assessment of risk will be monitored to ensure they remain effective. A system for monitoring the effectiveness of controls will be devised locally. A formal procedure for the review of risk assessments will be implemented to ensure they are reviewed if there are significant changes or if 'there is reason to suspect they are no longer valid'.
- Completed risk assessments will be made available for staff to access.
- The Science Departments has produce their own Science Health and Safety Policy.
- Autoclaves or pressure cookers are subject to an annual, formal inspection in accordance with the CLEAPSS Guide L214b.
- Regular inspections are made of laboratories & prep rooms.
- Labs, prep rooms and stores are locked when not supervised by a member of the Science team. This is not always the case because some labs and preprooms act as either primary or secondary fire escapes routes.
- Adequate arrangements are in place for the disposal of waste – financial budget permitting
- There are adequate storage arrangements for flammable substances, radioactive sources and bulk acids.
- Spillage retention carriers are used when transporting chemicals.
- Services such as gas, electric and water are capable of being isolated individually in each workroom. It is not be possible for pupils to interfere with isolation valves/switches. Whilst individual labs have their own gas cut off valves they may also cut off gas to labs further down the gas supply chain. Some gas valves can be interfered with by pupils because the gas valves were placed in a position where gas enters the room (building regualtions at the time), which is not necessarily at the front of the room. No labs other than the recently built S12 & S13 have individual stopcocks.

- There are adequate arrangements for the storage of gas cylinders. In line with CLEAPSS guidance where there is only one cylinder of each gas which are 'ready for use', they are kept in the prep room or suitable ventilated store which does NOT also house flammable substances, secured in a suitable clamp or trolley to prevent them from falling.
- Gas cylinder regulators are replaced at 5 year intervals or per supplier's recommendations. Annual safety checks are also undertaken of gas cylinders by the supplier/hirer.
- Laboratory Gas Safety Checks are undertaken on an annual basis by a Gas Safe Registered Engineer. Superfluous – no statutory regulation for this.
- First aid boxes are located in appropriate locations and suitable eye wash facilities are available.
- Separate hand washing facilities are available including separate hand washing sinks/eye wash stations, soap and towels. Each lab has a separate eye wash station only.
- Labs are not be used as pastoral bases unless form tutors/supervisors are Science Teachers. This is not currently the case but would be the favoured position of the Science Department.
- Adequate protective clothing/equipment is available and maintained for staff and pupils.
- Suitable safety signs and notices are displayed in labs and prep rooms.
- Suitable storage arrangements are in place for pupils' coats and bags. Not always possible in every lab due to large class sizes and room constraints.

Chemical Stores

- Chemical stores open directly off the prep room. Where they do not, there is suitable ventilation in the prep room including openable windows and forced ventilation if necessary, and lockable flammables and acid cabinets. Real concern whether there is adequate ventilation in the preproom area. This was raised in 2013 by Kym Allen H & S Audit. NP is aware of concerns.
- Where there is a separate chemical store, it **is**:
 - A large internal windowless storeroom which is well-ventilated to the outside air either by natural means or by appropriate mechanical extraction, with direct access to the prep room through a lockable door. *(In this option, a flammable cupboard within the room is necessary but other internal cupboards are not, and the store must be secure);*
 - Pipework for chemical store ventilation **reaches** above the roofline and **does** not vent near windows, intake pipes or other ventilation systems; Questionable.
 - The chemical store door **opens** outwards, contains a vision panel and **is** easily opened from the inside without the use of a key in an emergency; Not so at WHS for valid security and H & S reasons.
 - The floor **slopes** to a collection area away from the door OR has a slightly raised threshold to prevent spills flowing under door;
 - The floor **is** impervious to chemicals e.g. quarry tiles.

