

# Philpots Manor School



## Health & Safety Policy **Unit 2** Procedures

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## **Section 1**

### **Procedures for Health and Safety**

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#### **Accident Reporting and Investigation**

##### **1. Investigation of Accidents / Incidents**

The Health and Safety Officer will:

- Ensure the area is left undisturbed and sealed off where necessary to preserve evidence.
- Conduct a thorough investigation to determine the cause of the incident or dangerous occurrence.
- Take photographs of the incident scene, tools, equipment, or any other relevant items as necessary.
- Obtain witness statements promptly to ensure accuracy.
- Gather a statement from the injured person(s), where possible, to document their perspective.

The Health and Safety Officer will compile a comprehensive report, including all gathered evidence, and forward it to:

- The school's insurance company.
- Relevant external agencies, as appropriate.

The report may include:

- A copy of the accident reporting system (Behaviourwatch) entry.
- The F2508 (RIDDOR Incident Report Form).
- Details of the accident investigation.

##### **2. Recording**

- First aiders must record all relevant details of treatment provided in Behaviourwatch, the school's accident recording system, immediately after treatment.
- Behaviourwatch entries will automatically notify the Health and Safety Officer, ensuring oversight.
- Accident records must be retained for a minimum of four years from the last entry.
  - Copies will be stored on the relevant student/employee file.
  - Originals will remain securely stored on Behaviourwatch.
- An internal Accident/Illness/Incident/Injury/Near Miss Report must be completed in Behaviourwatch by those involved, with the Health and Safety Officer copied in for review.
- Following the investigation, the Health and Safety Officer will:
  - Retain a copy of the investigation for recording purposes.
  - Place copies in relevant files as per the retention policy.

- Review related risk assessments and safe working procedures with staff to identify and implement remedial actions.
- Determine if the incident meets RIDDOR criteria and complete necessary reporting.

### **3. Official Notification/Reporting (RIDDOR)**

A full list of reportable accidents, incidents, diseases and dangerous occurrences can be found on the HSE website (<https://www.hse.gov.uk/riddor/reportable-incidents.htm>).

- The Health and Safety Officer is responsible for all notifications.
- Use the forms available on the HSE website at <https://www.hse.gov.uk/riddor/how-to-report.htm>
- Copies of completed RIDDOR reports, along with supporting forms and statements, will be retained by the Health and Safety Officer
- For serious incidents, the enforcing authority may conduct its own investigation. Therefore, the scene of the incident must not be disturbed until explicit permission is granted.

### **4. Reportable Injuries, Diseases and Dangerous Occurrences**

Reportable Accidents and Dangerous Occurrences: Refer to the HSE website above for comprehensive guidance.

Reportable Diseases: These are diagnosed by a General Practitioner or Specialist as occupationally related. The GP will notify the school in writing, and the Health and Safety Officer will liaise with the Head of Education Coordinator before notifying the HSE.

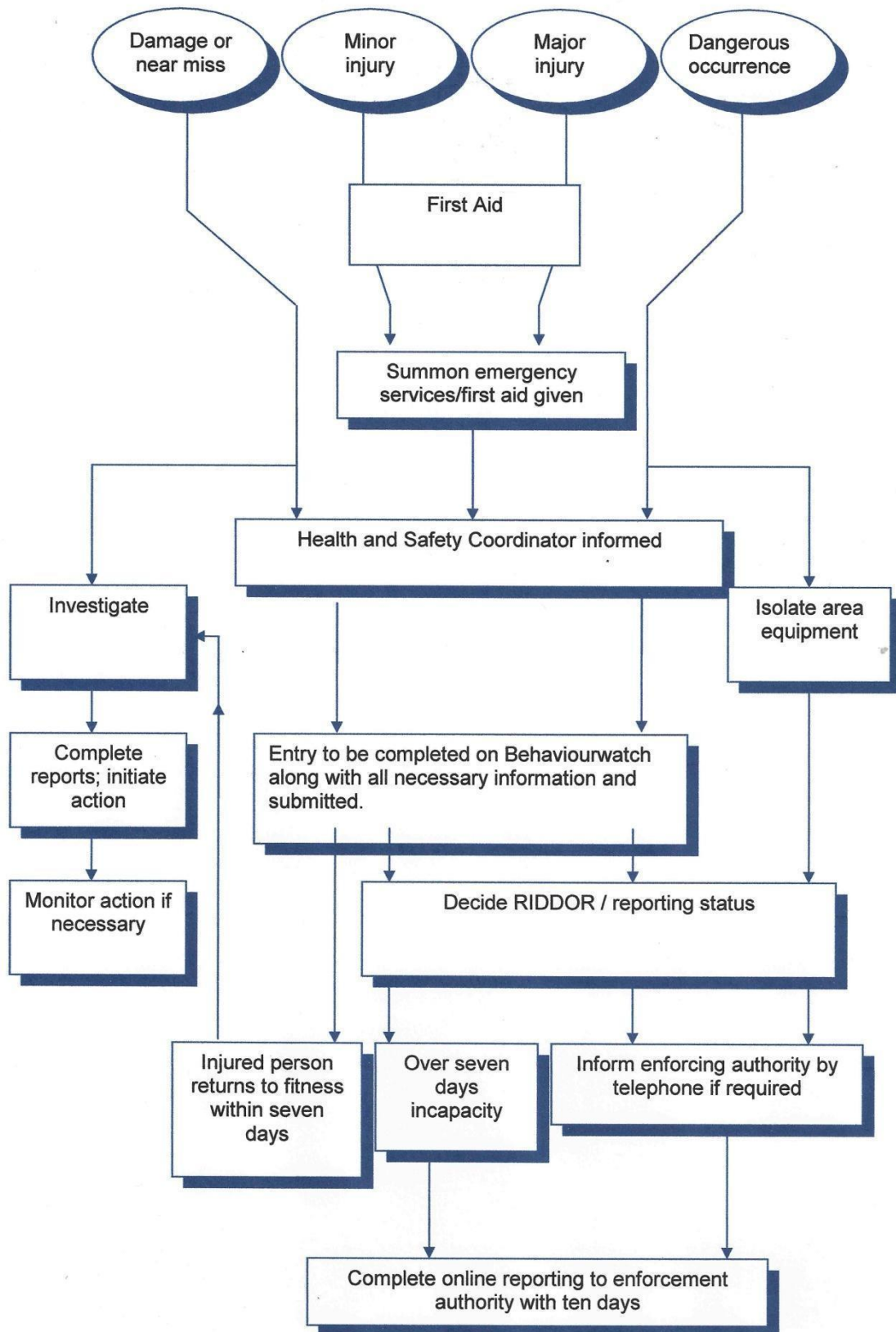
### **5. Incidents/Near Misses**

An incident/near miss can be defined as an unintended event that did not result in injury or damage but had the potential to do so (e.g., a falling roof tile narrowly missing someone).

- Employees must immediately notify the Health and Safety Officer of any incidents/near misses to enable proactive prevention measures.
- A Behaviourwatch report must be completed for all incidents/near misses for action and review.

### **6. Statistical Information**

- The Health and Safety Officer will complete an Accident Analysis Data Sheet to track trends and ensure accurate reporting. A nil return must be submitted if no accidents or dangerous occurrences have occurred.
- The Health and Safety Officer will verify that all injuries, dangerous occurrences, and near misses are recorded in Behaviourwatch for consistency and statistical analysis.



## **Administration and Storage of Medication**

The school ensures the safe storage, administration, and management of all medications, including prescription, non-prescription, and homely remedies, in compliance with regulatory standards and best practices.

The school has a separate policy: Supporting Learners with Medical Conditions

### **Arrangements:**

All medicines, including prescription, non-prescription, and homely remedies, must be stored safely and securely in compliance with RPS Principle 6.

- Medicines must be always kept in a locked cabinet when not being administered.
- Medicines must be stored to prevent damage, including protection from heat and dampness. Clear storage temperature ranges (e.g., 15°C–25°C) must be maintained unless specified otherwise on the label.
- Medicines must be clearly labelled to ensure they are only given to the child for whom they have been prescribed or provided.
- Keys to medicine cupboards must not be accessible to students and must be always kept on authorised staff.

For students approved for self-administration of their own medication, storage arrangements will be documented in their individual health plan and risk assessment (see appendix 2).

Emergency asthma inhaler boxes must remain unlocked for accessibility, in line with the asthma policy. Emergency medication, (e.g. asthma inhalers, epi-pens, epilepsy medications, insulin), may be carried by students if prescribed, in accordance with their health plan and risk assessment.

All administered medications must be recorded immediately on the Medication Administration Record (MAR) chart, or in the medical unit's Controlled Medicines logbook.

### **Prescribed Medications:**

#### **Administering Medicines;(RPS principles 3 & 4)**

Emergency medications for conditions such as epilepsy, asthma, anaphylactic shock and diabetes may be administered by first aid trained staff.

The following rules must be followed at all times;

- Students under 16 years will only be given medicines with written parental/guardian consent. The exception to this is when a student has been prescribed a medicine without the knowledge of their parents.
- Only medicines in their original pharmacy-dispensed packaging, with a legible pharmacy label, will be administered. Labels must clearly state the patient's name and dosage and must not be tampered with or overwritten.
- When the School Nurse is not present, and any medication is to be given by a school staff member, the administration should be witnessed and the record countersigned by a second staff member. Both staff members should have received training for Administration of Medication.

## **Checks Before Administration**

- Identity of Student: Verify using the MAR chart, including name and date of birth. If the MAR chart is unavailable, the student's ID sheet may be used.
- Allergies: Cross-check against the list of student allergies, displayed in the medical room.
- Medication Details: Ensure that the medication's name, dose, and expiry date, which is logged on the MAR chart, match the prescription label.
- Administration Instructions: Follow the prescribed route and dosage instructions, and the prescribed administration time, if appropriate.
- Expiry date: Check expiry date on the packaging of the medication.

Changes of dosage will not be accepted verbally, or on parental instruction alone. Staff must only administer medications as per the prescriber's written instructions. Prescribed medication will not be given to any student other than the named student for whom it is prescribed.

Staff must refrain from holding excess stock of prescribed medicine. If the stock of medication is running low, or nearing its expiry date, the School Nurse or other responsible staff member will inform parents/carers in good time, to ensure that the medication can be replaced.

If a student refuses medication, do not force administration or covertly administer. Record the refusal on the MAR chart immediately and inform the School Nurse and Headteacher who will investigate and ensure appropriate action is taken. Parents, and Designated Safeguarding Lead will be informed as necessary if there are concerns regarding a student's safety.

Rectal medications and Buccal Midazolam require the presence of a second trained staff member. In exceptional and emergent cases, where medication must be administered differently than prescribed (e.g. if the correct dosage is unavailable), the decision must be made in consultation with the student, their parent or carer, and senior management. Document such instances thoroughly.

## **Transportation of Medications Between Home and School**

- Parents must ensure medications are transported by a responsible adult.
- On arrival, medications must be handed to the school nurse or wellbeing staff, who will lock them in the medication cabinet and record their receipt in the designated log.
- When medications are returned home, a transfer form must be signed by the receiving adult and retained with the student's MAR chart. The stock balance on the MAR chart must be adjusted accordingly.

For controlled drugs (CDs), the authorised staff member and a witness must record the transfer in the CD Register, place the drug in a sealed envelope, and obtain a signature on the transfer form to be retained in the CD Register. Parents, if collecting a student, may be handed the CDs directly and may act as a second signatory.

Parents must be informed whenever medication is being returned.

## **Management of Controlled Drugs (CDs)**

Under the Misuse of Drugs (Safe Custody) Regulations 2007:

- All Schedule 2 drugs (e.g., Methylphenidate, Ritalin) must be recorded in a bound Controlled Drug Register with separate pages for each individual's prescribed medication drug and strength, and for different strengths of prescribed medications.



- On receipt of a CD the date of supply and quantity received must be recorded in the CD register and the entry signed by two members of staff.
- CDs are stored securely and administered by trained staff, with a second trained member of staff witnessing where possible. Both staff members must sign the MAR chart and CD Register.
- Whilst it is good practice for the second member of staff to witness the process, if such a suitable person is not available, this should not prevent the administration of such medication. If administration occurs without a witness, document the circumstances and conduct a stock audit before the next dose.
- Stock balances must be updated in the CD Register after each administration. Stock balances for CDs are recorded ONLY in the CD register. No stock record is required in the MAR chart for CDs.
- CDs being discontinued or no longer required must be sent home or disposed of in line with the procedures above.
- CD Registers must be retained for three years from the last entry.

## **Transcribing**

Transcribing (e.g., transferring prescribing instructions from labels to MAR charts, instructions in letters to MAR charts and MAR chart to MAR chart) may only be done by trained staff. The transcription must be signed, dated, and checked by a second staff member, unless this has been completed by a registered healthcare professional i.e. the School Nurse.

## **Non-Prescribed Medications and Remedies**

Students may have the occasional ailment such as headache or period pain that necessitates taking an analgesic.

All instructions must be read prior to any administration of medicines.

Aspirin and ibuprofen will not be given to students under 12 or to students with asthma unless prescribed.

## **Remote Direction to Administer**

In exceptional cases, prescribers may issue changes via email if unable to provide a new prescription. Copies of all such communication must be kept with the MAR Chart, in the student's Health folder of the School Drive, and a copy given to the parents. A new prescription should be obtained as soon as possible.

## **Self-Management**

Students assessed as competent and sufficiently responsible may administer their own medication under the supervision of the Wellbeing Team, (See appendix 2) as detailed in their individual health plan and risk assessment. A formal risk assessment must be carried out to determine the student's ability to:

- Store and carry their medication safely.
- Understand the importance of not sharing their medication with others.
- Self-administer medication as prescribed.
- A programme of education must be provided to ensure the student understands their responsibilities and the proper use of their medication.

A copy of the risk assessment must be kept on the student's file.

Self-administration arrangements must be recorded on the student's individual health plan.

An agreed method of recording self-administered medication must be set out as part of the process. This may include the student completing their own MAR chart or other such appropriate record.

The Wellbeing Team will oversee the self-management process to ensure compliance and safety. Periodic reviews of the student's ability to self-manage must be conducted, and updates made to the health plan and risk assessment as necessary.

Any breaches in the self-administration agreement (e.g., sharing medication or improper storage) must be reported immediately and addressed in consultation with the Headteacher, parents or carers, and the safeguarding lead.

## **Record Keeping**

All medication administered, whether by staff or the student, must be recorded accurately on the Medication Administration Record (MAR) Chart, Homely Remedies Log OR in the Controlled Drug Book in the medical room.

MAR Charts:

There are three types of Medication Chart used within Philpots Manor School.

- As-Required Medications: Medications that are only required occasionally, and not on a regular basis.
- Regular Medications: Medications that have been prescribed on a regular basis, whether short or long term.
- Asthma Administration Record: Kept with each learner's reliever inhaler, to document when the inhaler has been used.

Errors must be struck through with a single diagonal line and corrected below with initials. No correction fluid is to be used.

Stock Balance:

- Medication stock balances must be recorded weekly.
- Controlled drugs (CDs) stock balance records must be maintained exclusively in the CD register.

Return or transfer of medications must be recorded in the stock balance of the student's MAR chart.

An audit of MAR charts will be conducted every 12 weeks (termly) as a minimum, to ensure accuracy and compliance.

## **Disposal of Medicines**

When a medicine is no longer required it must either be returned to the parent/guardian as per the procedure above, or, with their agreement, taken to a pharmacy for disposal.

A 'Handing over Medication' form or 'Disposal of Medication' form will be completed for these instances and retained in the medical centre for auditing purposes. |

## **Training**

Staff members who have been trained in Administration of Medication can administer medications. It is the responsibility of the Wellbeing Team to ensure that all staff involved in administering medication are appropriately trained. In-house training and practical assessments are carried out every three years, with records of completed training maintained by the HR Manager.

In cases where students have specific medical needs—such as anaphylaxis, asthma, epilepsy, or diabetes—it is recommended that a

ll school staff undergo training in the use of emergency devices such as epi-pens and inhalers. Such training should be based on individual risk assessments.

### **Drug Error Reporting**

If a drug administration error occurs, it must be reported to the Headteacher or Health and Safety Officer immediately, this is mandatory. The student's parent or carer must also be informed as soon as possible.

If the student appears to be unwell or shows signs of an adverse reaction, emergency medical assistance must be sought by dialling 999 and the parents/guardians informed immediately.

Once the situation is stabilised, the staff member involved must complete a Drug Administration Error Report Form and submit it to the Headteacher. Drug errors are considered a potential safeguarding concern the incident should also be recorded in Behaviourwatch and will be referred to the Designated Safeguarding Lead.

The Headteacher will investigate the error and conduct a root cause analysis, which will be documented on the Drug Error Report Form. Copies of the form will be stored in the student's medical notes, with the original retained with the Headteacher for record-keeping and audit purposes.

Any incidents involving controlled drugs (including loss or theft) must also be reported to the local NHS Controlled Drugs Accountable Officer (CDAO), the LADO, and the police if necessary.

### **Management Monitoring and Audits**

<b>Frequency</b>	<b>What will be Monitored/ Checked</b>	<b>By Whom</b>	<b>Action Required</b>
Weekly	Medications received, returned and transferred.	School Nurse	<ul style="list-style-type: none"> <li>- Record on Audit Sheet.</li> <li>- Complete Med error form if discrepancies identified.</li> </ul>
Monthly	Asthma boxes	School Nurse	<ul style="list-style-type: none"> <li>- Restock box.</li> <li>- Complete Behaviourwatch if discrepancies identified.</li> </ul>
Half termly (approx 6 weeks)	An audit of all MAR charts Stock check/ medical cabinet Audit	School Nurse	<ul style="list-style-type: none"> <li>- Record on Audit Sheet.</li> <li>- Complete Med error form if discrepancies identified.</li> <li>- Headteacher to address with School Nurse in supervision.</li> </ul>
Termly (approx 12 weeks)	First Aid Allergy List Involvement with External professional	School Nurse First aiders	<ul style="list-style-type: none"> <li>- Lists of First Aiders, and students with Allergies and Asthma are on all main notice boards.</li> <li>- Update lists as required.</li> <li>- Check all the first aid boxes on a half term basis.</li> <li>- Restock boxes.</li> </ul>

Annual	Administration of Medication Policy	School Nurse/Headteacher	- Update as required.
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**NB:**

- Any medication errors resulting in harm occurring to a student will be reported to the Health and Safety Officer at the earliest opportunity.
- Repeated errors by individual staff members will result in a programme of retraining and monitoring.
- Repeated errors by a range of staff will result in the review of the systems and processes by Management

## **Alcohol and Substance Abuse**

Please see Staff Substance Misuse Policy

### **Recognition of an Alcohol or Drug Problem**

Indicators of a potential alcohol or drug abuse issue may include the following:

- Unexplained or frequent absences and repeated short-term sickness.
- Mood swings, depression, irritability, or aggression.
- Persistent lateness or irresponsibility in fulfilling duties.
- Reluctance to accept responsibility or take initiative.
- Poor work performance and declining productivity.
- Noticeable deterioration in appearance and personal hygiene.
- Strained relationships with colleagues or management.
- Personal challenges such as marital or financial difficulties.
- Unsafe working practices or increased accident proneness.

### **Procedure**

The line manager has the responsibility to assess whether an employee, suspected to be under the influence of alcohol or drugs, can safely carry out their duties. If deemed incapable (e.g. operating tools, vehicles, or caring for others), the following steps will be taken:

- The employee will be sent home immediately, and the absence will be recorded as sickness.
- Upon their return, the employee must report to their line manager in line with the school's absence policy.

### **Self-Referral**

Employees are encouraged to voluntarily seek help if they are struggling with alcohol or substance abuse by:

- Talking to their line manager, GP, or external support agencies.

- Using the Confidential Counselling Helpline (0117 934 2121), which is available to all employees and their immediate families.

The line manager plays a key role in identifying issues impacting attendance or performance and should:

- Address the matter informally, providing the employee an opportunity to respond.
- Agree on a reasonable timescale for the employee to decide on a course of action.

### **Period of Treatment**

The duration of treatment may vary considerably between cases, depending on the severity of the issue. Treatment may involve short-term interventions of at least two weeks. In some cases, longer treatment periods, including absences exceeding six weeks may be required.