Prep Rooms & Fume Cupboards

- The prep room has openable windows (two, on opposite walls preferable). No windows in wet preproom. See bullet point 1 under Chemical Stores regarding concerns over ventilation.
- There are suitable facilities in the prep room i.e. free bench space for prep, dispensing & cleaning, gas taps, electrical sockets, at least one sink plus a wash up sink with double bowl and drainer and both true hot and cold water (no TMV) and a dishwasher & drying cabinet (or oven). Preproom is not adequate in size, see Kym Allen report 2013.
- There is a vented fume cupboard in the prep room or as a minimum, a vented fume cupboard in another room.
- The pipework of vented fume cupboards does not reach above the roofline or vent near windows, intake pipes or other ventilation systems.
- When fume cupboards are docked in labs, there is sufficient space in front of it to allow the teacher to manoeuvre especially if they had to move out of the way quickly in an emergency.
- Fume cupboards undergo a thorough examination and test every 14 months (or annually) under COSHH Regulations.

Radioactive sources

- There should be a trained Radiation Protection Supervisor in School Alison Wright is the RPS.

- Kym Allan (KAHSC Ltd.) is the trained Radiation Protection Officer. KAHSC will undertake Radioactive Sources Audits in subscribing Secondary schools around every 2-3 years as part of their RPO role.
- Graham Hart is the Radiation Protection Advisor.
- A copy of the CLEAPSS Guide L93 – Managing Ionising Radiations and Radioactive Substances will be held in the Science Department.
- These will be approved for use in educational establishments.
- The fire authorities will be informed of the location of stored radioactive substances.
- An inventory will be kept of all radioactive sources used and stored in school.
- Records will be kept of inspections and leak tests (where appropriate).
- A monitoring record will be completed annually.
- Regular checks will be made to ensure that radioactive sources have been returned to the store.
- **Storage** - The minimum requirement for radioactive sources is a strong, steel container that should be recognisable after a fire or other calamity. A lead container or lead-lined wooden container alone is insufficient. The steel container should be kept in a fixed, locked cupboard or drawer, making sure there is no access via an adjacent cupboard or drawer. Alternatively, a lockable, steel cupboard can be used. This must be fixed in place securely. The outside of the cupboard or drawer (and the separate metal tin, if used) must be marked with a warning sign

1.51 Design Technology

References

KAHSC D&T Safety Series DT01 – DT Room and Class Sizes

British Standard BS4163:2014 – Health and Safety for Design Technology in Schools and similar Establishments

DfES (now DfE) Building Bulletin 81 – Design and Technology Accommodation in Secondary Schools

CLEAPSS Guidance

KAHSC Code of Practice for Design and Technology

PLEASE REFER TO THE D&T DEPARTMENT HEALTH AND SAFETY POLICY HELD SEPARATELY.

- The Design Technology Department will refer to CLEAPSS risk assessments which will be adapted. From these, warnings and controls will be produced in 'texts in daily use' available to those who use/need them.
- Control measures put in place following the assessment of risk will be monitored to ensure they remain effective. A system for monitoring the effectiveness of controls will be devised locally. A formal procedure for the review of risk assessments will be implemented to ensure they are reviewed if there are significant changes or if 'there is reason to suspect they are no longer valid'.
- Completed risk assessments will be made available for staff to access.
- Additional D&T risk assessments will also be undertaken where not adequately covered by CLEAPSS.
- The D&T Department have their own Health and Safety Policy.
- D&T hold a copy of British Standard BS4163:2014 – Health and Safety for Design Technology in Schools and similar Establishments.
- The HoD or suitable person undertakes annual 'Audits' of the department using the CLEAPSS document G79 Auditing Health and Safety in a Secondary School Design and Technology Department or similar.
- Regular formal inspections are made of workshops, the technician's room and stores.
- All workshop machinery is serviced at least annually with records held on site.
- Fume cupboards and Exhaust Ventilation (LEV) undergo a thorough examination and test every 14 months (or annually) in accordance with COSHH Regulations.
- All necessary safety precautions are taken when using Oxy/fuel gas equipment. Gas cylinders ready for use are kept in the workplace away from combustible materials and sources of heat/ignition; however when not in use they are removed from the workplace to a suitably designated store, away from any source of heat or incompatible materials.
- Annual safety checks are undertaken of gas cylinders by the supplier/hirer of the equipment and regulators replaced at 5 year intervals or per supplier's recommendations.
- Clear working procedures for the use of equipment is written down and brought to the attention of staff and pupils and adequate safety signs, notices and 'Do's and Don'ts' displayed.
- Levels of supervision are always adequate for the number of pupils in the workroom.

- The dust bucket (LEV) is easily accessed and moved and is be emptied regularly, before it gets too full and heavy.
- Individual machinery LEV systems are not independent of the machines they serve.
- A first aid box is located in the department and is adequately stocked and suitable eye wash facilities are available.
- Safe working distances are physically marked at ground level around machinery.
- Staff have been adequately trained in the use of all workshop machinery – refresher training undertaken at least every 5 years.
- There is adequate lighting in workshops i.e. 500 lux at machinery and emergency lighting is available in the event of power failure.
- Workshops are not used as pastoral bases unless the supervising teacher is a D&T teacher.
- 240 volt equipment is wired into the mains and not plugged in and emergency stop buttons are 1.3m from the floor & one on each wall. Emergency foot switches for ALL machines is an advantage
- The gas & electrical supply is capable of being isolated independently in each workroom, is easily accessible but cannot be interfered with by pupils.
- Emergency stop system ensure the power is turned off to ALL machines & socket outlets.
- Gas is supplied through a gas safety system.
- All gas supplied equipment is subject to an annual check by a competent person including heat treatment equipment and gas welding equipment for example.
- Socket outlets used by pupils are protected by RCD's.
- Prep and Store rooms are kept locked when D&T staff are not present.
- Hand washing facilities are available in workshops.
- Portable butane & LPG gas cylinders are kept outside in a well ventilated store room.
- All portable (plug-in) equipment/machines are connected to a switched socket - multi-way adaptors are not used.
- There is adequate natural (or forced) ventilation in the prep room.
- Suitable storage arrangements have been made for pupils' coats and bags.

For Guidance relating to D&T class sizes, please refer to KAHSC DT Safety Series DT01.

I.52 Pond

References

KAHSC General Safety Series G28 - Safety Guidelines for Ponds on School Sites

ROSPA: [Water Safety Information – Pond Dipping](#)
[Water Safety Information – Pond and Garden Water Safety](#)

Procedures

- The depth has been kept as shallow as possible but does not exceed one metre at its deepest point.
- The pond is fenced to prevent inadvertent approach. The fencing slats are vertical, not horizontal, with no gaps large enough for a child to pass through. The pond fencing is at least 1.2m (4ft) in height with either 100mm spaced vertical bars, or steel mesh with an aperture of 25mm x 25mm.
- A lockable gate has been provided for access to the pond area and to deter unsupervised entry. The gate remains locked whenever the area is not in use with a padlock (not just a bolt).
- It is impracticable for us to provide a permanently fixed, large-mesh cover at water level as ours is an existing pond and it may inhibit certain science-related activities. Appropriate warning signs have been posted, warning of the presence of a pond detailing safety rules for use.
- Risk assessments in relation to the pond and activities involving the pond have been undertaken. All relevant information (i.e. the findings of the assessment and the control measures) has been relayed to staff and to others who may carry out activities involving the pond.
- Adequate instruction is given to pupils as to the risks, and how they should behave. This includes instruction not to drink the water. Following any sessions/activities in the pond area, staff and pupils follow normal hygiene procedures and hands are washed.

- All incidents involving falls into the pond will be reported under the normal accident/incident reporting procedures – refer to our Accident reporting procedures for further details.

Pond Emergency Procedures:

As part of our risk assessment process, we have developed formal Pond Emergency Procedures which include:

- How to rescue a person who has fallen in;
- Resuscitation and first aid;
- How to call for assistance;
- What to do with other pupils during an emergency situation.

See Pond Emergency Plan and Risk Assessment for full details.