### **Continuation in Present Role**

For health and safety reasons, the school reserves the right to remove any individual undergoing treatment for alcohol or substance dependency from a safety critical role. Consideration will be given to the needs of the individual and efforts made to provide a suitable alternative role. Where an individual's job role is found to be a contributing factor, reasonable adjustments will be made to mitigate these challenges.

### **Further action**

If an employee declines support or assistance, the line manager may escalate the matter by initiating the staff Disciplinary Procedure, as appropriate.

### **Asbestos**

The Control of Asbestos at Work Regulations 2012 (CAW) impose specific duties on owners, landlords and tenants. The allocation of responsibilities depends on the specific circumstances of the property. In compliance with these regulations, the school will implement the following measures to manage asbestos effectively and safely:

1. Identification of Asbestos Locations:
  - Conduct assessments to determine the location of materials likely to contain asbestos.
2. Assumptions About Asbestos Presence:
  - Presume that materials contain asbestos unless there is clear evidence proving otherwise.
3. Creation and Maintenance of an Asbestos Register:
  - Maintain a written record (Register) of asbestos and suspected asbestos locations.
  - Ensure the Register is regularly updated to reflect any changes.
4. Condition Monitoring:
  - Periodically inspect materials containing or suspected of containing asbestos to ensure they are not deteriorating.
5. Risk Assessment and Control Measures:
  - Assess the risk of exposure from asbestos materials and implement control measures, including:

- Repairing or, where necessary, removing asbestos materials posing a risk of exposure. Such work must only be undertaken by approved and licensed contractors under strict oversight by the enforcing authority.
- Maintaining materials known or suspected to contain asbestos in a good state of repair.
- Ensuring that anyone likely to disturb materials containing asbestos is made aware of their location and condition.

#### 6. Asbestos Management Plan:

- Develop and implement a written management plan to control identified risks.
- Ensure that the management plan includes:
  - Specific actions to manage the asbestos safely.
  - Communication protocols to share information about the location and condition of asbestos with any individual who might disturb it (e.g., contractors or maintenance staff).

### **Contractors**

Prior to hiring any contractors, the Pre-qualification Assessment Form must be completed and returned. The contractor can only be employed if the response meets the required standards. The Control of Contractors on Site Checklist must also accompany this process. Both documents ensure the contractor is fully compliant with the school's health and safety requirements before the work begins.

### **Rules for Contractors on Site**

#### **1. Introduction**

All contractors must comply with Philpots Manor School's Contractor Controls Procedure.

The Contractors' management and supervisory staff must ensure all employees, including sub-contractors, are informed about and adhere to these guidelines.

Any queries or clarifications regarding the procedures must be raised with the school before work begins.

#### **2. Terms Used**

"The school" refers to Philpots Manor School or any of its facilities.

"The Contractor" refers to contractors, sub-contractors, engineers and self-employed individuals working under a contract on premises owned or occupied by the school.

Contractors are responsible for ensuring their employees understand and comply with the relevant health and safety procedures.

#### **3. Legal Obligations**

Contractors must comply with the Health and Safety at Work etc. Act and related regulations, including (but not limited to):

- Construction and design
- Management of health and safety

- Work equipment and personal protective equipment (PPE)
- COSHH (Control of Substances Hazardous to Health)
- Noise and electricity safety
- Manual handling and first aid

Failure to comply with statutory regulations or the school's health and safety policies may result in the contractor's removal from the site.

#### **4. Contractors Responsibilities**

1. Provide the School with:
  - Proof of Public Liability Insurance with adequate coverage.
  - Risk assessments, safe working procedures, and method statements for all contracted tasks.
2. Ensure:
  - All tools, equipment, and materials comply with safety regulations.
  - Employees follow health and safety procedures issued by the school.
3. The school retains the right to:
  - Halt unsafe work or remove non-compliant equipment or individuals.
  - Conduct inspections of contractor equipment, procedures, or documentation as needed.

The rules and procedures described in this document do not relieve the Contractor from their general legal or contractual obligations.

#### **5. Health and Safety Documentation**

Contractors must provide the following:

- A copy of their Health and Safety Policy.
- Risk assessments for tasks being performed.
- Method statements for specific activities.
- A list of all hazardous substances (with safety data sheets) that may be brought onto the site.

The school will also provide contractors with information about on-site risks and relevant health and safety procedures.

#### **6. Authority to Proceed**

Certain activities require written authority from the school before work begins, including:

- Hot work (e.g., welding, cutting).
- Use of cranes or heavy machinery.
- Demolition, dismantling, or erection of structures.
- Ground penetration or excavation.
- Confined space work.

- Work involving highly flammable liquids or hazardous substances.

For ongoing contractors, permission for recurring activities may be granted annually.

## **7. Access and Security**

Access:

- Contractors must report to Reception on arrival, sign in, and collect a visitor badge, which must be worn at all times.
- Contractors must use designated access routes (e.g., walkways, paths, and stairs) to and from work areas and avoid unauthorised or unrelated areas.

Site Entry and Exit:

- The responsible member of SLT reserves the right to search personnel, vehicles, or containers on entry or exit if deemed necessary.
- Contractors must sign out upon leaving the site and may not remove School property or scrap without prior written authorisation from the Health and Safety Officer.

Security of Equipment and Materials:

- Contractors must secure all tools, equipment, and materials when not in use to prevent unauthorised access.
- Temporary buildings and storage areas must be clearly marked and adequately protected to prevent unauthorised access, particularly by students.

## **8. Site Health and Safety Procedures**

### **8.1 Safety of School Students**

Philpots Manor School provides education and care for vulnerable children and young persons. All contractors working on-site must:

- Be aware of the potential impact of their presence and always minimise contact with students.
- Hold an enhanced DBS check if working in areas where students are present, prior to approval for the work.
- Alternatively, contractors must be supervised by a Philpots Manor School employee at all times if no DBS check is available.

### **8.2 Facilities Available for Contractors Use**

Contractors must agree with the Health and Safety Officer regarding which site facilities will be made available. Contractors are required to:

- Adhere to site standards for cleanliness and behaviour.
- Use designated areas for eating and drinking.
- Provide all necessary first aid and welfare facilities for their employees, including washing and toilet facilities, meal areas and changing room, unless otherwise agreed.
- Maintain good housekeeping standards as defined by the site rules.



- Where facilities are shared with the school, ensure that they are not misused and can adequately accommodate additional users.

### 8.3 Working Areas for Contractors

Working areas, temporary buildings and storage sites must be clearly defined and adequately secured to prevent unauthorised access, especially by students.

All vehicles, equipment and materials must be secured at all times whilst on site.

### 8.4 Demolition, Dismantling and Erection of Structures

No demolition, dismantling or erection of structures may commence without:

- Written permission from the school
- Submission of a suitable written Safe System of Work, adhering to Guidance Notes GS28 or GS29 (Parts 1-4).

### 8.5 Plant, Equipment and Energy Sources

Contractors must not operate School equipment, use energy sources (e.g. gas, compressed air, electricity) without written permission from the Health and Safety Officer. Contractors must ensure:

- All equipment meets statutory safety requirements and is maintained in a safe condition.
- Any defects in School-provided equipment are reported immediately.
- Tools and equipment connected to energy sources are compatible and safe for use.
- Employees are properly trained and competent to connect and safely use the equipment provided.

Work equipment must comply with the Provision and Use of Work Equipment Regulations 1998. Documentation may be requested before work begins.

### 8.6 Ground Penetration

No ground penetration work may begin without written permission from the school. Prior to work:

- Identify and make safe all buried services.
- Use hand excavation to locate any live services safely.

Suitable edge protection, barriers, cones, warning signs and lamps must be used to mark excavations, particularly near roadways and walkways or during darkness.

All ground penetration work must adhere to the Construction (Design and Management) Regulations 2015.

### 8.7 Protective Equipment

Contractors must provide their employees with all required protective equipment, including safety helmets, ear defenders, safety footwear and eye protection, in accordance with statutory requirements

The school reserves the right to specify additional protective measures or to ask individuals refusing to comply to leave the site.

## 8.8 Fire Protection

Smoking is strictly prohibited on School premises. Violators may be asked to leave the site.

Fire extinguishing equipment is available on site, and any usage must be reported to the School Caretaker to ensure replacement.

Contractors must:

- Be aware of and adhere to evacuation procedures in case of emergencies.
- Notify the School Caretaker if any part of the fire alarm system needs to be disconnected.
- Ensure their employees clearly understand and implement satisfactory fire precautions and the correct hot work conditions.

Contractor site huts, if required, must be located at least 10 metres from School buildings or combustible materials.

Adequate fire precautions must be implemented for hot work. For welding, when required to work on equipment or systems that are coded systems, the Contractor must produce evidence of Certification to the required standard for each operative carrying out the work. All welding must cease 1 hour before the end of the last shift worked each day.

Fire doors, extinguishers, hose reels, hydrants and escape routes must be kept clear at all times.

## 8.9 Control of Substances Hazardous to Health (COSHH)

Contractors must comply with the requirements of the COSHH regulations, ensuring their employees receive adequate information, instruction and training on the hazards and precautions associated with hazardous substances.

Written permission must be obtained before bringing flammable liquids or liquified petroleum gases onto the site.

General precautions include:

- Replacing lids on containers when not in use.
- Disposing of empty containers safely.
- Preventing hazardous substances from entering drains.
- Providing extinguishers near work areas involving hazardous materials.
- Ensure flammable liquids are not discharged into drains
- Ensure the 'No Smoking Policy' is vigorously applied.

A complete list of hazardous substances, along with quantities and hazards, must be provided to the commissioning manager.

At all times, whether hazardous or not, materials must be stored correctly and labelled appropriately.

## 8.10 Gas and Oxygen Equipment

Gas and oxygen equipment brought onto the site must comply with statutory requirements, including the use of flashback arrestors for gas cutting.

Portable cylinders must:

- Be safely stored in designated enclosures or the School's LPG store (if prior agreement is obtained).
- Not obstruct access routes or be placed in confined spaces.

Under no circumstances must LPG or oxygen cylinder stores be erected without prior written permission from the school.

Equipment must be properly maintained, isolation valves closed and hoses disconnected and coiled up at the end of each working period.

#### 8.11 Use of Philpots Manor School's Equipment

Contractors may not use, or interfere with, School equipment or services without written authorisation from the Health and Safety Officer.

Written permission must also be obtained for any connection to School services (e.g., electricity, compressed air, computer system or fire alarm) to ensure equipment meets statutory and site standards.

All written permission issued in accordance with the above shall be produced for inspection by Philpots Manor School's management if requested.

#### 8.12 Equipment Supplied by Contractors

##### General Requirements:

- All tools and equipment supplied by contractors must conform to and be tested in accordance with Statutory Regulations or Approved Codes of Practice.
- Philpots Manor School reserves the right to inspect and reject equipment deemed unsuitable, without additional costs to the school.
- Certificates of conformity for tools and equipment must be produced upon request.

##### Portable Equipment:

- Portable equipment and tools should be 110-volt type or air-operated equipment.
- Mains voltage (240 volts) may only be used when protected by a residual current breaker (RCD).
- Contractors must provide necessary transformers with a 240/110V winding featuring an earthed centre-tap and ensure appropriately protected cabling is used with such equipment.

##### Lifting and Hauling Tackle:

- Lifting tackle, wrenches, ropes, etc., must not be attached to plant, equipment, pipework, or buildings without written permission from the Health and Safety Officer.
- All lifting tackle must:
  - Be registered and carry a current test certificate (made readily available when required).
  - Be properly marked with an identity number and safe working load.

##### Abrasive Wheels:

- Contractors must ensure employees changing abrasive wheels have received appropriate training and are appointed in writing to perform this task.

#### Cartridge-Operated Fixing Tools:

- Contractors bringing such tools onto the premises must provide a written safe system of work detailing:
  - Authorised users.
  - Storage arrangements.
  - Control measures for issuing and returning the equipment.
  - Safety precautions during use.
  - Limitations of the type of work undertaken.

#### Noise:

- Any equipment likely to expose employees, School staff, or students to noise levels exceeding 80 dB(A) must receive prior approval from the Health and Safety Officer.
- Contractors must implement adequate protective measures, such as ear defenders or noise barriers, as necessary.

#### Cranes and Lifting Equipment:

- All cranes brought onto the site, whether owned by the contractor or hired, must have:
  - Relevant test certificates.
  - Thorough examination reports.
  - The manufacturer's handbook.
- Only competent and authorised personnel may operate cranes.
- Contractors must prove to the school's satisfaction that operators are trained and capable of safe crane operation.

#### Cranes and Travel Routes:

- Travel routes and crane standing areas must be agreed upon with the school to mitigate potential dangers such as:
  - Overhead lines and structures.
  - Underground services.
  - Soft or unstable ground.

#### Work Near Overhead Cranes:

- Work on or near overhead cranes requires prior written authorisation from the school.
- All such work must comply with Section 27 of the Factories Act and other relevant legislation.

#### Guarding and Shielding:

- Contractors must provide adequate guarding, extraction, and shielding in accordance with statutory regulations and approved codes of practice.

### 8.13 Electricity

All electrical work must comply with the Electricity at Work Regulations and supporting guidance. Please also see the section on Permits to Work.

All equipment must be treated as “live” unless isolated and clearly marked accordingly.

Only competent personnel may install or repair electrical equipment, with evidence of competence provided upon request.

#### 8.14 Permits to Work System

Permits to work are required for specific high-risk activities, including:

- Working at height.
- Electrical work.
- Roof work.
- Confined spaces.
- Hot work.

Hot work permits must include conditions for fire safety, with all activities ceasing one hour before the workday ends.

#### 8.15 Working at Height

- Contractors providing their own access equipment must ensure it:
  - Meets required standards.
  - Is properly maintained.
- All work at height must be performed under Permit to Work conditions.
- Scaffolding must only be erected or dismantled by trained and qualified scaffolders.
- Openings in roofs, floors, or other areas must be protected with covers or guardrails.
- Where material may fall, effective steps must be taken to erect suitable barriers and to warn people below about the danger.
- Contractors must not work above open chests, tanks or similar vessels containing liquid or other substances where a fall could lead to asphyxiation or drowning unless suitable precautions have been taken to prevent this.
- Contractors must verify roofs for fragile material and take necessary precautions, such as using crawling boards and edge protection.
- Where safe working platforms cannot be provided, contractors must:
  - Use safety harnesses secured to suitable anchor points.
  - Ensure harnesses comply with appropriate standards and are inspected regularly.
  - Maintain records of inspection and availability on-site.
  - Any uncertainty about the suitability of securing a harness to an existing structure should be discussed with the school before proceeding with the work.

#### 8.16 Housekeeping and Disposal of Materials

- Contractors must keep work areas clean and free from hazards. Storage arrangements for waste and materials must be approved by the school.
- Combustible waste must be frequently removed to minimise fire risks.
- Hazardous materials must be disposed of according to current legislation. Disposal details (e.g., authorised carrier, disposal site) must be provided to Philpots Manor School.
- Material should not be thrown from heights; proper waste chutes or transfer systems must be used.
- All materials brought on the site remain the property of the Contractor (unless already paid for by the school) and must be disposed of by the Contractor, unless specific agreement is given in writing by the Health and Safety Officer to use the sites' disposal facilities.
- Oils, solvents and other harmful chemicals **must not** be disposed of down drains on the school premises.

#### 8.17 Spills and Leaks

Contractors must take all reasonable steps to prevent spillages and leaks. Any spills must be dealt with immediately, with efforts made to contain the material and prevent further contamination.

#### 8.18 Accidents, Incidents and Dangerous Occurrences

Reporting:

- All accidents, incidents and dangerous occurrences must:
  - Be reported in the School's Accident Reporting System (behaviourwatch).
  - Be notified to the Health and Safety Officer.
- Contractors are responsible for notifying the HSE of incidents as per RIDDOR Regulations.

Monitoring:

- Contractors must appoint a competent person to oversee safety matters and liaise with the School's Health and Safety Officer as required.

#### 8.19 Occupational Health and Hygiene

Contractors must ensure that all employees are medically fit for their assigned duties.

Any worker suspected of being under the influence of alcohol or drugs may be removed from the site.

#### 8.20 Noise

Contractors must eliminate or control noise from plant and equipment.

Noise exceeding statutory action levels requires adequate protection for affected persons, with visible signage in noisy areas.

#### 8.21 Vehicles Under Power

Contractors are not permitted to drive any type of vehicle on School premises, other than delivery trucks and vans unless:

- They have been specifically selected and adequately trained.
- Authorisation in writing has been granted by the school.

Written evidence of competency must be provided to the school before a contractor's employee is allowed to drive on-site.

Vehicles and personnel must remain within the designated work areas of the school premises. Access to other areas requires consent from the Health and Safety Officer or Caretaker.

Contractors must ensure their employees adhere to the following rules:

- Speed limits must always be observed, and pedestrians have the right of way.
- Passengers must only be carried in vehicles equipped with proper seats and restraints.
- Personnel must not get on or off moving vehicles.
- Vehicle loads must:
  - Stay within safe limits.
  - Be properly secured.
  - Avoid projecting beyond the vehicle body unless precautions are taken to prevent hazards to pedestrians, adjacent structures, or other vehicles.
- Contractors may not bring vehicles onto School premises unless they:
  - Are roadworthy.
  - Comply with current legal requirements.
- Vehicles provided by contractors must:
  - Be properly maintained according to the manufacturer's recommendations.
  - Remain in designated areas unless specifically permitted to load or unload. During such activities, drivers must remain with the vehicle in case of emergencies.
- Internal roadways must remain clear unless permission is given for temporary loading/unloading.
- Trailers may only be uncoupled and parked in designated areas.
- Operators of high-sided vehicles must exercise extreme caution around overhead power lines and other hazards present on the school's estate.

## 8.22 Record Keeping

All records relating to work on behalf of Philpots Manor School must:

- Be kept for three years, unless otherwise specified by legislation.
- Be accessible upon request.

The Contractor shall provide one copy of any drawings, manuals etc. as required for the files.

## 8.23 Safety Induction Training

Contractors must attend on site induction training, with content determined by the School's Health and Safety Officer.

## 8.24 Long Term Contractors/Facilities Management Services

Contractors providing ongoing services to Philpots Manor School are defined as long term contractors/facilities management services and are subject to these guidelines.

The school will ensure relevant risk assessments are shared with contractors.

Induction training packages will be provided for contractors' staff working on-site.

Contractors must liaise with the Health and Safety Officer for Permit to Work instructions.

## 8.25 Approved Contractors List

Only contractors who agree to and comply with these terms will be included on Philpots Manor School Approved Contractors List.

# **Control of Substances Hazardous to Health**

## **1. Risk Assessment Process**

The COSHH risk assessment involves the following steps:

- Identifying substances present in the workplace.
- Understanding how the substance is used and its hazardous properties.
- Determining applicable exposure standards.
- Evaluating work activities and existing control measures.
- Reviewing monitoring records to assess control effectiveness.
- Assessing the risk to health based on these findings.

Note: It is a legal requirement to record COSHH assessment findings.

## **2. Precautionary Measures**

- Addressing Risks: If significant risks are identified, take immediate action to reduce them to acceptable levels.
- Effectiveness of Controls: Assess whether current control measures are effective.
- Compliance: Even with effective controls, follow all COSHH requirements to maintain compliance and control measure effectiveness.
- Improvement Measures: If controls are inadequate, implement additional precautions to prevent or minimise exposure.

## **3. Hierarchy of Control Measures**

To minimise exposure to hazardous substances, follow the hierarchy of controls in priority order:

- Elimination: Completely remove the hazardous substance from the process if it is not essential.
- Substitution: Replace the hazardous substance with a less hazardous or non-hazardous alternative where feasible.



- **Engineering Controls:** Implement physical controls to isolate people from the hazard, such as:
  - Enclosing the process.
  - Installing local exhaust ventilation (LEV) systems to extract hazardous fumes or dust.
  - Automate processes to reduce human interaction with the substance.
- **Administrative Controls:** Introduce safe work practices, such as:
  - Limiting the duration or frequency of exposure.
  - Implementing standard operating procedures (SOPs).
  - Conducting regular training and supervision.
  - Use signage and warnings to inform workers of hazards.
- **Personal Protective Equipment (PPE):** As a last resort, provide appropriate PPE to protect individuals when other controls are insufficient. Ensure PPE is:
  - Selected based on the specific hazard.
  - Properly fitted, maintained, and replaced as needed.
  - Used in conjunction with other controls, not as a standalone measure.

#### **4. Use and Maintenance of Control Measures**

- **Using Controls:** Employees must use control measures properly and report defects. Training and information must be provided.
- **Maintaining Controls:** Regular maintenance ensures controls remain effective. LEV systems must be checked at least every 14 months.

#### **5. Monitoring Exposure**

Exposure monitoring is required in the following scenarios:

- When failure of control measures could result in serious health effects.
- To ensure that Workplace Exposure Limits (WELs) or internal standards are not exceeded.
- As an additional check on the effectiveness of control measures.
- When conditions change and may compromise exposure control.
- For substances or processes listed in Schedule 5 of COSHH Regulations.

#### **6. Health Surveillance**

Health surveillance is required when:

- Exposure to substances in Schedule 6 of COSHH is likely to cause identifiable health effects.
- A specific disease or adverse effect is linked to exposure and can be monitored.

Surveillance includes checks by medical professionals or trained supervisors (e.g., observing for dermatitis or breathing difficulties). Health surveillance records must be kept for 40 years.

## **7. Accidents, Incidents and Emergencies**

In emergencies involving hazardous substances, the school must:

- Provide appropriate first aid and conduct safety drills.
- Supply adequate information on emergency arrangements.
- Implement warning and communication systems to ensure effective responses.

In the event of an emergency related to a hazardous substance, take immediate steps to:

- Mitigate the event's effects.
- Restore normal conditions.
- Inform affected individuals.

## **8. Specialist Training**

Specialist training for handling hazardous substances is provided to identified staff. Training covers:

- Substances employees may be exposed to and associated health risks.
- Applicable WELs and safety data sheet (SDS) information.
- Key findings from risk assessments.
- Precautions to protect employees and others.
- Monitoring results, especially if WELs are exceeded.
- Collective health surveillance findings.

## **9. Record Keeping**

- Assessment Records: Keep SDSs, environmental monitoring records, and completed assessment forms.
- Monitoring and Surveillance: Personal exposure monitoring and health surveillance records must be retained for at least 50 years.
- Other Records:
  - LEV maintenance and examinations.
  - Respiratory Protective Equipment (RPE) issuance and maintenance.
  - Laboratory COSHH assessments.

## **10. Guidelines for Handling Hazardous Substances**

Control measures depend on a two-part alphanumeric category for skin and respiratory protection within the school. This list is a minimum requirement when dealing with these substances. A list of substances and their category are displayed on various notice boards and with the Health and Safety Officer.

Where pack size is greater than 5 litre/KG it is also necessary to wear toe protection and follow manual handling guidelines.

Category	Skin Protection
A	<ul style="list-style-type: none"> <li>• No specific requirement.</li> </ul>
B	<ul style="list-style-type: none"> <li>• Enclosed shoes/boots.</li> <li>• Keep hands and clothing clean.</li> <li>• Wash hands where appropriate and reapply barrier cream if used.</li> <li>• Avoid skin/eye contact.</li> </ul>
C	<ul style="list-style-type: none"> <li>• Enclosed shoes/boots.</li> <li>• Gloves must be worn (Red PVC knitted wrist).</li> <li>• Keep hands and clothing clean.</li> <li>• Wash hands where appropriate and reapply barrier cream if used.</li> <li>• Avoid skin/eye contact.</li> </ul>
D	<ul style="list-style-type: none"> <li>• Enclosed shoes/boots.</li> <li>• Gloves must be worn (Red PVC knitted wrist).</li> <li>• Eye protection must be used.</li> <li>• Keep hands and clothing clean.</li> <li>• Wash hands where appropriate and reapply barrier cream if used.</li> <li>• Avoid skin/eye contact.</li> </ul>
E	<ul style="list-style-type: none"> <li>• Special requirements needed.</li> <li>• See special work instructions.</li> </ul>

Category	Respiratory Protection
1	<ul style="list-style-type: none"> <li>• No specific requirement.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Disposable 'paper' mask required.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Ori-nasal cartridge mask required.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Full face cartridge mask required.</li> </ul>
5	<ul style="list-style-type: none"> <li>• Air fed or self-contained breathing apparatus required.</li> </ul>
6	<ul style="list-style-type: none"> <li>• Extraction or Local Exhaust Ventilation required.</li> </ul>

For example, a Category D3 substance requires the following precautions:

- Enclosed shoes/boots.
- Gloves must be worn (Red PVC Knitted wrist).
- Keep hands and clothing clean.
- Wash hands where appropriate and reapply barrier cream if used.
- Avoid skin/eye contact.
- Ori nasal cartridge mask required.

## Display Screen Equipment

The Health and Safety Officer is responsible for arranging assessments of individual workstations, display screen equipment (DSE) and associated workplaces. These assessments will be conducted in line with ergonomic principles and the requirements of the relevant regulations. The aim is to ensure that the design of the equipment and layout of the workplace minimise health risks and promote user comfort and efficiency.

### Workstation Assessments

Assessments will evaluate:

- The suitability and ergonomic design of the display screen equipment.
- The layout and setup of the workstation, including furniture and accessories.
- The user's posture, habits, and potential risks associated with prolonged use.

- Environmental factors such as lighting, screen glare, and noise.

Completed DSE Workstation Analysis forms will be submitted to the Health and Safety Officer for review and record-keeping.

### **Induction Assessments**

All new employees will undergo a DSE workstation analysis as part of their induction process, provided their role involves regular use of display screen equipment.

### **Review and Reassessment**

DSE workstation assessments will be reviewed:

- Annually, to ensure continued compliance with ergonomic standards and employee needs.
- Whenever significant changes are made to the workstation, such as:
  - Relocation to a new area.
  - Introduction of new equipment.
  - Major adjustments to the role or job functions.

### **Training and Support**

Where appropriate, health and safety training will be provided to employees. Training will focus on:

- Proper use of display screen equipment to prevent strain and injury.
- Identifying and mitigating risks related to workstation setup.
- Developing user competence in ergonomic practices.

## **Driving and Use of Vehicles**

All drivers must:

- Ensure their vehicle, whether personal or School-owned, is maintained in good condition and serviced in line with the manufacturer's guidelines. Promptly address any defects that could affect safety.
- Ensure the following documentation is current, valid, and provided to the HR Administrator:
  - Driver's licence (including LGV/PSV credentials where relevant).
  - Insurance covering business usage.
  - MOT and Road Tax. Updated copies must be submitted annually or whenever renewed or amended.
- Be fit to drive and report any major health condition likely to affect driving to both the DVLA and the School.
- Wear seat belts at all times as a driver or passenger, including rear seat belts where fitted.
- Expectant mothers must use a lap/diagonal seat belt rather than a lap-only seat belt.
- Children must use appropriate child seats as per their weight and size, fitted according to the manufacturer's instructions.
- Observe speed limits and drive at speeds appropriate to the conditions.
- Avoid driving under the influence of alcohol or drugs.
- Refrain from smoking in the vehicle, in accordance with School policy and Government legislation. School vehicles must display 'no smoking' signs.

## **Mobile Phones**

Using a hand-held mobile phone whilst driving is illegal and unsafe. Adopt the following safe practices:

- Switch your phone off while driving.
- If urgent, pull over and park safely, ensuring the engine is off before checking messages.
- Use of earpieces or hands-free kits should only occur when necessary and in emergencies.

## **Emergency Situations**

If you experience an emergency such as a puncture, mechanical breakdown:

- On motorways:
  - Carry on to an emergency telephone if possible, activate hazard lights, and leave the car. Stay off the hard shoulder.
  - When calling emergency services, face oncoming traffic and mention if you are a lone female.
- On rural roads:

- Place a warning triangle at a safe distance to alert oncoming traffic, especially on corners.
- Lone females should mention this to the control centre. Remain in the vehicle with hazard lights on and doors locked until help arrives.

## **Maintaining Back Health**

Prolonged driving can increase the risk of spinal issues. Follow these guidelines:

- Before the journey:
  - Adjust the seat for proper posture with comfortably flexed hips and knees.
  - Correctly position mirrors and organize equipment in the boot, placing heavier items near the sill to minimize lifting.
- During the journey:
  - Avoid gripping the steering wheel tightly, support your back, and take regular breaks.
- After the journey:
  - Avoid twisting to retrieve items from the back seat. Relax muscles before lifting items out of the car.

## **Code of Practice for Driving PMS and Hired Vehicles**

### **1. Introduction**

- 1.1. Although rare, serious and sometimes fatal accidents have occurred involving vehicles used by educational establishments. This Code of Practice is designed to minimise the risk of such incidents.
- 1.2. This Code applies to all vehicles used by the school, whether owned or hired.

### **2. Minibuses**

- 2.1. Additional rules apply to driving minibuses, in addition to the requirements outlined in this Code of Practice.
- 2.2. Driving licences and 'hire and reward' permit requirements for minibuses (vehicles with 9+ passenger seats) can be complex. Drivers should seek advice from the Health and Safety Officer if unsure about their eligibility to drive a specific vehicle.

### **3. Application**

- 3.1. Compliance with this Code is mandatory for any use of vehicles owned by the school or hired for School business.
- 3.2. This Code should be read in conjunction with other relevant School policies related to vehicle use.
- 3.3. The requirements of this Code represent the minimum standard; the school may impose additional requirements as deemed necessary.

#### **4. Drivers**

All drivers must be approved by the HR department. Approval will only be granted if the following criteria are met:

- 4.1. Only School employees may drive School vehicles or vehicles hired for School business. Temporary drivers, such as those hired for field trips, are considered School employees for this purpose but must meet all other requirements of this Code.
- 4.2. All drivers must:
  - Be aged 25 or older.
  - Hold a full UK driving licence for at least 2 years, per the school's insurer's requirements.
- 4.3. Drivers must possess the correct licence for the vehicle to be used. Additional conditions may apply for minibuses (see Section 2 above).
- 4.4. Minibus drivers must complete the relevant approval form and any required Minibus safety training. Records of this must be maintained by the school.
- 4.5. Drivers must inform the DVLA and the School of any physical or mental disability that may affect their fitness to drive.

#### **5. Roadworthiness of the Vehicle**

- 5.1. All School owned vehicles must be regularly maintained and kept in a roadworthy condition.
- 5.2. Hired vehicles must be inspected carefully by the driver upon delivery.
- 5.3. Drivers must conduct a pre-journey checklist or satisfy themselves that such checks have already been carried out by the operator prior to handing over the vehicle.
- 5.4. The pre-journey checklist ensures the following:
  - Brakes and steering function correctly (must be carried out on a daily basis thereafter whilst the vehicle is in use).
  - Windscreen washer fluid is adequate, wipers function, and windows are clean for clear visibility (must be carried out on a daily basis thereafter whilst the vehicle is in use).
  - Hydraulic systems (e.g., brakes) and engine oil levels are correct.
  - First aid kits are fully stocked. Used items must be replaced promptly.
  - A fire extinguisher is mounted in an accessible position.
  - Tyres are correctly inflated, free of dangerous cuts or cracks, and have a tread depth of at least 1.6mm and wheel nuts are tight.
  - The spare wheel is in good condition and properly inflated, or a puncture repair aerosol is carried if no spare is provided.

#### **6. Provision and use of Seat Belts**

- 6.1. Seat belts must be worn at all times. The driver or senior staff member present is responsible for ensuring compliance.

- 6.2. It is the driver's responsibility to ensure that Students /children requiring the use of child restraints/booster seats appropriate to their age/height & weight are installed in the vehicle correctly and used for the duration of the journey.

## **7. Journey and Driving Times**

- 7.1. Fatigue is a significant factor in accidents. The presence of a second driver should always be considered to mitigate potential risks of incapacity or tiredness.
- 7.2. Drivers must adhere to the following limits:
- Maximum of 9 driving hours in any 24-hour period.
  - Weekly driving limit of 56 hours.
  - A continuous rest period of at least 11 hours in any 24-hour period. Rest facilities, such as a bed or couchette, must be available during this period.
- 7.3. Continuous driving should not exceed 2.5 hours and must be followed by a 10-minute break. Time spent crawling in traffic or driving to pick up passengers is included in driving time.
- 7.4. Drivers returning from long journeys abroad or air travel should allow sufficient rest before embarking on further journeys in the UK, as accidents frequently occur close to ports or airports due to fatigue and road-side adjustment.

## **8. Consumption of Alcohol or Drugs**

- 8.1. Drivers must maintain a zero-blood alcohol level during all driving activities.
- 8.2. No alcohol or drugs should be consumed during or immediately before any journey. Drivers must ensure they are free of alcohol from prior consumption, especially if driving the next morning.

## **9. Medication**

- 9.1. Drivers must adhere to any medication guidelines. If driving ability may be affected, they must refrain from driving.

## **10. Speed Limits**

- 10.1. Speed limits must always be observed, and driving speeds should be appropriate for road and weather conditions.

## **11. First Aid and Emergency Procedures**

### **In the event of an accident:**

- 11.1. Ensure all passengers are safe and summon the emergency services for assistance if required.
- 11.2. Record the registration and insurance details of other vehicles involved.
- 11.3. Collect the names, addresses and vehicle registration of any witnesses. Obtain the details of attending police officers.
- 11.4. Take photographs of vehicle damage and road conditions where safe and possible to do so.



11.5. Document all details of the incident as soon as possible.

11.6. Report the incident to the School Bursar and the Health and Safety Officer promptly.

## 12. **Documentation**

12.1. Drivers should carry their driving licence. Any hire agreement or insurance certificate should be retained by the school where possible. Drivers must have access to insurance details for emergencies.

## 13. **Overseas Travel**

13.1. Overseas travel may require special insurance arrangements. Drivers should consult the School Bursar and the operator of any hired vehicle beforehand.

## 14. **Insurance**

14.1. All insurance-related questions should be directed to the Finance and Facilities Manager

## **Educational Visits**

See Educational Visits Policy

Philpots Manor School recognises the significant benefits of incorporating a wide range of learning opportunities as part of students' Individual Education Plans. Beyond formal classroom-based learning, the school values experiential learning, fostering understanding and engagement through real world contexts.

Key benefits of educational visits include:

<b>Developing Individual Potential</b>	<b>Spiritual and Emotional Development</b>
<ul style="list-style-type: none"><li>★ Building Self-confidence</li><li>★ Boosting Self-esteem</li><li>★ Coping with Challenge</li><li>★ Providing Hands-on Experience</li><li>★ Facilitating Personal Decision Making</li><li>★ Stretching Personal Comfort Zone</li><li>★ Improved Motivation New Skills and Unlocking Talent</li><li>★ Providing Rites of Passage</li></ul>	<ul style="list-style-type: none"><li>★ Emotional Literacy - Awareness and Understanding of Self and Others</li><li>★ Developing Self-reliance and Independence</li><li>★ Developing Self-respect and Self-esteem</li><li>★ Responding to the Awe and Wonder factor</li><li>★ Developing a Positive Attitude to Challenge</li><li>★ Developing a Sense of Adventure</li><li>★ Developing the ability to Empathise</li><li>★ Appreciation of People and Places</li></ul>
<b>Improved Understanding and Awareness of Environment, Other Cultures and Real-World Learning</b>	<b>Improved Learning Skills</b>
<ul style="list-style-type: none"><li>★ New Places and Expanded Horizons</li><li>★ Appreciation of the Natural Environment</li><li>★ New Language skills</li><li>★ Contextual Learning - Fieldwork in context</li></ul>	<ul style="list-style-type: none"><li>★ PSHE Key Skills Citizenship Experiential</li><li>★ Learning Managing Challenge and Risk</li><li>★ Maximising Learning through Multiple Intelligences</li><li>★ Learning with Consequences</li><li>★ Access to Lifelong Learning</li><li>★ Theory into practice</li></ul>

<ul style="list-style-type: none"> <li>★ Practicing the Principles of Sustainability</li> <li>★ Curriculum theory into real world context</li> </ul>	
<b>Improved Teamwork</b>	<b>Improved Relationships</b>
<ul style="list-style-type: none"> <li>★ Cooperating with others</li> <li>★ Learning to Trust</li> <li>★ Group Decision Making</li> <li>★ Helping and Caring for Others</li> <li>★ Setting and Achieving Team Goals</li> <li>★ Effective Communication - Listening and Speaking</li> <li>★ Working Together and Sticking Together</li> <li>★ Establishing a Group Identity</li> <li>★ Awareness of Strengths and Weaknesses</li> </ul>	<ul style="list-style-type: none"> <li>★ Heightened sensitivity to the Needs of Others</li> <li>★ Adults seen in a different light</li> <li>★ Young People seen in a different light</li> <li>★ Working and Living with Others</li> <li>★ Understanding the need for Trust and Cooperation</li> </ul>

The Leadership Team adopts a proportionate and sensible risk management approach to ensure activities are safe and enriching while minimising unnecessary administrative burdens. ("Health and Safety: Advice on Legal Duties and Powers," February 2014).

### Types of Visits and Approval

Educational visits are categorised into four types, each with specific approval procedures:

School Learning Area Visits:

- Activities within the School Learning Area during normal school hours.
- Follow the "School Learning Area Operating Procedure" (Appendix 1).

Local Walks (within a 2-mile radius):

- Includes walks to locations such as Sharpthorne Village.
- Risk assessments are conducted by the visit leader and submitted to the Headteacher (or Deputy in their absence) and the Health and Safety Officer for approval, before each walk.
- Walks up the drive should still be risk assessed but will not require a written assessment on each occasion. The teacher or TA leading the walk will carry out a dynamic risk assessment before each walk to ensure there are no additional areas of risk (i.e. change in group dynamics or individual student behaviour).
- A written review of the risk assessment should be carried out following any significant incident or the arrival of a new student or staff member.

Non-Residential UK Visits:

- Includes visits to museums, farms, theme parks, and theatres.
- Risk assessed by the visit leader and submitted to the Headteacher (or Deputy in their absence) and the Health and Safety Officer for approval.

- A copy of the risk assessment from the activity centre must also be submitted for approval.

Overseas, Residential, or Adventurous Activities:

- As per 'Local Walks (within a 2-mile radius)' above and requires additional approval from the SLT and Board of Directors.

All off site activities must be approved by the appropriate Deputy Head and a trip proposal form must be completed.

### **Assessment of Risk**

Where practical, a preliminary visit to the venue should be conducted to prepare an appropriate risk assessment tailored to student needs. Where an advanced visit is not possible, the visit leader should, at least, request a copy of the venue risk assessment. Risk assessments should include:

- Information to demonstrate that activities are supervised by competent instructors who have experience with the activity and are aware of the hazards.
- Confirmation that activities are covered by the school's insurance.

The risk assessment must be signed off by the Headteacher and the Health and Safety Officer well in advance of the trip to address any potential issues.

Risk assessments may be reused if a premises has been previously visited but must be updated to reflect the specific group and activity. This risk assessment must also be approved by the Headteacher and Health and Safety Officer.

For off-site activities/school trips, the person(s) responsible for the students during this time must include in the risk assessment the level and nature of first aid needed and the procedure for obtaining any such first aid. Overnight trips require a designated First Aider and appropriate first aid equipment.

Risk assessments for weekly trips can be prepared in advance, excluding the names of staff and children. However, each trip requires careful consideration (Dynamic Risk Assessment) to account for the specific needs and risks associated with individual children or combinations of children, particularly regarding their medical requirements. If significant risks are identified during the dynamic assessment, the risk assessment must be updated and recorded. Any amendments must then be reviewed and verified by the relevant coordinator.

For Emergency procedures, please refer to [Appendix 2 – Emergency Procedure](#)

### **Parental Consent** - See [Appendix 3 - Parental Consent](#)

Notifying parents of planned activities is an essential part of establishing good working relationships. Parents provide a general consent for routine off-site activities during the admissions process, covering:

- Local walks within a 2-mile radius
- Non-residential UK visits
- Adventure activities during planned PE lessons

For adventurous or residential activities, detailed information will be provided, and written parental consent is required.

### **Transporting Students** -for specific guidance see 'Driving and Use of Vehicles' above.

When arranging transport, staff must ensure:

- Confidence in the chosen transport method (e.g., private hire, public transport, or School transport).
- Compliance with the Driving and Use of Vehicles policy.
- Staff cars used for student transport must meet legal requirements, including valid driver's licences, insurance, tax, and MOT (copies provided to the HR department).
- The school accepts no liability for damage to staff cars while transporting students.