***[Information:** A sample ‘Pond Emergency Plan’ and model on and off site risk assessments involving ponds, can be found in KAHSC General Safety Series G28 on the KAHSC website www.kymallanhsc.co.uk].*

I.53 Information Technology (IT), Online Safety and Remote Education

References

KAHSC General Safety Series G08 – ICT in Schools
 KAHSC Code of Practice for the Primary Curriculum
 School E-Safety Policy
 School Data Protection Policy
 Whole School Behaviour Policy
 Child Protection Policy
 Home School Agreement

Procedures

- The layout of equipment will be appropriate with sufficient room for each student.
- Seating will be suitable i.e. ideally height and comfort adjustable for individual users.
- Lighting levels will be adequate for the types of activities undertaken.
- Heating levels and ventilation will be adequate.
- Combustible items in the IT workroom will be stored appropriately.
- Electrical sockets and electrical extension leads will be used responsibly e.g. not overloaded, surge protected etc.
- The server unit is housed appropriately e.g. where it cannot overheat, away from combustible materials, wires kept tidy etc.
- The fabric of the room and equipment is in a generally good condition, and the room is kept tidy.
- It is recognised that the use of new technologies presents particular challenges and risks to children both inside and outside of school. We will ensure a comprehensive curriculum response to enable all pupils to learn about and manage the associated risks effectively and will support parents and the school community (including all members of staff) to become aware and alert to the needs of keeping children safe online.
- We have a suitable E-Safety Policy which includes acceptable use agreements for staff, Governors and pupils, reinforces the need for parents to act responsibly when using Facebook or other social networking sites and includes references to extremism, radicalisation and child sexual exploitation.
- There are robust security measures in place to protect potentially sensitive documents being accessed at home or being taken off site using pen drives, which must be encrypted. Our arrangements for security home working and remote education are fully discussed in the school Online Safety Policy.
- Where laptops are supplied to staff or pupils to use at home, we ensure that users are provided with information on the safe and proper use of laptop computers. We may also provide persons using laptops with separate keyboards, mice and monitor raisers.
- Refer also to our separate ‘Cyber Response Plan’.

Remote Education

- The priority will always be for schools to deliver high-quality face-to-face education to all pupils. Remote education will only ever be considered as a short-term measure and as a last resort where in-person attendance is not possible in line with [DfE: Providing remote education - guidance for schools](#). Attendance is mandatory for all pupils of compulsory school age. We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance. This might include:
 - occasions when school leaders decide that it is not possible for their setting to open safely, or that opening would contradict guidance from local or central government;
 - occasions when individual pupils, for a limited duration, are unable to physically attend their school but are able to continue learning, e.g. pupils with an infectious illness.
- In these circumstances pupils will have access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to their learning.
- Where needed, we will consider providing remote education equivalent in length to the core teaching pupils would receive in school and including recorded or live direct teaching time, as well as time for pupils to complete tasks and assignments independently.
- To provide clarity and transparency to pupils and parents or carers about what to expect from remote education if it is required, we may wish to continue to publish information about our remote education provision on our website.

References and Useful Links

[DfE: Providing remote education - guidance for schools](#)

[SWGfL: Safe Remote Learning knowledge base](#)

[SWGfL: live remote lessons - questions answered](#)

[National Security Council: Video conferencing services - security guidance for organisations](#)

[DfE: EdTech demonstrator schools and colleges](#)

[Keeping children safe in education](#)

Children's Commissioner [Guide for parents and carers on online sexual harassment and how they can support children to stay safe online](#)

School's Online Safety, Child Protection & Whole School Behaviour Policies, Code of Conduct for Staff & Other Adults, Home School Agreement and Cyber Response Plan

Detailed information can be found in the school **Online Safety Policy** held separately.

I.54 School Cleaning

References

Control of Substances Hazardous to Health Regulations 2002 (as amended) <http://www.hse.gov.uk/coshh/>

Dangerous Substances & Dangerous Atmospheres Regulations 2002

<http://www.hse.gov.uk/fireandexplosion/dsear.htm>

Workplace (Health, Safety and Welfare) Regulations 1992

UKHSA guidance [Health protection in schools and other childcare facilities](#)

KAHSC General Safety Series G38a <https://www.kymallanhsc.co.uk/Document/DownloadDocument/8161>

KAHSC General Safety Series G38b <https://www.kymallanhsc.co.uk/Document/DownloadDocument/8962>

KAHSC Codes of Practice for Caretakers and Cleaning

Procedures

- Appropriate risk assessments are undertaken for cleaning & site management activities, working environment, chemicals and machinery. Staff are employed directly by the school, so this is the school's responsibility. All staff will receive training in the following:
 - health and safety induction;

- use of machinery/equipment;
- control of substances hazardous to health;
- manual handling;
- work at height (where relevant) etc.