### **Managing Incidents Off-site**

Unwell Students:

- Seek local medical assistance or contact venue first aid staff. Call an ambulance if required.
- Notify the School Office to ensure relevant parties are informed.
- Maintain adequate staffing to supervise the rest of the group.

Missing Students:

- Follow the Absent or Missing Policy for any unauthorised absence or missing students during a trip.

Adequate staffing must be in place to ensure all children or young people are appropriately supervised and cared for in the event of illness or an accident. Typically, this requires a minimum of two staff members. If a staff member is working alone (either one-to-one with a child or with a small group of students), they must adhere to the Lone Working Policy.

If additional support from the school is required, this should be discussed with the Headteacher, who will arrange for the necessary assistance to be provided.

Please refer to Appendices for further guidance:

Appendix 1 - Educational Visits School Learning Area Operating Procedure

Appendix 2 - Educational Visits Emergency Procedure

Appendix 3 - Educational Visits Parental Consent Form for School Trips and Other Off-Site Activities

Appendix 4 - Educational Visits Camping Trips, Class Camp, Field Trips and Walks

Appendix 5 - Educational Visits Camping - Detailed Requirements

Appendix 6 - Educational Visits Walks - Detailed Requirements

## Electrical Safety

### Portable Appliance Testing

Any portable electrical equipment brought onto the school's premises must be reported to the Health and Safety Officer for electrical testing before it is used, even if it is newly purchased.

Any untested portable appliance brought on site must:

- Be notified to Reception immediately.
- Be kept in a safe and secure area until PAT testing is conducted.
- Not be used within the school until testing is completed.

Testing of portable appliances will be carried out as soon as practicably possible and the results of the test will be communicated to the owner immediately. Any item that fails the PAT test must not be used on site until it has been repaired or replaced and successfully retested.

All portable appliances on site will undergo annual testing arranged by the Health and Safety Officer.

A PAT Testing Inspection Record & Results Form will be completed for each appliance tested and filed with the Health and Safety Officer. Testing records will be maintained in a central file held by the Health and Safety Officer.

A sticker indicating the date tested and next due will be affixed to each tested item.

### Checklist for Safe Operation of Computer Equipment

Item	Check
Mains plug	Wired correctly with secure connections No bare wires or whiskers Outer insulation secured in cord grip Correct fuse rating No signs of overheating or scorching
Mains lead to appliance	No mechanical damage or cuts, No sharp kinks, twists or burn marks No taped joints
Extension lead	Check plug and mains lead as above Ensure extension leads are not used as permanent sockets
Multiple socket extension	Check plug and mains lead as above Verify correct fuse
Equipment	Outer case free from mechanical damage, broken parts, cracks, burns or scorch marks No evidence of tampering or makeshift repairs No signs of wear or abuse
Switch ON	Verify correct operation
Switch OFF	Conduct insulation test Optional flash test Optional leakage test

## General Electrical Safety Guidelines

#### Authorised Personnel Only:

- Employees must not attempt to install or repair sockets, plugs, tools, or interfere with plant, appliances, or electrical installations unless they are adequately trained and authorised.
- Such tasks must be performed by an authorised and competent person, either employed by the school or by contractors, agents, or manufacturers called to the building.

#### Safe Handling Practices:

- Never handle mains-operated electrical equipment unless you fully understand its use and operation.
- Do not handle electrical equipment with damp hands.
- Never leave any light sockets without a bulb, even if the circuit is known not to be live.

#### Equipment Repairs:

- Do not attempt to repair electrical equipment unless you are qualified to do so.
- Report any faults or damages to electrical equipment immediately.

#### Damage and Fault Reporting:

- Upon discovering damage to electrical equipment or services:
- Isolate the equipment by turning it off or unplugging it, if it is safe to do so.
- Close off the room or area to prevent access.
- Report the damage promptly to the appropriate personnel.

## Fire Safety

To safeguard life and prevent injury in the event of a fire or similar emergency, all employees must adhere to the fire evacuation procedure. This procedure complies with The Regulatory Reform (Fire Safety) Order 2005 and the Management of Health and Safety at Work Regulations 1999.

### 1. Action on Discovering a Fire

Fire detection systems, including smoke and heat detectors, are installed in the buildings. These systems may activate automatically, but employees should not solely rely on them.

Know the location and operation of manual "break glass" fire alarm call points. These are located near external fire doors, staircases, and evacuation routes.

DO NOT attempt to fight fires if your personal safety or the safety of others is at risk.

### 2. Emergency Fire Procedure

#### 2.1. If You Discover a Fire:

- Immediately activate the nearest fire alarm call point unless the alarm is already sounding.
- Close all doors behind you to delay the spread of fire and smoke. Do not stop to collect personal belongings.
- Evacuate all individuals under your responsibility via the nearest exit.
- Call the Fire Brigade by dialing 999. During school hours, this will normally be done by staff in Reception.
- Proceed to the assembly point on the Tennis Court. In inclement weather, the assembly point may be relocated to the Marley Building Hall, as directed by the Incident Controller.



#### 2.2. On Hearing the Fire Alarm:

##### General Actions for All Staff and Students:

- Treat all alarms as genuine unless notified otherwise (e.g., a pre-arranged fire drill or system test).
- Evacuate the building immediately using the nearest available exit. If the main route is blocked, follow the alternative route.
- Close all doors behind you to prevent the spread of fire and smoke.
- Do not stop to collect personal belongings.
- Do not return to the building until explicitly told it is safe to do so by the Incident Controller or the emergency services.

##### Specific Procedures During School Hours (Monday to Friday, 9:00 am–4:00 pm):

- All staff and students must evacuate the building immediately upon hearing the alarm and proceed directly to the designated assembly point at the Tennis Courts.
- Class teachers must escort their students, ensuring that no one is left behind, and complete a roll call upon reaching the assembly point.

Specific Procedures Outside School Hours (Weekends, Holidays, and 4:00 pm–9:00 am):

- Evacuate the building as per the procedures above.
- Assemble at the designated out-of-hours assembly point, ensuring that all individuals are accounted for.

Additional Evacuation Instructions:

- Do not delay the evacuation for any reason, including securing personal belongings or equipment.
- Do not run during the evacuation; move in an orderly manner to prevent injuries.
- Switch off equipment and isolate gas or oil supplies only if it is safe and practical to do so without causing delay.
- Make your way to the assembly point as quickly as possible and remain there until further instructions are given.

Returning to the Building:

- Re-entry to the building is strictly prohibited until the Incident Controller, emergency services, or relevant SLT member confirms it is safe.
- If it is determined that the alarm was false, the Incident Controller will notify staff and students when to return.

Key Responsibilities for Teachers and Staff During School Hours:

- Teachers must complete registers immediately after reaching the assembly point to confirm the attendance of their assigned students.
- Any absences must be reported promptly to the Attendance Officer, Designated Safeguarding Lead, or Headteacher.
- Employees should report any issues encountered during the evacuation, such as blocked exits, malfunctioning alarms, or overcrowded escape routes, to the Fire Marshal or Incident Controller.

### **3. Disabled Persons**

In the event of an evacuation, disabled persons will be evacuated according to their Personal Emergency Evacuation Plan (PEEP).

Fire Marshals and designated staff must be familiar with the PEEPs and the evacuation process for individuals requiring assistance, including the use of evacuation chairs or refuge areas.

Designated staff must be adequately trained and confident in assisting individuals with disabilities during emergencies.

### **4. Visitors and Contractors**

Visitors must be escorted off the premises by their host during an evacuation and remain with them until all personnel are accounted for at the assembly point.

Contractors must be briefed on the evacuation procedure, including:

- The location of fire assembly points.
- The nearest exits to their work area.



Responsibility for briefing contractors lies with the person engaging their services or the Health and Safety Officer.

## **5. Fire Drills**

During school hours, fire drills will be conducted at least once per term. The School Caretaker, in liaison with the Headteacher and the Health and Safety Officer, will organise these.

Each drill will be reviewed to identify areas for improvement. Feedback will be gathered from Fire Marshals and relevant staff.

Records of fire drills will be maintained in the Fire Logbook.

## **6. Staff Responsibilities**

6.1. Fire Marshals are appointed for each department or area of the workplace. Their responsibilities include:

### **6.1.1. Preparation and Awareness**

- Conduct monthly emergency inspections and complete a checklist.
- Familiarize themselves with their allotted area, including:
  - Knowing who works in the area.
  - Ensuring all staff are familiar with assembly points and escape routes.
  - Keeping the required hi-visibility jacket/armband accessible at all times.

### **6.1.2. During an Evacuation**

- Ensure all employees, students, and visitors evacuate the area immediately.
- Check all spaces in their area, including meeting rooms, toilets, and storage areas.
- Close doors behind them, if safe to do so, to contain fire or smoke.
- Wear their hi-visibility jacket/armband and proceed to the assembly point.
- Inform the Incident Controller of:
  - The result of their area sweep.
  - Any individuals left in safe refuge points awaiting rescue.

### **6.1.3. Post-Evacuation**

- Ensure staff remain at the assembly point until authorised to leave.
- Participate in post-evacuation meetings to discuss feedback and suggest improvements to procedures.

At no point should a Fire Marshal or any other staff member put themselves at risk during an evacuation.

6.2. All Staff have a collective responsibility to minimise fire risks and ensure the safety of their work environment. This includes:

### **6.2.1. Good Housekeeping**

- Switch off and disconnect electrical appliances when not in use.

- Avoid overloading electrical sockets or using damaged cables.
- Adhere to the school's no smoking policy.
- Avoid the accumulation of unnecessary combustible materials, such as paper or wood.

#### 6.2.2. Evacuation Responsibilities

- Ensure fire doors are never wedged open and are used with their self-closing systems.
- Assist students and visitors during evacuations, particularly those unfamiliar with the premises.
- Ensure compliance with the evacuation procedure and promptly report any issues encountered to their Fire Marshal.

#### 6.2.3. Class Teacher Duties

- Complete attendance registers within the timescales specified in the Attendance Policy.
- Inform the Attendance Officer, Designated Safeguarding Lead, and Headteacher of any absent students and the reasons for their absence.

#### 6.2.4. Firefighting Equipment

- Use firefighting equipment, such as extinguishers and fire blankets, only if adequately trained and it is safe to do so.
- Report any missing or damaged firefighting equipment via the school's maintenance email ([maintenance@philpotsmanorschool.co.uk](mailto:maintenance@philpotsmanorschool.co.uk)).

### 6.3. School Caretaker is responsible for:

#### 6.3.1. Fire Safety Checks

- Conduct weekly inspections of:
  - Alarm systems and call points.
  - Emergency lighting.
  - Fire extinguishers and firefighting equipment.
  - Emergency escape routes.
  - Fire doors to ensure they are operational and unobstructed.
- Document all checks in the Fire Logbook and report any issues to the Health and Safety Officer.

#### 6.3.2. Fire Drills

- Plan and conduct termly fire drills in liaison with the Health and Safety Officer.
- Review and update fire safety measures based on drill outcomes and feedback.

### 6.4. Health and Safety Officer is tasked with:

#### 6.4.1. Emergency Response

- Liaising with emergency services during incidents.
- Coordinating with staff and Fire Marshals to manage evacuations effectively.

#### 6.4.2. Post-Incident Reporting

- Prepare detailed reports for management on the causes of any fire, immediate actions taken, and recommendations to prevent recurrence.
- Conduct follow-ups on procedural improvements identified in post-drill or post-incident evaluations.

#### 6.4.3. Training

- Organise fire safety training, including:
  - Fire prevention measures.
  - Proper use of firefighting equipment.
  - Evacuation procedures.
- Maintain training records for all staff.

In the event of an emergency outside of school hours, the Health and Safety Officer must be called.  
*Note: Refer also to the School's Emergency Response Plan (Policy No. 97) as appropriate.*

### 7. Training

The school will ensure that all staff receive training in fire safety awareness as part of their induction and at regular intervals thereafter. The Health and Safety Officer will provide in-house training or arrange external training as needed. Training sessions will include, but are not limited to:

- Understanding the common causes of fire.
- Fire prevention strategies and good housekeeping practices.
- Familiarity with the School's Fire Policy.
- Correct use of fire alarm systems, firefighting equipment, and fire blankets.
- Emergency evacuation procedures and reporting mechanisms.
- Identifying and mitigating risks during emergencies.

Records of all fire safety training, including attendance and certification, will be maintained by the HR Manager. Staff will be reminded to complete any refresher training on time.

### 8. Personal Emergency Evacuation Plans (PEEPs)

PEEPs are designed to ensure the safety of individuals with disabilities or additional needs during an emergency evacuation by addressing specific requirements and providing tailored solutions.

PEEP Development Process:

- Upon joining the school, new staff and students will be asked if they have any additional needs or disabilities that may require a PEEP.
- The following questions and topics will be discussed to ensure all relevant issues are addressed:
  - Accessibility challenges in the workplace or study environment.
  - Need for assistance, specific equipment, or adjustments to evacuation routes.
  - Any other relevant concerns raised by the individual.

- Arrangements and equipment requirements will be summarised on a PEEP form, provided as a template.
- Requests and plans will be discussed with relevant coordinators, such as the Health and Safety Officer, to ensure proper equipment (e.g., evacuation chairs, deaf alerters) and assistance are available.
- Once agreed upon, a copy of the PEEP will be shared with:
  - The individual concerned.
  - Relevant staff, such as Fire Marshals or department heads.
  - The Care Coordinator or Personnel Secretary as appropriate.

## **General Questions to Guide PEEP Development**

The following questions form the basis for understanding the needs of individuals with various impairments:

- Where are you based most of the time (building, location, floor)?
- On which days do you usually visit these premises?
- Are you familiar with the emergency procedures for the building(s) you use?
- Can you hear the fire alarm from your workspace or study area?
- Are you able to move quickly in an emergency?
- Do you find stairs difficult to use?
- Could you raise the alarm if you discovered a fire?
- Do you require assistance to evacuate?
- Is someone designated to assist you during an evacuation?
- Is the arrangement with your assistant formal and reliable?
- Are you always in easy contact with those assigned to assist you?

## **Questions for Specific Impairments**

Hearing Impairments:

- Can you hear the fire alarm under normal circumstances?
- Would a visual alarm indicator or vibrating pager assist you?
- Would written emergency egress procedures be helpful?
- Are there other concerns or suggestions you wish to raise?

Visual Impairments:

- Do you have a visual impairment that could hinder your evacuation?
- Do you require assistance (e.g., a cane, guide dog)?
- How long does it take to evacuate unaided under normal conditions?
- Would any of the following measures assist you?

- Emergency procedures in Braille, on tape, or in large print.
- Tactile or color-coded signage for emergency routes and exits.
- Are there other concerns or suggestions you wish to raise?

#### Mobility Impairments:

- Can you evacuate without assistance?
- Do you require a wheelchair at all times?
- Is your wheelchair standard or powered with wider dimensions?
- Would an evacuation chair be suitable, and could you use it?
- Would assistance from trained staff help you evacuate?
- Are there other concerns or suggestions you wish to raise?

#### Additional Measures for Mobility Impairments:

- Assigning workspaces close to ground-floor exits or safe refuges.
- Providing and training staff in the use of evacuation chairs.
- Clear designation of fire safe havens/refuges, with instructions for their use while awaiting assistance.

#### Workplace and Building Assessments:

A workplace tour with the individual should be conducted to assess the environment. Key observations should include:

- Is the directional and instructional signage clear and relevant?
- For hearing impairments, does the deaf alerter work effectively?
- For partial mobility or visual impairments, are staircases routinely negotiable?
- Are steps adequately marked for safety?
- Could self-closing fire doors impede evacuation?
- Are internal or external steps difficult to navigate?

PEEPs are reviewed annually or when significant changes occur (e.g., building layout changes, individual needs change).

Staff responsible for assisting during evacuations will receive regular training in using equipment and handling procedures.

Post-evacuation feedback will be collected to address challenges and refine plans.

## **Infection Control**

### **Hand Hygiene**

Hand hygiene is crucial for preventing infection and includes routine handwashing or using alcohol-free hand rubs and gels.

Key Guidelines:

- Use liquid soap dispensed in measured doses for routine handwashing.
- Use alcohol-free hand gels containing emollients for disinfecting visibly clean hands.
- Wash hands before and after the following:
  - Starting or ending a work shift or visit.
  - Caring for children or staff.
  - Handling potentially contaminated items (e.g., waste, handkerchiefs, used linen, soiled dressings, medical equipment).
  - Putting on or removing protective clothing.
  - Using the toilet.
  - Contact with bodily fluids.
- For diarrhoea and vomiting, combine soap and water with alcohol-free hand rubs.
- Always dry hands with disposable paper towels from a wall-mounted dispenser.

### **Personal Protective Equipment**

Gloves:

- When to wear: When exposure to blood or bodily fluids is anticipated.
- When to change:
  - Immediately after each procedure or patient interaction.
  - After tasks where contamination is suspected.
- Gloves do not replace proper hand hygiene.

Aprons:

- When to wear:
  - To protect clothing from contamination by blood or bodily fluids.
  - During direct care of an infected individual.
- When to change: After completing a task or between patient interactions.

## Handling Body Fluids

### Steps to Address Spillage:

- Keep others away from the area until it is cleaned.
- Cover cuts/abrasions with waterproof plasters.
- Wear disposable gloves and plastic aprons.
- For vomit, urine, and excreta:
  - Clean immediately using detergent and hot water with disposable cloths.
  - Dispose of waste in a yellow plastic bag and place it in a sanitary bin.
- For blood contamination:
  - Cover with paper towels to absorb fluid, then clean using chlorine solution or biohazard spill kit.
  - Dispose of all waste safely in a yellow bag.

### Staff Contact with Body Fluids:

- If exposed to potentially infectious body fluids (e.g., Hepatitis B, C, or HIV), inform the line manager or HR immediately.

## Sharps Disposal

Sharps are generally only used when vaccinations are being carried out. Sharps (e.g., needles) are managed by NHS school nurses, who supply and remove sharps boxes.

## First Aid

While infection risks are minimal during first aid, gloves must be worn. Contaminated materials must be disposed of safely.

## Managing Unwell Students

Unwell students should first be assessed by their teacher. If further evaluation is required, refer the student to the school nurse, a First Aider or a member of the Wellbeing Team for review.

When a student is deemed too unwell to remain in school, they must be cared for in a designated area until collected by a parent/guardian. If the student is potentially infectious, isolate them in a suitable location to prevent transmission to others.

The school follows the UK Health Security Agency (UKHSA) guidelines on exclusion periods for common infections.

Infection	Exclusion Period	Comments
Chickenpox	At least 5 days from onset of rash and until all blisters have crusted over.	Pregnant staff contacts should consult their GP or midwife.
Respiratory infections including coronavirus (COVID-19)	Children with high temperatures should not attend until they feel well.	If positive COVID-19 test: exclude for 3 days after the day of the test. Children with mild symptoms (e.g., runny nose, headache) can attend.
Diarrhoea and	48 hours after symptoms	If a particular cause is identified

vomiting	resolve.	(e.g., Ecoli STEC, Hepatitis A), additional exclusion advice may apply.
Diphtheria	Exclusion is essential.	Always consult your Health Protection Team (HPT). Preventable by vaccination. Family contacts must also be excluded until cleared by the HPT.
Flu (influenza) or influenza like illness	Until recovered.	Report outbreaks to the HPT.
Hand foot and mouth	None.	Contact HPT if large numbers are affected. Exclusion may be considered in specific circumstances.
Hepatitis A	Exclude until 7 days after onset of jaundice (or symptom onset if no jaundice).	In outbreaks, follow HPT advice on control measures.
Hepatitis B, C, HIV	None.	Bloodborne viruses are not infectious through casual contact. Contact HPT for further advice.
Impetigo	Until lesions are crusted over or 48 hours after starting antibiotic treatment.	Antibiotics speed healing and reduce infectious period.
Measles	4 days from onset of rash and until well enough to return.	Preventable with 2 doses of MMR vaccine. Pregnant staff contacts should consult their GP or midwife.
Meningococcal meningitis or septicaemia	Until recovered.	Preventable by vaccination. Contact HPT for guidance.
Meningitis due to other bacteria	Until recovered.	Hib and pneumococcal meningitis are preventable by vaccination. Contact HPT for further advice.
Meningitis viral	None.	Viral meningitis is typically mild and not infectious.
MRSA	None.	Good hygiene practices, particularly handwashing, are important to minimize spread. Contact HPT for further advice.
Mumps	5 days after onset of swelling.	Preventable with 2 doses of MMR vaccine.
Ringworm	None (unless specified).	Treatment is required.
Rubella (German measles)	5 days from onset of rash.	Preventable with 2 doses of MMR vaccine. Pregnant staff contacts should seek



		advice from their GP or midwife.
Scabies	Can return after first treatment.	Household and close contacts require treatment at the same time.
Scarlet Fever	Exclude until 24 hours after starting antibiotics.	Without antibiotics: exclude until resolution of symptoms. Report 2 or more suspected cases to the HPT.
Slapped Cheek / Fifth Disease / Parvovirus B19	None (once rash has developed).	Pregnant contacts should consult their GP or midwife.
Threadworms	None.	Treatment recommended for the affected individual and household members.
Tonsillitis	None.	Most cases are viral and do not require antibiotics.
Tuberculosis	At least 2 weeks after the start of effective antibiotic treatment (for pulmonary TB).	Non-pulmonary or latent TB does not require exclusion. Contact HPT for guidance.
Warts and verrucae	None.	Cover verrucae in swimming pools, gyms, and changing rooms.
Whooping Cough	2 days from starting antibiotics, or 21 days from symptom onset if untreated.	Preventable by vaccination. Non-infectious coughing may persist for weeks. Contact HPT for further advice.

### **MRSA (Methicillin-Resistant Staphylococcus Aureus)**

MRSA is a type of bacteria commonly carried harmlessly on the skin or in the nose of healthy individuals. It can cause minor skin infections but poses no significant risk in community settings, including schools.

Exclusion is not typically required for individuals with MRSA who are well. Good hygiene practices, such as regular handwashing and thorough cleaning of the environment, are essential to minimise any potential spread. If concerns arise, contact the UK Health Security Agency (UKHSA) Health Protection Team (HPT) for further advice.

### **Meningitis**

Meningitis is an inflammation of the meninges, the protective membranes covering the brain and spinal cord. It can be caused by bacteria, viruses, or other microorganisms. Bacterial meningitis is less common but more severe, requiring urgent antibiotic treatment, while viral meningitis is usually mild and self-limiting.

Symptoms may include severe headache, fever, vomiting, drowsiness, dislike of bright light, and neck stiffness. These symptoms can develop in any order, and some may not appear at all. If meningitis is suspected, seek urgent medical attention by calling an ambulance.

Bacterial meningitis is a notifiable disease, and the attending doctor is responsible for notifying the appropriate authorities. Advice on managing contacts and outbreaks will be provided by the Consultant for Communicable Diseases, and their instructions must be followed. Viral meningitis typically does not require exclusion as it is not infectious.

### **Additional Details for Infection Management**

To ensure effective infection control and support the health and safety of all students and staff, the following additional measures are in place:

#### **General Hygiene Practices:**

- Regular handwashing with soap and water is encouraged for all students and staff, particularly after using the toilet, before meals, and after handling potentially contaminated materials.
- Hand sanitisers (alcohol-free where necessary) are provided in communal areas to supplement hand hygiene when washing facilities are not immediately available.
- Shared spaces, such as classrooms, dining areas, and dormitories, are subject to regular cleaning, with an emphasis on high-contact surfaces like door handles, light switches, and desks.

#### **Cleaning and Disinfection:**

- All cleaning activities will use appropriate disinfectants proven to be effective against pathogens of concern, with special focus during outbreaks.
- Shared items, such as toys, equipment, and utensils, will be cleaned and disinfected regularly to prevent cross-contamination.
- Procedures for handling spillages of bodily fluids, as outlined previously, must be strictly followed, with appropriate personal protective equipment (PPE) and disposal methods.

#### **Immunisation and Preventative Measures:**

- The school promotes vaccinations for preventable diseases in line with NHS and UKHSA guidance, including MMR, meningitis, and flu vaccines.
- Immunisation records for all students and staff will be kept up to date, with reminders issued for booster shots or catch-up immunisations as necessary.

#### **Outbreak Management:**

- In the event of multiple cases of the same illness, the UKHSA Health Protection Team (HPT) will be consulted to determine additional control measures.
- Parents and staff will be informed promptly about outbreaks, with measures taken to maintain confidentiality regarding individual health information.
- Hygiene measures will be reinforced, and temporary exclusions or activity adjustments may be implemented based on advice from the HPT.

#### **Exclusion Policy Communication:**

- Clear guidance on exclusion periods for common infections will be communicated to staff and parents to ensure understanding and compliance.
- Information regarding the conditions for returning to school will be provided, emphasising the importance of full recovery and the cessation of symptoms.

#### Education and Awareness:

- Staff will receive training on infection control measures, including effective hand hygiene, proper use of PPE, and responding to potential outbreaks.
- Age-appropriate education for students will be provided to raise awareness about personal hygiene and the importance of preventing the spread of illness.

#### Monitoring and Reporting:

- Records of illnesses will be maintained, noting symptoms, diagnoses (if available), and exclusion periods for effective monitoring and management.
- Trends in absenteeism will be monitored to identify potential outbreaks early and take appropriate action.

#### Coordination with Health Authorities:

- The school maintains clear communication channels with local health authorities to ensure swift responses to potential outbreaks or public health concerns.
- Infection control policies are reviewed annually or following significant health events, incorporating feedback from staff, parents, and health authorities.

#### **Ladders and Step Ladders**

Only staff who have completed appropriate training are permitted to use ladders or step ladders. Students are not permitted to use ladders or step ladders.

#### **Reducing Risks When Using Ladders and Step Ladders**

To ensure safety when using ladders and step ladders, the following practices must be adhered to:

##### Ladders:

- Ladders must not be used when working alone.
- Ensure ladders are secure to prevent slipping. Tie ladders near the top or use stabilizers.
- Always set ladders at the correct angle: 1 unit out for every 4 units up (e.g., 300 mm out for every 1200 mm up).
- Keep rungs, rails, and footwear clean and dry to prevent slipping.
- Use both hands when climbing or descending ladders; avoid carrying tools in hand.
- Secure ladders at the base to prevent sideways movement or outward slipping.
- Regularly inspect ladders before and after use, reporting any defects immediately.
- Do not use makeshift ladders or ladders with cracks, broken rungs, or any visible defects.
- Avoid overreaching—always reposition the ladder instead.
- Do not place ladders on unstable surfaces like drums, boxes, or planks.
- Never overload a ladder or support it on its bottom rung on a plank.
- Avoid using ladders that are too short for the task.

##### Step Ladders:

- Before using a step ladder, inspect:
  - Treads
  - Stiles
  - Hinges
  - Restraining ropes between the legs
- Remove damaged step ladders from use. Clearly label them "Do Not Use" and either destroy them or return them to the supplier.
- Step ladders must be used on stable, level surfaces with the spreader bars fully extended and locked.

#### Kick Stools:

- Kick stools and other low steps with handrails may be used in classrooms or units following a safety briefing.

Only trained and authorised staff may use ladders and step ladders. No student, regardless of age, is permitted to use a ladder or step ladder without close supervision.

#### Storage and Access:

- All ladders and step ladders must be stored securely by the School Caretaker to prevent unauthorised use.
- Staff are prohibited from using access equipment like tower scaffolds without express permission from the Health and Safety Officer.

### **Inspection of Ladders**

To ensure the ongoing safety of ladder use, the following inspection protocol will be followed:

- Before every use, the user must visually inspect the ladder to ensure:
  - There are no visible defects, such as cracks, bends, or loose rungs.
  - The ladder is clean and free from contaminants (e.g., grease, dirt, or paint) that could compromise safety.
  - All locking mechanisms and hinges are functioning correctly.
  - Stabilisers and feet are in good condition and secure.
- Any defects identified during this pre-use inspection must be reported immediately, and the ladder must not be used.
- The School Caretaker is responsible for inspecting all ladders every six months and maintaining the Ladder Register.
- Aluminium or steel ladders must be checked for:
  - Rough burrs and sharp edges.
  - Loose joints, bolts, or welds.
  - Cracks or other structural damage.
- After inspection, details must be recorded on the Ladder Register.

- Any defects identified must be immediately reported to the Health and Safety Officer.
- Defective ladders must be removed from use, clearly labelled “Do Not Use,” and stored securely.
- If a ladder cannot be repaired, it must be dismantled by a competent person before disposal.
- Each ladder must have a unique identification number affixed to it.
- This number must also be recorded on the inspection sheets and register.
- An annual inspection will be conducted by a competent person appointed by the Health and Safety Officer.
- The competent person will review all ladders, update the Ladder Register, and ensure compliance with safety standards.
- All staff using ladders or step ladders will receive appropriate training to ensure proper use.
- Regular reminders and updates about ladder safety will be provided as part of the school’s health and safety program.

## **Provision and Use of Work Equipment**

These guidelines outline the safe use, handling, and maintenance of work equipment to ensure compliance with safety standards and minimise the risk of injury.

### **Hand Tool Safety**

#### **General Handling:**

- Always wear appropriate PPE, including safety glasses and gloves.
- Stop work immediately if your safety glasses become fogged; clean them before resuming.
- Carry sharp tools in a sheath or holster to prevent injury.
- Transport tools in tool belts or toolboxes; never carry tools in pockets or by hand when climbing.

#### **Safe Use:**

- Direct sharp points or cutting edges away from yourself and others when handing over tools.
- Always cut away from your body when using knives, shears, or similar cutting tools.
- Do not use hand axes above head height.

#### **Maintenance:**

- Inspect tools regularly for defects such as splinters, cracks, or loose parts.
- Remove tools with mushroomed heads or worn handles from use.
- Tag damaged tools as “Out of Service” and do not attempt makeshift repairs.

#### **Prohibited Actions:**

- Do not throw tools between locations or personnel.

- Do not carry tools in clothing or use them for unintended purposes.

## **Specific Tools**

### **Files and Rasps:**

- Use files and rasps only for their intended purpose; never as pry bars or hammers.
- Hold files securely with one hand on the handle and the other on the toe.
- Avoid striking or hammering files.

### **Chisels:**

- Use chisels with sharp cutting edges; avoid chisels with mushroomed heads.
- Secure workpieces in a vice before chiselling and chip towards the stationary jaw.
- Use a tool holder to grip chisels where possible.

### **Hammers:**

- Use the correct hammer type for the task (e.g., claw hammer for nails, sledgehammer for striking wrenches).
- Do not use hammers with oily, greasy, or wet hands.
- Never strike a hardened surface or use a hammer as a wedge or pry bar.

### **Saws:**

- Use sharp, taut saw blades and ensure guards are in place for circular saws.
- Release downward pressure at the end of each stroke for controlled cutting.
- Store and oil saw blades after use to prevent rust.

### **Screwdrivers:**

- Always match the size and type of screwdriver to the screw head.
- Avoid using screwdrivers as pry bars, punches, or chisels.
- Do not force screws by striking the screwdriver with a hammer.
- Use insulated screwdrivers for electrical work – blue handled.

### **Wrenches:**

- Inspect wrenches for bends, cracks, or worn jaws; discard damaged wrenches.
- Use the correct wrench type for the task (e.g., split box wrench for flare nuts).
- Avoid using shims or pipes to increase leverage.

### **Pliers:**

- Use pliers only for gripping or cutting; do not use as a hammer or wrench.
- Shield loose pieces when cutting to prevent them from flying.
- Use insulated pliers for electrical work – blue rubber sleeves.

### **Vices:**

- Position workpieces fully within the vice jaws.

- Support long workpieces with a pipe stand or similar support.
- Avoid using vices with worn or broken jaw inserts.

Clamps:

- Use clamps for temporary fastening only; do not use for hoisting materials.

Snips:

- Always wear safety glasses or goggles and work gloves when using snips.
- Use the correct type of snips for the material and cut type (e.g., straight or curved cuts).
- Tighten the nut and bolt on snips to keep blades aligned.
- Use the locking clip on snips after use to store them safely.
- Do not use snips as hammers, screwdrivers, or pry bars.

Drills:

- Use only sharp, undamaged drill bits; avoid using dull, cracked, or bent bits.
- Secure the workpiece firmly before drilling to prevent movement.
- Wear appropriate eye protection while using drills.
- Disconnect the drill from power before changing bits or performing maintenance.

Jacks:

- Do not exceed the rated lifting capacity of the jack as stated on its label.
- Before lowering a jack, ensure all tools, equipment, and obstructions have been cleared from underneath the vehicle or workpiece.
- Inspect jacks regularly for wear, cracks, or other damage; tag damaged jacks as “Out of Service” and do not use them.
- Ensure the jack is placed on a stable, level surface before use to prevent tipping or slipping.

## **Kiln Safety – Pottery and Enamelling**

Kiln Placement:

- Place the kiln on the stand recommended by the manufacturer to ensure proper air circulation and heating characteristics.
- Use only non-combustible surfaces for kiln placement.
- Maintain a minimum clearance of 12 inches from walls or any combustible surfaces.
- Avoid using bricks or cinder blocks under the kiln, as they can restrict airflow and alter heating performance.

Operating Safety:

- Never leave the kiln unattended while firing.
- Use a “Kiln-On” warning light to indicate active operation.
- Fire only in a well-ventilated, covered, and protected area.

- Do not open the lid until the kiln has cooled to room temperature and all switches are off.

#### Electrical Safety:

- Disconnect the kiln from power before performing any maintenance or servicing.
- Do not touch the heating elements with any objects; dangerous voltage is present during operation.

#### PPE Requirements:

- Wear firing safety glasses when observing the kiln while it is hot.
- Avoid loose-fitting clothing around an active kiln.

#### Cord and Traffic Safety:

- Remove all tripping hazards from around the kiln, including loose cords and tools.
- Keep the kiln's power cord out of traffic areas and away from the kiln's exterior, which may damage the cord.

#### Material Safety:

- Only fire approved materials from knowledgeable suppliers.
- Do not fire marbles, concrete, rocks, tempered glass, or any other materials not intended for kiln use, as they may explode or cause damage.
- Ensure greenware (unfired clay) is completely dry before firing. Moist greenware can explode and damage the kiln and surrounding pieces.

#### Post-Firing Procedures:

- Allow the kiln to cool to room temperature before removing ware to avoid thermal shock, which can cause breakage and sharp shards.
- Inspect shelves for glaze particles and shards after firing. Remove any residue carefully to avoid injury.
- Store kiln shelves in a dry area to prevent moisture absorption, which can cause breakage during firing.

#### Emergency Protocols:

- If you smell burning plastic, turn off the kiln immediately and inspect the wall outlet and supply cord for damage.
- Never attempt to add insulation around the kiln to conserve energy, as it can cause overheating of wiring and the kiln's steel casing.

#### General Housekeeping:

- Keep the kiln room free from flammable materials and packing materials such as shredded paper.
- Always keep the kiln door closed when not in use to prevent dust accumulation and ensure safety if the kiln is turned on accidentally.
- Prevent unsupervised children from accessing the kiln area, and do not allow children inside the caged room or area where the kiln is housed.

#### **Use of Abrasive Wheels**



- Abrasive wheels must only be used by trained and competent personnel.
- Maintain a gap of no more than 3mm between the workpiece rest plate and the wheel to avoid draw-in points.
- Inspect wheels for cracks, deformation, or wear before use; replace damaged wheels immediately.
- Always use properly fitted guards and wear eye protection while operating abrasive wheels.
- Young people and trainees must not operate abrasive wheels without supervision and competence.

## **Electrically Powered Tools**

### **Pre-Use Inspection:**

- Inspect all power tools and cords for damage, including splices, exposed wires, frayed ends, or missing prongs. Tag defective equipment as “Out of Service” and do not use.
- Ensure the tool’s plug and cord are intact and free from damage.

### **Operation Safety:**

- Keep power cords away from the path of drills, saws, and other equipment.
- Do not carry plugged-in tools with your finger on the switch or by their cords.
- Turn tools off before plugging or unplugging them from power sources.
- Never leave tools running unattended.
- Operate tools only when standing on dry, non-conductive surfaces.

### **Prohibited Practices:**

- Do not use portable power tools in damp or wet environments unless they are explicitly rated for such conditions.
- Do not remove the ground prong from plugs or use cheater plugs that eliminate grounding.
- Do not plug multiple cords into a single outlet or run extension cords through doorways, ceilings, walls, or floors.
- Avoid driving over, stepping on, or placing objects on cords.

### **Tool Use:**

- Only use tools for their intended purpose and ensure users are properly trained.
- Do not use tools near flammable or explosive materials, such as in a spray booth.
- Ensure that guards are in place and functioning before operating any equipment.

### **Cord Management:**

- Keep cords out of traffic areas to prevent tripping.
- Do not let cords touch hot surfaces or sharp edges that could cause damage.

### **Ground Fault Circuit Interrupters (GFCIs):**

- Use tools with GFCI protection in temporary work areas, older buildings, or damp environments.
- Ensure portable power tools with GFCIs are properly tested and labelled.

#### Repairs and Maintenance:

- Disconnect tools from power sources before performing maintenance, changing accessories, or adjusting settings.
- Only authorised and qualified personnel should perform repairs.

#### PPE Requirements:

- Wear rubber-soled or insulated boots when operating power tools.
- Avoid using tools while wearing wet gloves, especially cotton or leather gloves.

### Hydraulic and Pneumatic Tools

- Disconnect tools from power sources before servicing or adjusting.
- Ensure compressors have intact belt guards before use.
- Do not point compressed air hoses at others or use them to clean clothing.

### Toolboxes, Chests, and Cabinets

- Always use handles to open and close drawers or doors.
- Lock wheels on toolboxes to prevent rolling during use.
- Avoid opening multiple drawers at once to prevent tipping.
- Secure all tools and parts before moving storage units.

### General Safety Rules

- Do not leave tools unattended; secure tools in locked storage when not in use.
- Report lost or unaccounted-for tools immediately to the Health and Safety Officer.
- DO NOT operate tools or equipment without proper training.
- DO NOT modify or bypass safety guards.
- DO NOT use equipment for unintended purposes.

### Manual Handling and Lifting

The school is committed to identifying and minimising risks associated with manual handling activities. All manual handling tasks will be identified, assessed, and managed to ensure the safety of staff and students.

### Manual Handling Assessments

Manual handling assessors will be trained to identify tasks that include an element of manual handling. Assessors will complete manual handling assessments for these tasks, which will be reviewed annually or when there are significant changes to the tasks.

During the assessment, the following will be considered:

- Can mechanical lifting aids be provided?
- Can the layout of the working area be changed to improve ergonomics?
- Can the load be redesigned to make it easier to handle?
- Can additional personnel be allocated to reduce the burden on each individual?
- Can the workforce be trained in safer working practices?

Where possible, the working system will be redesigned to eliminate the need for manual handling altogether.

## **Training**

All relevant staff will receive manual handling training, which will be refreshed regularly. Specific manual handling techniques tailored to tasks performed within the school will also be provided.

## **Safe Lifting Techniques**

Safe lifting involves using proper techniques and being mindful of the risks. It is not about strength but about following correct procedures every time an object is lifted or moved.

Basic Safety Tips for Moving Objects:

- Get help if needed – Always seek assistance if unsure about your ability to lift or move an object.
- Get a good grip – Ensure a firm grip to make carrying easier and protect your fingers and toes. Use your palms and full fingers.
- Wear gloves – Use gloves to prevent slivers, cuts, scratches, and burns.
- Lift with your legs – Engage your leg muscles, not your back.
- Feet positioning – Keep feet hip-width apart, with the leading foot pointing in the direction of travel.
- Arms positioning – Keep arms close to your body with elbows tucked in.
- Head alignment – Look in the direction of travel with your chin tucked in.
- Avoid crushing fingers – Ensure fingers are clear of the load when setting it down.

Guidelines for Lifting or Lowering from Height:

When handling objects at height, the following guidelines must be observed:

- Use a sturdy ladder or platform – Never stand on the top rung.
- Divide the load – Break the load into smaller, manageable pieces if possible.
- Test the load – Gently push or lift to assess weight and stability.
- Involve a second person – Two-person lifting is often required when handling loads at height, as this involves weaker arm muscles.
- Slide the load close – Bring the load as close to your body as possible before lifting.
- Firm grip – Use a secure grip when lowering to ensure the load is controlled and stable.

## **Martyn's Law (The Protect Duty)**

To comply with Martyn's Law (Protect Duty), we must ensure security measures are in place to protect staff, visitors, and the public from potential terrorist threats.