Staff are employed directly by the school, so arranging training is school's responsibility .Portable electrical appliances are included in the school's portable appliance inspection & testing programme.

- Equipment, materials and tools are regularly inspected and appropriately maintained.
- Site Staff have been made aware of the location of the mains services shut off valves/switches e.g. electric, gas, water
- All accidents and incidents are recorded in the school accident book in Student Services
- There is an appropriate reporting procedure in place on firefly – site helpdesk
- Fire exits are left unobstructed during cleaning & site management activities and there is adequate means of raising the alarm in the event of a fire. All staff have been made aware of what to do in the event of fire i.e. how to raise the alarm, evacuation procedures etc.
- The fire alarm is clearly audible in all areas of the school and cleaning & site management staff participate in fire drills.
- All equipment is switched off after use and returned to the locked store(s).
- Hazardous or dangerous cleaning chemicals are subject to a COSHH or DSEAR Risk Assessment which is reviewed regularly and disseminated to relevant staff.
- Cleaning chemicals that are decanted into spray bottles are clearly labelled
- Warning signs are displayed when wet mopping for example to warn others that floors may be slippery.
- Sufficient colour coded equipment has been supplied to Cleaning staff so that they clean specific areas safely, keeping equipment separate from one another.
- Cleaning materials and equipment is kept securely stored when not in use and cleaning staff instructed not to leave cleaning products unattended at any time.
- All staff have been made aware of the location of any asbestos containing materials in the building so that they do not accidentally damage them during their work.
- Staff should be instructed not to work at height when there is no-one else in the vicinity.
- Providing there are proper cleaning schedules in place, additional routine cleaning is not generally required during outbreaks of communicable diseases/illnesses. If the Environmental Health Department or UKHSA consider there is a need for extra cleaning this will be arranged with the cleaners. This might particularly be the case if children or staff have had vomiting or diarrhoea on the premises; when toilet areas and door handles etc. may receive extra attention.
- School employed cleaning staff have been supplied with the KAHSC Cleaning Code of Practice (COP) that can be used as a source of reference.
- The KAHSC Code of Practice for school Caretakers and Site Managers has been provided to the school employed caretaker /site manager.

I.55 Trees

References

Workplace (Health, Safety and Welfare) Regulations 1992
 Compliance Monitoring in Council Buildings
 HSE: [Managing the Risk from Falling Trees](#)
[Arboricultural Association](#)
[Forestry Commission](#)

Procedures

Although the risk of serious injury or fatality from falling trees is very low, management strategies are in place to monitor and maintain trees on our school grounds ,particularly trees on or close to the highway; following severe weather i.e. storms and high winds.

The condition of trees on site will be closely monitored (including after storms or strong winds) by Site Management; the trees managed and the site **re-surveyed periodically**, with recommendations acted upon on a

risk priority basis. Any contractors employed to carry out remedial works will be competent. The last Tree Survey are undertaken by grounds maintenance specialists every year and recommendations are actioned on a risk priority basis in line with the survey report. Lower risk recommendations have been added to the school improvement plan for future action.

Although District Councils have not historically placed Tree Preservation Orders (TPO's) on County Council land, we will, as a courtesy, contact the local district council before any significant works are undertaken on our trees. This will not apply in emergency situations i.e. when a tree needs to be felled as it is in a dangerous condition and could fall.

I.56 Behaviour

References

KAHSC General Safety Series G01 – Managing Violence in Schools
KAHSC General Safety Series G14 – Knives and other Offensive Weapons
KAHSC General Safety Series G22 – Dealing with Potential Suicide
KAHSC General Safety Series G39 – Drug Related Incidents in School
Whole School Behaviour Policy
Child on Child Abuse Policy
Positive Handling, Support and Intervention Procedures

Procedures

Reference should be made to the Whole School Behaviour Policy and Positive Handling, Support and Intervention Procedures held separately.