### **Security Risk Assessment**

- Assessments must be in place which identify vulnerabilities, potential targets, and mitigation measures.
- Assessments must be updated annually or after significant events or changes.

#### **Security Risk Assessment Process**



### **Mitigation Measures**

- Physical security controls such as barriers, CCTV, and access control systems, must be implemented.
- Emergency evacuation and lockdown procedures must be established.
- Live simulation drills must be conducted to test readiness.
- Clear signage on emergency protocols must be displayed for employees and visitors.

### **Collaboration**

- There should be collaboration with local law enforcement, emergency services, and counterterrorism advisors to ensure preparedness.
- Formal agreements should be in place with the relevant authorities for information sharing and response coordination.

### **Inspection Procedures**

#### **Regular Inspections**

- Monthly inspections will be conducted to ensure security measures are operational.
- Functionality of emergency exits, alarms, and communication systems will be verified.

#### **Spot Checks**

- Unannounced spot checks will be performed to test readiness.

#### **Audit Reports**

- All findings and corrective actions will be documented in a security audit report, to be reviewed by the Protect Duty Compliance Officer.

#### **Incident Review**

- Security breaches will be reviewed and policies or measures updated within 48 hours of an incident.

Please refer to Section 2 for the Martyn's Law Incident Report Form and Appendix 9 for the Security Risk Assessment.

### **Noise at Work**

To protect employees from the risks associated with exposure to excessive noise, it is essential to use appropriate hearing protection and follow safe practices. All employees working in areas with

significant noise exposure must adhere to the following rules:

## **Hearing Protection Requirements**

### **Mandatory Protection:**

- Wear hearing protection, such as earplugs or ear defenders, if exposed to noise levels at or above 85 dB(A).
- It is strongly advised to wear hearing protection in areas where noise levels exceed 80 dB(A) to prevent long-term hearing damage.

### **Prohibited Methods:**

- Do not use cotton wool or other improvised materials for ear protection; they are ineffective and can damage the ear.

### **Earplugs**

- Ensure earplugs are a good fit and are properly inserted to provide effective protection.
- Use disposable earplugs only once and dispose of them appropriately after use.
- Always handle earplugs with clean hands to avoid introducing dirt into the ear.
- Regularly clean reusable earplugs according to the manufacturer's instructions to maintain hygiene and functionality.

### **Ear Defenders**

- Ear defenders should fit snugly around the head, ensuring a proper seal to block noise effectively.
- Check that ear defenders are worn in the correct orientation.
- Inspect ear defenders regularly to ensure they are in a serviceable condition.
- Replace damaged or worn-out ear defenders immediately.
- Do not alter the pressure of the headband, as this can reduce their effectiveness.

### **General Guidelines**

- Familiarise yourself with the procedure for replacing damaged or worn-out hearing protection.
- Evaluate the suitability of hearing protection based on the wearer's ability to hear verbal instructions and safety warnings, ensuring communication is not compromised.

### **Office Safety**

To ensure a safe and efficient office environment, the following guidelines must be observed at all times:

#### **Furniture and Equipment Safety:**

- Arrange furniture and equipment to minimise the risk of injury from sharp corners or protruding edges.
- Do not overload the upper drawers of filing cabinets, as this can cause them to become top-heavy and pose a tipping hazard.

- Open only one drawer of a filing cabinet at a time to prevent the cabinet from tipping over.
- Securely anchor wall-mounted storage racks to prevent movement or tipping and avoid overloading them.
- Access high or upper storage shelves only by using steps or other safe access equipment provided.
- Ensure all desk and filing cabinet drawers are closed after use to prevent tripping or collisions.

#### Manual Handling:

- Avoid lifting, carrying, or moving loads that are too heavy or awkward to handle safely. If in doubt, seek assistance or use mechanical aids.
- When carrying files or other items, ensure your vision is not obscured to maintain awareness of your surroundings.

#### Sharp and Potentially Hazardous Tools:

- Operate paper guillotines and similar tools only when guards are properly in place.
- Store scissors and other sharp tools safely to prevent injury.

#### Electrical Safety:

- Avoid creating tripping hazards by ensuring cables and leads for electrical equipment, telephones, or heaters are not laid across walkways.
- Do not engage in "daisy chaining" electrical sockets (e.g., connecting multiple 4-way blocks). Request additional wall sockets if needed.
- All electrical appliances such as kettles, coffee makers, and other equipment must be inspected by a competent electrician before use.
- Report any electrical faults to the Health & Safety Coordinator in writing using the Maintenance Book in the Teachers' Room.
- Do not use faulty or defective equipment until the fault has been rectified.
- Electrical repairs or maintenance must be carried out only by a qualified electrician.
- Switch off and unplug non-essential electrical appliances at the end of each working day.

#### Heating and Fire Safety:

- Use electrical heaters or fires only if they are properly guarded and comply with British Standards.
- Fire doors must remain closed at all times and must not be wedged open.
- Ensure fire exits and passageways are clear and unobstructed at all times.

#### Housekeeping and General Safety:

- Maintain good housekeeping by keeping floors and workspaces tidy.
- Ensure that floor coverings are securely held down and free of wear or unevenness that could cause tripping.
- Promptly clean up spillages such as hot drinks to prevent slips and use hazard warning signs where appropriate.

- Avoid overloading or creating obstructions with extension cables.
- Keep passageways, fire exits and working areas free of clutter and debris.

Specialised Machinery and Equipment:

- Only trained and authorised personnel are permitted to operate specialised machinery and equipment.

## **Personal Protective Equipment**

The following procedures outline the proper use, care, and management of PPE to ensure the safety and well-being of all employees, temporary staff, and visitors.

### **Responsibilities of Employees, Temporary Staff, and Visitors**

- **Wear Appropriate PPE:** Always wear the required PPE as provided and instructed.
- **Ensure Proper Fit:** PPE must be correctly fitted and suitable for the task at hand.
- **Inspect Before Use:** Check PPE for defects, damage, or other issues before each use.
- **Report Issues:** Immediately report any defects, loss, or problems with PPE to the relevant line manager or provider.
- **Store Correctly:** Ensure PPE is stored appropriately after use to maintain its condition.
- **Sign for PPE:** Record the receipt of all PPE (excluding disposable PPE) to maintain accountability.

## **Compatibility of PPE**

When using multiple types of PPE, ensure compatibility to avoid discomfort or interference with tasks.

Users must remain comfortable and able to perform their duties effectively while wearing PPE.

## **Reporting Loss or Defects**

Employees must report any loss or defects in PPE immediately to their line manager or the Health and Safety Officer.

All reports should be logged, and replacements or repairs must be actioned promptly to prevent risks.

## **Guidance on PPE Maintenance and Replacement**

Proper care and maintenance are essential to ensure PPE remains effective. Below are specific guidelines for various types of PPE:

Safety Helmets:

- Avoid storing helmets in direct sunlight, as UV rays degrade the plastic.
- Replace immediately if dropped or impacted.
- Use the chin strap (if available) to secure the helmet during use.
- Check the manufacturer's recommended lifespan (usually 3 years from the production date stamped on the helmet).

- Do not paint or apply stickers, as this can weaken the material.
- All staff and students must wear a properly fitted riding hat, with the chin strap fastened, when mounted, loading or lunging a horse.
- All staff and students must wear a properly fitted cycle helmet, with the chin strap fastened, when riding a bicycle during any School activity.

#### Safety Footwear:

- Clean footwear regularly to inspect for defects.
- Replace if the steel cap is damaged, the sole is cracked or punctured, or the uppers are torn.

#### Disposable Respirators:

- Select respirators appropriate to the substance being handled and ensure they meet the required protection factor.
- Dispose of respirators if visibly dirty or past their shelf life and replace with new ones.
- Ensure elastic straps are intact; damaged straps compromise the seal and require replacement.
- Note: Facial hair can prevent an effective seal.
- Clean reusable respirators with approved medical wipes after use.

#### Hi-Visibility Jackets:

- Keep jackets clean to maintain visibility over substantial distances.
- Replace if jackets are torn, worn, or lose their reflective properties.

#### Life Jackets/Buoyancy Aids:

- Inspect before each use for signs of wear or damage.
- Replace torn, worn, or damaged life jackets.
- Ensure life jackets are clean and remain visible at a distance.

#### Wellington Boots:

- Inspect for damage to the upper sections; replace if protection or waterproofing is compromised.
- Keep boots clean for proper inspection and maintenance.

#### Overalls:

- Avoid storing oily or dirty rags in pockets to prevent skin irritation or prolonged exposure to harmful substances.
- Replace torn or excessively worn overalls.

#### Safety Eyewear:

- Ensure eyewear is appropriate for specific hazards (impact, chemical, molten metal, gas, etc.).
- Clean regularly to maintain visibility.
- Replace if scratched, damaged, or impacted by an object.



- Tighten or replace loose arms on safety spectacles.

Hearing Protection:

- Inspect hearing protectors for damage or wear before use.
- Replace dirty, damaged, or worn-out protectors promptly.

## **Personal Safety**

This procedure outlines the steps to identify, assess, and mitigate risks to personal safety, ensuring a safe environment for all staff and students. It also provides guidance on managing incidents effectively and supporting those affected.

### **Stage 1 – Identifying Hazards**

The first step in risk assessment involves identifying potential hazards, which can be achieved by:

- Consulting Employees: Employees may have direct knowledge of risks or incidents assessors might not be aware of.
- Reviewing Incident Reports: Analyse patterns in accident or incident reports to identify locations, times, or groups associated with risks.

### **Stage 2 – Risk Assessment and Action Planning**

When determining actions to mitigate risks, consider the following factors:

Training and Information:

- Train employees to recognise early signs of aggression and how to de-escalate situations.
- Educate employees on protection systems, such as calling for assistance or using panic alarms.
- Provide information about individuals with known histories of violence or factors likely to trigger incidents.

Environment:

- Arrange furniture to allow safe escape routes.
- Incorporate physical security measures, such as restraint-friendly furniture or barriers.
- Improve lighting and décor to create a calming and safer environment.

Job Design:

- Ensure remote workers have appropriate communication tools (e.g., mobile phones).
- Avoid lone working where possible by maintaining sufficient staff levels.
- Anticipate potential post-incident risks and implement preventive measures.

Documentation and Review:

- Record the findings and share the outcomes of risk assessments with relevant employees.

- Regularly review and revise risk assessments to reflect current work situations or incidents.
- Modify existing measures if they prove ineffective or circumstances change.
- After violent incidents, review the assessment, evaluate it, and implement necessary changes.

### **Stage 3 – Implementation**

Ensure the risk assessment is implemented, and procedures are adhered to, through:

- Discussion during team meetings.
- Supervision of work activities.
- Monitoring by coordinators.
- Regular employee appraisals.

### **Stage 4 – Monitoring and Review**

Assess the effectiveness of implemented actions by:

- Consulting employees for feedback.
- Observing and supervising work practices.
- Reviewing incidents and accident rates to identify trends and improvements.
- Adjusting procedures and trying alternative measures if violence remains an issue.

### **Dealing with Potentially Violent Situations**

If a situation escalates and de-escalation techniques fail:

- Employees should prioritise their safety by removing themselves and others from the situation.
- Actions must align with the school's behaviour management policy (e.g., "Team Teach") and Health and Safety at Work etc. Act.
- Incidents should be reported to a coordinator for guidance and support, with withdrawal plans documented in the risk assessment.

### **Supporting Victims of Violence**

Employees who experience violence must receive prompt support to mitigate long-term effects. Coordinators should consider the following steps:

Debriefing:

- Provide victims an opportunity to talk through the incident immediately after it occurs.
- Recognise that verbal abuse can be as distressing as physical assault.
- Offer reassurance and support from colleagues and coordinators.

Incident Reporting:

- Complete an Accident, Incident, and Near Miss Report Form, documenting details comprehensively.

#### Time Off Work:

- Assess individual recovery needs; some employees may require additional time to recuperate.
- Offer access to counselling services, such as the free Confidential Counselling Helpline (Tel: 0117 934 2121).

#### Legal Support:

- Seek advice from legal services in serious cases to determine appropriate actions.

#### Additional Training:

- Provide further training to prevent recurrence, targeting both victims and potentially vulnerable employees.

### **Reporting Personal Assaults**

To maintain a safe environment, all incidents of violence or threats must be reported. The process includes:

- Immediate Notification: Report incidents to a line manager without delay.
- Completion of Reports: Document the incident with a detailed account, answering questions such as:
  - Who attacked you? (Appearance, distinguishing features, clothing, etc.)
  - What exactly happened? (Include actions and statements made during the incident.)
  - When and where did it occur?
  - Were there witnesses?
  - What was the nature of your contact with the assailant, and what may have triggered the attack?
- Medical Attention: Even if emergency treatment isn't needed, see a doctor to document any potential injuries.
- Manager Advice: Follow guidance on next steps, which may include reporting to the police.
- Photographic Evidence: Take photographs of injuries to support any legal proceedings.

### **Learning from Incidents**

Every incident must be reviewed to identify lessons and implement preventive measures. Key considerations include:

- Context: Location, time of day, and activity during the incident.
- Details: Information about both victim and assailant, including relationships and potential motives.
- Outcomes: Impact on victims, such as emotional or physical injuries, time off work, or other long-term effects.

- Procedures: Evaluate whether reporting protocols were followed and if existing preventive measures were effective.
- Adjustments: Implement new strategies or revise current ones to reduce the likelihood of recurrence.

By thoroughly addressing and learning from incidents, the school ensures a safer environment for all employees and students.

## **Risk Assessment**

Please see Risk Assessment Policy

The school conducts two primary categories of risk assessments:

- Risks on the School Premises: Covers all activities and areas within the school grounds.
- Risks off the School Premises: Covers trips, visits, and activities outside school grounds.

### **Risks on the School Premises**

Staff responsible for an area or activity must carry out risk assessments. Where training is needed, the Health and Safety Officer will arrange for appropriate training.

- Risk assessment forms are available electronically on Google Drive.
- All assessments must be signed and dated by the assessor and approved by the Health and Safety Officer and relevant manager.
- Individual pupil assessments require sign off by the Headteacher.
- Original risk assessments are stored on Google Drive and copies of all risk assessments will be kept by the Health and Safety Officer.

Risk assessments will be reviewed:

- Every term as a matter of course.
- When there are significant changes in tasks, personnel, or legislation.
- After incidents or accidents indicating an increased risk.
- In response to enforcement actions or new regulatory requirements.

All re-assessments must have clearly identified review dates noted at the end of the assessment.

### **Risks off the School Premises**

Staff responsible for off-site visits or trips must complete a risk assessment. Where training is needed, the Health and Safety Officer will arrange for appropriate training.

- Risk assessment forms are available electronically on Google Drive.
- All assessments must be signed and dated by the assessor and approved by the Health and Safety Officer and relevant manager before the activity takes place.

Assessments must consider:

- Journey details, mode of transport, and venue activities.
- Pupil behaviour and medical needs.
- Staff-to-pupil ratios.
- Emergency procedures in accordance with the School's Trips Policy.
- Include the following details:
- Date and time of the activity.

- Names of students and staff, trip leader, staff-to-student ratios, and emergency contact details (e.g., mobile phone numbers).

Approval Deadline: For new trips, risk assessments must be approved at least 72 hours before the visit.

Regular trips (e.g., recurring visits) require a review by the responsible staff member each time, but re-assessment and approval are only necessary if significant changes occur.

## Completing a Risk Assessment Form

Completing a risk assessment involves gathering all relevant information about the tasks, activities, and environment being assessed. The risk assessment form provides a structured way to document and address identified hazards. Follow these steps to complete the form effectively:

### 1. Gather Information:

Collect the necessary details related to the area or task being assessed, including:

- Existing procedures and policies.
- Information about equipment and materials used.
- Maintenance records and service schedules.
- Environmental conditions.
- Input from staff members who are directly involved in the task or area.

### 2. Section A – Initial Risk Assessment:

In this section, identify potential hazards, evaluate the risks they pose, and record the existing control measures in place. Consider the following:

- What are the hazards?
- Who might be harmed?
- What is the potential harm or injury?
- What control measures are currently in place?

An example is given below in Table 1.

Table 1	Hazard	Potential Harm	Existing Risk Control Measures
	Using computer workstations	Repetitive strain injury and back injury	Induction training given
	Lifting heavy files	Injury, especially to the lower back	None

For each hazard, assign a risk score by assessing:

- Likelihood: How likely is the hazard to occur? (Score: 1-5)
- Severity: How severe would the harm be if it occurred? (Score: 1-5)
- Multiply the likelihood and severity to calculate the risk score (e.g., Likelihood 4 × Severity 3 = Risk Score 12). Use this score to categorise risks:
  - 1–5: Low Risk
  - 6–15: Medium Risk
  - 16–25: High Risk

An example is given below in Table 2.

Table 2	Level of Risk		
	Likelihood	Severity	Risk Score
Using computer workstations	4	3	12
Lifting heavy files	4	4	16

### 3. Section B – Additional Risk Control Measures:

For any hazards with a medium or high-risk score, list additional control measures to reduce the risk to an acceptable level. Examples include:

- Providing training.
- Introducing new equipment or tools.
- Adjusting procedures or work practices.

Once new measures are identified, reassess the risk to confirm whether the changes reduce it effectively.

An example is given below in Table 3.

Table 3	Hazard	Additional Control Measures	Level of Risk		
			Likelihood	Severity	Risk Score
	Using computer workstations	1. Carry out full DSE workstation assessment. 2. Ensure corrective actions implemented.	1	3	3
	Lifting heavy files	1. Use trolleys to transport files. 2. Use steps to gain access to shelves. 3. At risk staff to carry out manual handling training.	2	4	8

By implementing additional control measures:

- Likelihood is often significantly reduced because hazards are mitigated through training, equipment, or procedural changes.
- Severity may not change unless the control measures can reduce the potential harm (e.g., by using less hazardous materials or equipment).

The reassessed risk scores in both examples demonstrate a considerable reduction in the overall risk, ensuring the tasks are safer for employees while adhering to acceptable risk levels.

In certain circumstances, it may not be feasible to reduce the risk to a low level. However, a medium risk can be deemed acceptable, provided that staff are fully informed about the identified level of risk and the protective measures in place to mitigate it.

Under no circumstances should a high residual risk be accepted. The individual responsible for implementing or overseeing the additional control measures must complete the final two columns in Section B, including specifying a clear target completion date for the actions.

### 4. Section C – Additional Comments:

Use this section to document:

- Any limitations encountered during the assessment (e.g., insufficient information).
- Observations about the working environment or task that require further consideration.
- Notes on actions that need follow-up or further investigation.

### 5. Finalising the Assessment

- Assign responsibilities for implementing additional control measures.
- Include target completion dates for all actions.
- Ensure the assessment is signed and dated by the assessor and reviewed by the Health and Safety Officer and relevant manager.

### **Aide-Memoir for Area/Task Risk Assessments**

The following headings provide several most likely disciplines to be considered when undertaking a risk assessment. Decide if any of the main headings apply to the task and then add them onto the risk assessment form as a hazard.

This list is not exhaustive, so consider any additional factors unique to the task or area.

Accident Procedures: - Do you have the correct procedures in place?

- Is there an accident book (compliant with the Data Protection Act) readily available?
- Has everyone received training in the school's accident procedure?
- Has someone been made responsible for RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations) reporting?
- Are records of near misses documented to help identify recurring risks?
- Are corrective actions implemented and reviewed following incidents?
- Are emergency contact numbers easily accessible in all areas?

COSHH: - What should you consider if any hazardous products are being used?

- Can you discontinue use of the product? (First priority)
- Can you substitute the product with a less hazardous one?
- Has the person been trained to understand the hazards of the products?
- Are Material Safety Data Sheets (MSDS/COSHH sheets) available and nearby?
- Have your first aiders received a copy of the Material Safety Data Sheets for products used in their areas?
- Are spill kits available in areas where hazardous substances are stored or used?
- Are hazardous substances stored appropriately (e.g., ventilation, temperature control)?

Electrical Equipment:

- Are the personnel working on the equipment qualified to do so?
- What safety measures must be taken to work on this equipment?
- Are the first aiders aware that electrical work is taking place?
- Is there an on-going procedure in place for PAT (portable appliance testing) of all portable electrical equipment?
- Is the testing still in date?
- Is there a procedure in place to ensure that any employee bringing personal electrical equipment into the building (radios, phone chargers, etc.) has it PAT tested before use?
- Are circuit breakers or fuses in place and regularly tested?



- Are damaged or defective electrical cords and plugs reported and removed from use immediately?
- Are extension cords used only temporarily and not as a permanent wiring solution?

#### Emergency Measures:

- Are the fire exits clearly marked with a pictorial sign (e.g., “running” man)?
- Are there adequate and correct fire extinguishers in the area whilst the task is being undertaken?
- Is there written evacuation procedures close by?
- Are the fire exits blocked?
- Do you have disabled employees or visitors?
- Are assembly points clearly designated and communicated to staff and visitors?
- Are fire drills conducted regularly and reviewed for effectiveness?
- Are emergency lighting systems functional and tested periodically?

#### Driving for the School:

- Do you check the current driving licences of all personnel who drive on behalf of the school on a regular basis?
- Do all School vehicles have first aid kits in them?
- Do all School vehicles have fire extinguishers in them?
- Has smoking within the vehicle and use of hand-held mobile phones whilst driving been banned?
- Have you completed a risk assessment for all tasks completed by School drivers?
- Are all School vehicles regularly maintained?
- Are risk assessments conducted for adverse weather conditions (e.g., ice, snow, fog)?
- Are staff provided with training on defensive driving techniques?
- Are emergency breakdown kits available in all vehicles (e.g., reflective vests, warning triangles)?

#### DSE (Display Screen Equipment):

- Have all DSE “Users” been identified and a DSE Assessment completed?
- Do you have a School Eye and Eyesight Policy (legislative requirement)?
- Are employees reminded to take regular breaks to reduce the risk of repetitive strain injury?
- Is adjustable furniture (e.g., chairs, desks) provided for ergonomic support?
- Are screen filters available to reduce glare and improve eye comfort?

#### First Aid:

- Is there a fully equipped first aid box available at all times?
- Are there adequate numbers of first aiders available at all times when the building is in use?

- Is an eyewash station required?
- Are first aid kits regularly checked to ensure they are fully stocked?
- Are Automated External Defibrillators (AEDs) available, and are staff trained in their use?

#### Lone Working:

- Do you have any lone workers or those in professional isolation?
- Are regular check-ins conducted for lone workers (e.g., via phone or monitoring system)?
- Are alarm systems or panic buttons available in isolated areas?
- Is a lone-working policy in place, outlining emergency procedures?

#### Manual Handling: - Does the task involve an element of lifting, pulling or pushing?

- Have personnel received training in manual handling?
- Is a written manual handling assessment required? It could be if it involves any excessive pushing, pulling, repetitive movements, or twisting/bending, etc.
- Are mechanical aids such as trolleys or hoists available where needed?
- Are pathways kept clear to ensure safe transportation of loads?
- Have employees been reminded to assess the weight and stability of a load before lifting?

#### Machinery:

- Is there an adequate maintenance procedure in place?
- Does the machine need to be isolated electrically?
- Are there guards in place to ensure that contact with moving parts is not possible?
- Are emergency stop buttons clearly labelled and functional?
- Are operators trained to recognize unusual sounds or vibrations that might indicate mechanical issues?

#### Noise:

- Are the levels of noise in the workplace such that a noise survey should be considered?
- Are all personnel given hearing protection if required?
- Are warning notices posted in areas where the noise levels exceed the legislative requirements?
- Are all personnel trained in the use of their hearing protection?
- Are noise maps of the workplace available to identify high-risk areas?

#### Permits to Work: - May be required if any of the following activities are involved.

- Are they working at a height where a fall could injure them?
- Are they going to work on a roof?
- Are they going to work in a confined space?

- Is there a likelihood of an explosion (e.g., high levels of dust)?
- Is flammable work needed?
- Is pressurised gas involved?
- Is electrical work involved?
- Are hot works involved?

Personal Protective Equipment (PPE): - What is needed?

- Masks?
- Air-fed helmet?
- Safety goggles?
- Harness?
- Lone worker alarm?
- Gloves specific to the task?
- Ear protection?
- Specialised overalls?
- Head protection?
- Safety footwear?
- Are PPE items individually fitted to ensure they provide maximum protection?
- Are climate-appropriate PPE options available (e.g., thermal gear for cold environments)?

Personnel:

- Have personnel received the appropriate training to undertake this work?
- Are they physically capable of carrying out the tasks safely?
- Do they have any disabilities, medical conditions, or other factors that need to be considered?
- Are enough trained personnel available to safely complete the task?
- Are any additional authorisations or clearances required for specific individuals?

Task:

- Is specialist equipment needed for the task?
- Are specific personal protective equipment (PPE) requirements identified and provided?
- Are appropriate barriers and warning signs in place to protect others in the area?
- Have the personnel completing the task been adequately trained and supervised?
- Does the task require coordination with other teams or departments?
- Is there a formal procedure in place to handle interruptions or emergencies during the task?

Stress:

- Is there a procedure available for the stress-related concerns of all personnel?
- Are workload assessments conducted to prevent employee burnout?
- Are mental health resources, such as counselling services, available to employees?

#### Waste:

- Will waste be generated during the work in progress (e.g., waste hydraulic fluid)?
- Do personnel know how to dispose of waste correctly?
- If the waste is hazardous, has the correct procedure been implemented for its disposal?
- Are proper segregation bins provided for different types of waste (e.g., general, hazardous, recyclable)?

#### Working Area:

- Are all emergency exit routes clear at all times?
- Is there a housekeeping procedure in place?
- Is the work area congested?
- Are there any trip hazards around, e.g., cabling, personal belongings?
- Is the floor slippery?
- Is the carpet in good condition?
- Are there potholes?
- Are barriers available for cleaners to use?
- Consider the working environment, indoor or outdoor, extremes of temperature, and weather conditions.

### **Work-related Stress**

This policy outlines responsibilities, procedures, and measures to prevent, identify, and manage work-related stress effectively. The aim is to promote a supportive workplace environment and ensure that employees feel valued, respected, and supported in balancing their work and personal lives.

### **Responsibilities**

Line managers are pivotal in managing work-related stress. They will:

- Conduct and implement recommendations from risk assessments within their teams.
- Maintain clear and effective communication with employees, especially during organisational or procedural changes.
- Discuss issues openly and provide regular, accurate updates on matters affecting employees and their work.
- Establish clear, measurable, achievable, and fair work objectives aligned with procedures and agreements.
- Conduct yearly performance appraisals and offer meaningful developmental opportunities.

- Identify roles where stress is or has been an issue and monitor workloads to prevent overburdening employees.
- Ensure proper working hours, overtime, and holiday entitlements are observed.
- Meet with employees regularly to provide support and address concerns.
- Attend training on good management practices and health and safety.
- Foster a culture that does not tolerate bullying or harassment.
- Offer additional support to employees experiencing external stressors (e.g., bereavement, separation).
- Provide adequate training, reasonable timelines, and necessary resources when allocating tasks.
- Approach employee absences sensitively, maintain appropriate contact, and support longer-term absences.
- Ensure new employees receive thorough induction training to prepare them for their roles.
- Treat employees consistently, fairly, and confidentially.
- Address reports of inappropriate behaviour promptly and ensure employees feel safe raising concerns.
- Promote work-life balance and ensure workloads are reasonable.

The Management Group will:

- Support individuals returning from stress-related sick leave and facilitate a planned return to work.
- Provide ongoing support to employees in a changing work environment.
- Encourage referrals to occupational workplace counsellors or specialist agencies when needed.
- Monitor and review the effectiveness of stress reduction measures.

The Health and Safety Officer will:

- Source specialist advice and training on stress management.
- Update the Management Group on developments related to workplace stress.
- Provide guidance to managers on implementing the stress policy.

The HR Manager will:

- Monitor the effectiveness of stress management measures through sickness absence data.
- Provide advice on training requirements for managers and employees.
- Assist in creating and implementing strategies to address identified stressors.

Employees will:

- Be alert to changes in behaviour indicating stress (e.g., increased smoking, drinking, or poor sleep patterns).

- Discuss concerns with their line manager or Health & Safety Coordinator if they or their colleagues show signs of stress.
- Highlight issues, concerns, or conditions that may cause stress.
- Utilize available counselling services and seek medical advice if stress impacts their health.
- Follow safe working procedures and take breaks to maintain well-being.

## **Reporting Stress**

Employees should approach their line manager for assistance in resolving stress-related issues informally. If employees are uncomfortable approaching their line manager, they may contact another manager or the HR Manager. Where informal resolution is not possible, employees may file a grievance or formal complaint.

Line managers will provide guidance and may arrange counselling if necessary. The school offers independent, confidential, and employer-funded telephone counselling for employees experiencing work-related stress. With the employee's consent, counsellors may inform the school of contributing factors to the employee's stress.

If stress necessitates time off, the standard sickness absence procedure will apply.

## **Monitoring and Review**

Monitoring and evaluation ensure continuous improvement in managing workplace stress. Regular stress audits will:

- Verify adherence to the policy's requirements and standards.
- Assess the effectiveness of various aspects of the policy.
- Provide data to support the continuation or modification of current strategies.
- Evaluate the cost-effectiveness of implemented measures.

Data collection for audits will address both individual and organisational concerns, with staff input being a critical part of the process.

This document will be reviewed annually or in response to changes in legislation, incidents, or identified risks.

## **Terrorist Threats**

### **Preparation**

- Adopt similar techniques used for fire and other emergency evacuations to ensure preparedness.
- Be vigilant and aware of your surroundings, as terrorist incidents often occur with little to no warning.
- Exercise caution during travel; report unusual activities and always keep personal belongings with you. Do not accept packages from strangers.
- Identify the location of fire exits, review emergency evacuation procedures, and communicate these to all employees.
- Regularly inspect fire extinguishers to ensure they are in working order, and train designated personnel in their use.

- Ensure trained first aiders are available on-site to respond to emergencies.

### **Upon Receiving a Threat by Phone**

- Stay calm.
- While speaking with the caller, discreetly have a colleague call the police at 9-999. Ensure the colleague stays quiet to avoid the handset picking up background sound.
- Use the “Checklist for Dealing With a Telephone Terrorism Threat” to guide your questions and responses.
- Pay close attention to the caller's voice, speech patterns, and any background noises.
- Follow instructions from the police. If instructed or if the fire alarm sounds, evacuate the building under the direction of the Education Coordinator/Health and Safety Officer during school hours, or the Caretaker outside of school hours.

### **During an Attack**

If there is an explosion:

- Stay calm and take cover under a sturdy desk or table to avoid falling debris.
- Exit the building as quickly as it is safe to do so.

If there is a fire:

- Stay low to the ground to avoid smoke inhalation; heavy smoke and toxic gases rise first.
- Use a wet cloth to cover your nose and mouth.
- Test doors with the back of your hand before opening. If hot, seek an alternate escape route.
- Exit through designated fire exits.

### **After an Attack**

If Trapped in Debris:

- Use a flashlight or whistle, if available, to signal rescuers.
- Stay in one place to minimise dust and cover your mouth with a cloth or clothing.
- Tap on pipes or walls to alert rescuers to your location. Shout only as a last resort to avoid inhaling dust.

### **Evacuation Procedures:**

- The Headteacher, Health and Safety Officer, or Caretaker will notify employees if evacuation is necessary. Avoid using terms like "terrorism" or "chemical/biological agent" to prevent panic.
- Employees not directly involved in the situation will evacuate to a safe distance, following the School's Evacuation Procedure. If required, the Incident Controller may move employees to a designated safe haven.

- Managers must immediately account for all employees and report absences to the Incident Controller.
- Wait for clearance from local authorities before returning to the evacuated area or leaving the sheltered location.
- The Incident Controller will inform employees when the emergency is over and normal operations can resume.

## **Handling Chemical or Biological Threats**

If You Receive a Suspicious Letter or Package:

- Do not open suspicious packages. If already opened:
- Back away from the material and alert others to leave the area.
- Wash hands thoroughly with soap and water and avoid touching your face.
- Do not brush off clothing or attempt to clean up the material.
- Call 999 to report the incident.
- Isolate the area and prevent others from entering until emergency responders arrive.
- Remain calm. Most chemical or biological threats, such as anthrax scares, are hoaxes. If real, treatments are available.

What Emergency Responders May Instruct You to Do:

- Remove contaminated clothing and seal it in a plastic bag.
- Shower with soap and water; do not use bleach or disinfectants.
- Put on fresh clothing.
- Provide a list of all individuals who may have been exposed to the material for public health authorities. Follow any monitoring instructions, such as watching for symptoms like fever.

## **Counselling and Support of Victims**

Employees affected by an incident may require counselling to address any long-term distress. Coordinators will consider the following:

Debriefing:

Victims will be encouraged to discuss their experience as soon as possible, including incidents involving verbal threats, which can be equally distressing. Support will be provided by Coordinators and colleagues.

Time off Work:

Recovery times vary. Employees may require time off or access to specialist counselling. Coordinators will provide guidance on available counselling services. Time off for such purposes will be classified as sickness absence or special leave.



Employees can access a Confidential Counselling Helpline at 0117 934 2121 for free, independent support.

### **Visitors: Relations with Outside Organisations**

The following individuals or organisations may visit the school to carry out Health and Safety inspections or assessments of the premises and management systems:

- Inspectors from the Health and Safety Executive (HSE)
- Environmental Health Officers (EHO) from the local authority
- Fire officers
- Insurance inspectors or risk assessors
- School inspectors, such as Ofsted, Department of Education representatives, or local authority officials

These visitors may also wish to review and discuss the School's Health and Safety management systems in addition to inspecting the premises.

### **Arrangements for Such Visitors**

Notification of Arrival:

- Upon arrival, reception personnel will notify the Health and Safety Officer, who will act as the host for the visitor.
- Relevant managers will be informed by the host in advance, where possible, of any scheduled or unscheduled inspections.
- In the absence of the Health and Safety Officer, the Finance and Facilities Manager or Headteacher will assume the role of the host.

Accompanied Inspection:

- The host will ensure that any visitor intending to inspect the premises is accompanied at all times by an appropriate staff member. This ensures that the inspection is conducted safely and efficiently.

Post-Inspection Actions:

Once the inspection is completed, the host will:

- Discuss findings with the inspector.
- Record the findings to share with the School Management Group.
- If the host is not the Health and Safety Officer, they will communicate the findings to the Officer as soon as reasonably practicable.

Follow-Up Actions:

- Urgent Matters:
  - If urgent action is required, such as the issuance of a prohibition notice or an issue requiring immediate significant resources, the Health and Safety Officer will be informed immediately.
  - The Officer will escalate the matter to the Management Group without delay for prompt action.

- Non-Urgent Matters:
  - For less urgent issues, inspectors will notify the Health and Safety Officer of required actions. These will then be reviewed and presented to the Management Group for further consideration and implementation.

## **Visitors: Health & Safety Information**

Health and safety legislation requires us to provide a safe working environment for our employees, visitors, contractors, and anyone who may be affected by our activities. Your cooperation is essential in helping us maintain a safe and secure environment.

We kindly request that you comply with the following guidelines during your visit:

### **General Conduct:**

- Always behave in a safe and responsible manner.
- Follow the School's health and safety procedures and any specific instructions provided by your host.
- Adhere to the no-smoking policy. Failure to comply may result in being asked to leave the premises.

### **Sign-In and Identification:**

- Sign in using the Inventory Visitors system upon arrival.
- Wear your visitor's pass, provided by reception, at all times during your visit.

### **Emergency Procedures:**

- Familiarise yourself with the school's emergency procedures.
- Follow all evacuation and emergency instructions provided by your host or staff during an incident.

### **Reporting Unsafe Conditions:**

- Report any unsafe acts or hazardous conditions to your host immediately.

### **Accidents/Incidents/Near Misses:**

- If you experience or witness an accident, incident, or near miss, inform your host immediately. They will ensure the incident is reported and that you receive appropriate first aid or medical attention.

### **Illness:**

- If you feel unwell during your visit, inform your host, who will arrange for you to receive appropriate assistance.

## **Working at Height**

In the UK, working at height is defined as any work where there is a risk of falling that could cause injury. This includes:

- Working above ground or floor level.
- Falling from edges, through openings, or fragile surfaces.

There is no minimum height threshold; even working 1 meter above ground is considered working at height if there is a risk of injury from falling.

Where possible working at height should be avoided.

Working at heights presents significant risks, and appropriate measures must be taken to prevent accidents and injuries. This procedure outlines essential requirements for risk assessments, working platforms, access platforms, and scaffolding to ensure safety compliance.

## **Risk Assessment**

A risk assessment must be conducted to identify and mitigate hazards associated with working at height. Considerations should include:

- Duration of the task: How long will the work last?
- Erection and maintenance: Risks during platform setup and ongoing maintenance.
- Personnel and equipment: Number of people, tools, and materials involved.
- Structural integration: Can a permanent platform be incorporated early in the project?
- Environmental and external risks: Falling materials, emergency evacuation, barriers, and signage.
- Accessibility: Security and ease of access.

## **Working Platforms**

Working platforms must be stable, secure, and suitable for the task. Key requirements include:

- Load-bearing capacity: Ensure platforms can support workers, tools, and materials without risk of collapse.
- Stability: Platforms must not overturn. Scaffolds should be tied securely, and mobile platforms should only be used on level, stable ground.
- Edge protection: Guardrails, barriers, and toe boards must be installed at all open edges, floor openings, and roofs.

## **Access Platforms**

When using access platforms, strict adherence to the following guidelines is essential:

- Safety Gear: Hard hats must be worn at all times.
- Occupancy Limit: Limit the platform to two people, one of whom must be trained.
- Pre-Use Inspection: Check for:
  - Wheel and wheel nut condition.
  - Hydraulic fluid levels.
  - Battery power.

- Structural integrity.
- Operational controls.
- Clear Pathways: Remove obstructions from the route before moving the platform.
- Stable Surfaces: Operate only on level floors.
- Load Limits: Secure tools and equipment to avoid exceeding the platform's safe working load.
- Reach Limitations: Do not lean out of the cradle; reposition the platform as needed.
- Height Awareness: Avoid taking the platform higher than is safe or comfortable for users.
- Movement Precautions: Keep the cradle below potential head hazards when driving with it raised.
- Proper Use: Do not stand on guardrails or use the platform as a climbing frame.
- Shutdown Procedures: Shut down, lock, and remove the key before leaving the machine unattended.

## **Guardrails and Toe Boards**

To prevent falls, appropriate precautions must be taken, including the installation of guardrails, toe boards, or equivalent barriers. These protective measures must meet the following requirements:

### **General Requirements:**

- Material and Strength: Guardrails and toe boards can be made from any material, provided they are strong, rigid, and capable of withstanding the expected loads, including those caused by falling materials or accidental impacts.
- Secure Fixing: Barriers must be securely fixed to a stable structure capable of supporting their weight and any additional forces.

### **Specifications:**

- The main guardrail must be at least 910mm high above any edge where people may fall.
- Toe boards must be at least 150mm high to prevent materials from slipping or rolling off the edge.
- Additional intermediate guardrails or equivalent measures must ensure gaps do not exceed 470mm.
- If the space between the main guardrail and the toe board is filled with a solid barrier or mesh (e.g., brick guards), intermediate rails are not required.
- Other barriers may be used if they are at least 910mm high, secure, and provide equivalent protection against falls and falling materials.

### **Coverings for Openings and Fragile Materials:**

- Where there is a risk of falling through openings or fragile materials (e.g., roof lights, asbestos roof sheets), guardrails may not be practical. In such cases:
- Openings or fragile materials must be securely covered with durable materials capable of supporting the weight of a person and any expected loads.
- Covers must be fixed to prevent accidental dislodgement and marked with warnings such as "Hole Below – Do Not Remove."

## **Scaffolds**

Scaffolding must meet the following safety criteria:

- Competent Erection: Only competent scaffolding suppliers should erect scaffolds.
- Inspection Schedule: Inspect scaffolds after initial setup, every 7 days, and after severe weather conditions that may compromise stability.
- Testing: Regular testing to ensure continued structural integrity.

## Section 2

### Recording and Monitoring Documents

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#### Accident Reporting and Investigation

##### Accident / Incident / Near Miss Investigation Report

Date		Time		Location	
Type of occurrence	Accident   Incident   Near Miss   (delete as appropriate)				
Person(s) involved					
Full details of occurrence:					
Was an entry made in Company accident book					Yes / No
RIDDOR – is the accident reportable – see below				Yes/No Date reported HSE reference No.	

### Over-seven-day Injury

If there is an accident connected with work (including an act of physical violence) and your employee, or a self-employed person working on your premises, suffers an over seven-day injury, a RIDDOR Report must be submitted to the enforcing authority within fifteen days of the accident.

An over seven-day injury is one which is not major but results in the injured person being away from work or unable to do the full range of their normal duties for more than seven days (including any days they wouldn't normally be expected to work such as weekends, rest days or holidays) not counting the day of the injury itself.

### Reportable Specified Injuries

- Fractures (other than to fingers, thumbs, and toes).
- Amputation of an arm, hand, finger, thumb, leg, foot or toe.
- Any injury likely to cause permanent blinding or reduction in sight in one or both eyes.
- Any crush injury to the head or torso causing damage to the brain or internal organs in the chest or abdomen.
- Serious burns (including scalding) which:
  - cover more than 10% of the body.
  - cause significant damage to the eyes, respiratory system, or other vital organs.
- Any scalding requiring hospital treatment.
- Any loss of consciousness caused by head injury or asphyxia.
- Any other injury arising from working in an enclosed space which:
  - Leads to hypothermia or heat-induced illness requires resuscitation or,
  - Admittance to hospital for more than 24 hours.

For specified injuries, a RIDDOR report must be submitted to the enforcing authority within ten days of the accident.

### Reportable Diseases and Dangerous Occurrences

If a doctor notifies you that your employee suffers from a reportable work-related disease a RIDDOR report must be submitted to the enforcing authority.

Specific dangerous occurrences are also reportable under RIDDOR – if in doubt refer to the HSE RIDDOR website.

### Reporting for Non-employees

Accidents to members of the public or others who are not at work (such as customers or volunteers) must be reported if:

- They involve work activity.
- They result in an injury.
- The person is taken directly from the scene of the accident to hospital for treatment to that injury.

All incidents can be reported online using the forms available at the following address:

<https://notifications.hse.gov.uk/riddorforms/Default>

A telephone service is also provided for reporting fatal/specified, and major incidents **only** - call the Incident Contact Centre on 0345 300 9923 (opening hours Monday to Friday 8.30 am to 5 pm).



Full details of injuries:

What actions were taken immediately after the occurrence?:

Details of any sickness absence as a consequence of occurrence:

Assessment of cause of occurrence (consider immediate, underlying and root causes):

Actions implemented to avoid repetition of occurrence:

Is a new risk assessment required?

Yes / No

Details:

Does an existing risk assessment require reviewing?	Yes / No
Details:	
Additional Comments:	

Investigating Officer		
Name	Signature	Date

# Administration and Storage of Medication

## Assessment Tool for Self-Administration of Medication

<b>Young Person's name:</b>		
<b>Date of Assessment:</b>		
<b>DOB:</b>		
Assessment Criteria	Outcome	Comments
Has self-administration been explained?	Yes/No	
Has the supply of medication been explained? (including advice on when and how to order supplies to ensure medication does not run out).	Yes/No	
Does the young person understand the requirements regarding storage of their medication? (all medicines must be kept locked securely in the locker and that they must keep the key with them at all times).	Yes/No	
Does the young person understand what the medicine is for/ the dose to be taken, and frequency?	Yes/No	
Has the young person been advised to inform staff if they suspect they are experiencing side effects?	Yes/No	
Has the young person been advised what they must do if they make a dosing error?	Yes/No	
Has the young person been informed that they must inform staff if they lose the key?	Yes/No	
Has the young person been advised that they should inform staff of any change in their condition?	Yes/No	
Can the young person open child resistant containers?	Yes/No	
Is the young person have access to, and able to read a watch or clock?	Yes/No	
Is the young person able to read and understand written words?	Yes/No	
Does the child understand what to do if they have medication that they wish to dispose of?	Yes/No	
Does the young person understand the technique for using an inhaler?	Yes/No	
Does the young person need a spacer?	Yes/No	
Are reminder prompts necessary?	Yes/No	
Reassessment Date		
Self-Medication Approved	Yes/No	

Young person's signature \_\_\_\_\_ Date \_\_\_\_\_

Health Care Assistant signature \_\_\_\_\_ Date \_\_\_\_\_

## Drug Administration Error Report Form

**Student Name:** \_\_\_\_\_

**Date of Birth:** \_\_\_\_\_

Date and Time of Incident & Description of Error - under-medicated, over-medicated, wrong medication given, etc

Effect on student - if harm occurred describe what happened;

Action taken - Who was informed, when they were informed, Advice sought and received. Have parent/guardian/carers been informed?

**Signature of Staff Member** \_\_\_\_\_

Analysis - What went wrong? What can be learned? Were correct procedures followed?

Has the staff member undergone competency assessment - if so, when?

Would the staff member benefit from further training?

Does information (non- identifiable) need communicating to other members of staff?

Comments from Head Teacher

**Signature of Headteacher**\_\_\_\_\_

Comment from Health and Safety Officer

**Signature of Health and Safety Co-ordinator**\_\_\_\_\_

Copy to Student Notes

## Contractors

### Contractors Pre-qualification Assessment

Main Details (to be completed by all contractors)			
Company name:			
Company address:			
Telephone number:		Fax number:	
E-mail:			
Employer's Liability Insurance:	Yes/No	Limit of Cover:	Renewal Date / /
Public Liability Insurance:	Yes/No	Limit of Cover:	Renewal Date / /
Please attach copies of insurance certificates			
Services or contract for which approval is being sought:		£	
Maximum value of contract to which you feel capable to undertake		£	
Total number of employees in Company			

Health and Safety		
Do you have a written health and safety policy? (Only applicable if you employ 5 or more people)	yes/no	If yes, please attach copy
Is the policy regularly reviewed?	yes/no	Last review date: / /
Does the policy include an organisational chart showing safety responsibility lines?	yes/no	
Does the policy show how safety is supervised?	yes/no	
Does the policy show how information will be passed on to employees and sub-contractors?	yes/no	
Does the policy show how safety will be monitored and audited?	yes/no	
Does the policy include details of your Safety Advisor or source of competent advice?	yes/no	(provide detail of qualifications or attach CV)
Name of director with special responsibility for health and safety		
Name of supervisor for site safety and their safety qualification		

Who will control Permit to Work on site?	Name	
Do you have procedures for COSHH assessment?	yes/no	provide example
Do you carry out risk assessments?	yes/no	provide copy of format
Can you provide method statements?	yes/no	provide example
What health and safety training have you had?	Detail:	
Have you ever been prosecuted for breaches of health and safety legislation?	yes/no	
Have you received any improvement or prohibition notices from the HSE or local authority enforcement officer?	yes/no	
Do you have any health and safety awards?	yes/no	provide details
Please provide accident statistics for the last three years for your Company, or companies working for you, including details of any accidents involving members of the public		
How will accidents be reported, recorded and investigated?		
How will you ensure that all plant and equipment, including mobile work equipment and lifting equipment is regularly examined, inspected, tested and maintained by a competent person in accordance with statutory requirements?		
How will you vet sub-contractors?	provide detail of process	
Will you provide your own first aiders and equipment?	yes/no	
Do you have adequate and sufficient personal protective equipment?	yes/no	

## Control of Contractors on Site Checklist

This form must be completed by the Health and Safety Officer prior to commencement of work. It is the school's responsibility to ensure the following has been complied with:

Question	Tick ✓		Comment
	Yes	No	
<b>Accidents</b>			
Have they been advised of the nearest first aider?			
Have they been advised of the nearest first aid box?			
Have they been advised of the accident reporting procedure?			
<b>Communication</b>			
Have the contractor and any sub-contractors signed in?			
Have they been advised who their host is?			
Have they been informed of the site facilities they may use?			
Have they advised their host of the name of their responsible person for health and safety?			
Have they been advised of any local hazards?			
Have your staff, where necessary, been advised of the hazards due to the work of the contractor?			
<b>Documentation Provided to the Contractor</b>			
Have they been provided with any appropriate risk assessments?			
Have they been provided with any appropriate COSHH safety data sheets?			
Have they been provided with asbestos records?			
Do they need a permit to work?			
<b>Documentation Provided by the Contractor</b>			
Have they provided risk assessments?			
Have they provided method statements?			
Have they provided evidence of certification? (i.e. electricians)			
Have they provided COSHH safety data sheets?			
<b>Electrical</b>			
Has any electrical equipment brought on site been checked to ensure that it has been PAT (portable electrical appliance) tested?			
Have they provided (if necessary) a residual current device (circuit breaker)?			
Have they been advised that a lock out, tag out or similar system must be operated at all times when required?			
<b>Emergencies</b>			
Have they read the health, safety and emergency information?			
Have they been advised of the location of the nearest fire extinguishing media?			
Have they been advised of their nearest assembly point?			
<b>Notices, etc.</b>			
Have warning notices been provided?			
Have barriers been provided?			
Have they been advised that they must leave their work in a safe condition at all times when they are not in attendance?			
<b>Storage</b>			
Has a safe area been provided (if required) for storage of their equipment/hazardous materials?			
<b>Waste</b>			
Have they been advised of waste procedures?			
Contractor's signature	Signature on behalf of Philpots Manor School		
Date            /            /	Date            /            /		



## Control of Substances Hazardous to Health

## COSHH Index










Site	Department
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**Note: If the category is A1 or B1, no assessment is required.**

[illegible]

## COSHH Assessment

<b>Location:</b>		<b>Department</b>		<b>Ref</b>	
<b>Carried Out By:</b>		<b>Signature</b>		<b>Date</b>	

Product Name		
Product Uses, Work Activity or Process		
Persons Involved		
Reference Number of Safety Data Sheet Held		
Supplier		
Emergency Contact Number		
<b>Classification</b>		
Explosive  <input type="checkbox"/>	Flammable  <input type="checkbox"/>	Oxidising  <input type="checkbox"/>
Gases Under Pressure  <input type="checkbox"/>	Corrosive  <input type="checkbox"/>	Toxic  <input type="checkbox"/>
Health hazard/ Hazardous to the Ozone Layer  <input type="checkbox"/>	Serious Health Hazard  <input type="checkbox"/>	Dangerous to the Environment  <input type="checkbox"/>
<b>Form</b>		
Gas <input type="checkbox"/>	Vapour <input type="checkbox"/>	Mist <input type="checkbox"/>
Fume <input type="checkbox"/>	Dust <input type="checkbox"/>	Liquid <input type="checkbox"/>
Solid <input type="checkbox"/>	Other (Please State) <input type="checkbox"/> _____	
<b>Routes of Exposure</b>		
Inhalation <input type="checkbox"/>	Ingestion <input type="checkbox"/>	Skin/Eye Absorption <input type="checkbox"/>
Skin Puncture <input type="checkbox"/>	Other (Please State) <input type="checkbox"/> _____	
Hazard and Precautionary Statements		
Workplace Exposure Limits		
Factors Which Increase Risks		
Categories		
Observations on task and possible exposures (incl. Storage, Movement, Handling, Use, etc.)		

Existing Controls (incl. Enclosures, Ventilation, SWI's etc.):			
First Aid			
Fire Fighting Measures			
Accidental Release and Emergency Measures			
Handling and Storage Precautions (incl. any incompatibilities)			
Transport Precautions			
Disposal Precautions			
<b>Personal Protective Equipment</b> (please detail specifications required)			
Dust Mask <input type="checkbox"/>		Visor <input type="checkbox"/>	
Respirator <input type="checkbox"/>		Glasses <input type="checkbox"/>	
Gloves <input type="checkbox"/>		Overalls <input type="checkbox"/>	
Footwear <input type="checkbox"/>		Other <input type="checkbox"/>	(Please State) 
Fire Officer		Health and Safety Officer	
<b>To be completed if category E:</b> Additional Information - Ecological Hazards, Relevant Regulations, Advice to Occupational Medical Officers, References			
Actions and Comments			Date Actioned  / /

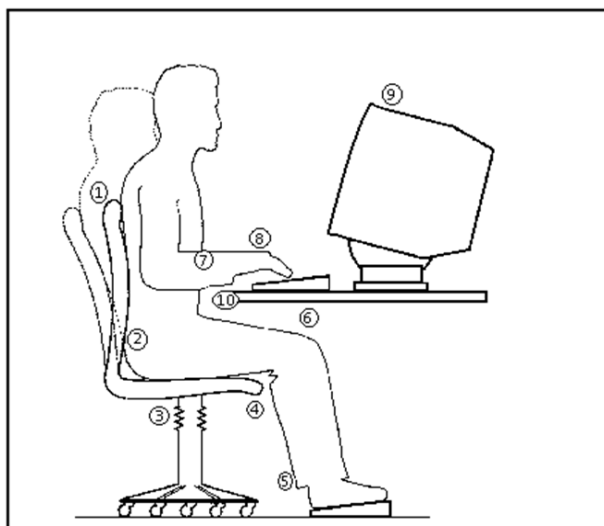
## Display Screen Equipment

### DSE Self-Assessment Form

Before completing this questionnaire please refer to your DSE User Guidebook and Figure 1 below for guidance on DSE set up and seating position.

<b>Name of User:</b>		<b>Department /Building:</b>		
<b>User Contact Details:</b>		<b>Line Manager:</b>		
<b>Date of Assessment:</b>				
<b>Are you using a laptop or desktop/tower PC?</b>				
<b>How much time is spent on the display screen per day? (Hours/mins)</b>				
<b>A Education and Training</b>	<b>Y</b>	<b>N</b>	<b>Considerations</b>	<b>Comments</b>
1 Have you received health and safety training in the use of your workstation?				
2 Have you received documented information concerning the risks of using display screen equipment?			Have you been given a DSE user guidebook?	
3 Are you aware of the availability of eyesight tests provided by your employer?				
4 Is the software suitable for your tasks?				
5 Do you require further training?				

<b>B Posture</b>	<b>Y</b>	<b>N</b>	<b>Considerations</b>	<b>Comments</b>
1 Are you aware of the correct posture for DSE usage?			Check your DSE user guidebook and Figure 1 below.	
2 Do you sit face on to the monitor (i.e. not at an angle)?				
3 Is the monitor positioned at the correct comfortable viewing distance?				
4 Is there sufficient space on the workstation to correctly re-position the monitor?				



1. Seat back adjustability.
2. Good lumbar support.
3. Seat height adjustment.
4. No excess pressure on underside of thighs and backs of knees.
5. Footrest, if needed.
6. Space for postural change, no obstacles under desk.
7. Forearms approximately horizontal.
8. Minimal extension, flexion or deviation of wrists.
9. Screen height and angle should allow comfortable head position.
10. Space in front of keyboard to support hands/wrists during pauses in keying.

Figure 1 - Seating and Posture for Typical Office Tasks

<b>C Chair</b>	<b>Y</b>	<b>N</b>	<b>Considerations</b>	<b>Comments</b>
1 Is your chair stable and correctly functioning?			Check for broken castors, etc.	
2 Is the chair comfortable?			Ensure you know how to adjust it	
3 Is the seat height adjustable?				

4	Is the back rest height adjustable?			Does it move up and down?	
5	Is the back rest rake adjustable?			Does it move forward and back?	
6	Does the chair have castors?			Does it have a 5 wheelbase?	
7	Are you satisfied with the chair arms? N/A <input type="checkbox"/>			Do they collide with the desk?	
8	Can you use all the mechanisms for adjusting the chair?				
9	Is the floor under your chair in good condition?			Check for torn carpets, etc.	
<b>D The Display Screen</b>		<b>Y</b>	<b>N</b>	<b>Considerations</b>	<b>Comments</b>
<b>The image on the screen</b>					
1	Is the information on the screen clearly defined and easy to read?			The screen may need cleaning. The font size, text and background colours may need changing.	
2	Are the brightness and contrast controls adequate and easily adjustable?			Ensure you know where the buttons are.	
3	Is the image stable and flicker free?			If not, report this to the IT Dept.	
<b>The monitor</b>					
1	Monitor type: CRT <input type="checkbox"/> Flat screen <input type="checkbox"/> Laptop <input type="checkbox"/>				
2	Is the monitor able to pivot and tilt?				
3	Is the monitor at a comfortable height? If no, tick reason below:			Eyeline should be level with top of screen.	
	Is it too high/on CPU or stand? <input type="checkbox"/> Is it too low? <input type="checkbox"/>			Review if monitor blocks are required or should be removed	
<b>E Keyboard</b>		<b>Y</b>	<b>N</b>	<b>Considerations</b>	<b>Comments</b>
1	Is the keyboard angle and height adjustable?			Most keyboards have fold out legs.	
2	Are the key symbols adequately readable?				
3	Is the keyboard stable whilst in use?			Does it move when you type?	
<b>F Workstation</b>		<b>Y</b>	<b>N</b>	<b>Considerations</b>	<b>Comments</b>
1	Rectangular <input type="checkbox"/> Right angled <input type="checkbox"/> Curved <input type="checkbox"/>				
2	Is the workstation suitable for computer usage? If no, tick reason below: Desk too small <input type="checkbox"/> Desk too narrow (depth) <input type="checkbox"/> CPU to be removed <input type="checkbox"/>				
3	Is there adequate free space on the work surface?			Clear any clutter and use filing trays.	
4	Is the work surface free from sharp corners, edges or protruding parts?				
5	Is there adequate space on the work surface in front of the keyboard to support hands and arms if required?			Try pushing the keyboard back. A separate support may be needed.	
6	Is there adequate leg room under the desk? If no, tick reason below:			Relocate any boxes, CPU, etc.	
	Pedestal <input type="checkbox"/> CPU <input type="checkbox"/> Boxes <input type="checkbox"/> Other <input type="checkbox"/>				

7	Is storage space available for personal belongings/filing?			Avoid placing bags, briefcases, etc. in walkways.	
8	Is the layout of the desktop equipment e.g. telephones etc., satisfactory?			If not, rearrange. Avoid cradling telephone handset between chin/shoulder.	
9	Have all obstructions and hazards (especially tripping hazards) been eliminated in your work area? If no, tick hazards below:			Avoid trailing cables. Ensure floor boxes are closed flush.	
	Cables <input type="checkbox"/> Torn carpet <input type="checkbox"/> Boxes <input type="checkbox"/> Floor box <input type="checkbox"/> Other <input type="checkbox"/>				
<b>G</b>	<b>Ancillary Equipment</b>	<b>Y</b>	<b>N</b>	<b>Considerations</b>	<b>Comments</b>
1	Is a copyholder in use at this workstation?			Review if copy holder is required.	
2	Is a footrest in use at this workstation?			Review if footrest is required.	
<b>H</b>	<b>Cleaning</b>	<b>Y</b>	<b>N</b>	<b>Considerations</b>	<b>Comments</b>
1	Are cleaning materials available for the:			These should be kept clean.	
	Screen?				
	Keyboard?				
<b>I</b>	<b>Lighting</b>	<b>Y</b>	<b>N</b>	<b>Considerations</b>	<b>Comments</b>
1	Have glare and/or reflections on the DSE screen been eliminated e.g. from lights, desks, windows, open blinds, walls, etc.?			You may need to move the screen or desk. A screen filter may be necessary.	
2	Does the general office lighting enable you to view the screen clearly? If no, tick below:				
	Too dark <input type="checkbox"/> Too light <input type="checkbox"/>				
3	Is the lighting suitable for all office tasks? If no, tick below:				
	Too dark <input type="checkbox"/> Too light <input type="checkbox"/>				
4	Is a task lamp in use at this workstation?			Review if a task lamp required?	
5	Have adequate window blinds been provided?			Are they working? Do they block sunlight?	
<b>J</b>	<b>Noise</b>	<b>Y</b>	<b>N</b>	<b>Considerations</b>	<b>Comments</b>
1	Are the general noise levels in your work area acceptable?			A noise reading or screening may be required.	
<b>K</b>	<b>Atmosphere</b>	<b>Y</b>	<b>N</b>	<b>Considerations</b>	<b>Comments</b>
1	Is the temperature adequate to prevent discomfort from excess heat/cold?			Do you know how to adjust the controls?	
2	Is the humidity and temperature adequate to avoid discomfort from dry eyes? If no, please tick below:			Review if heating/air con. Is required.	
	Too hot <input type="checkbox"/> Too cold <input type="checkbox"/> Variable <input type="checkbox"/> Draughty <input type="checkbox"/>				
3	Is the workstation free from dust collection?				
4	Is the workstation free from smells/odours?				
<b>L</b>	<b>Workstation Activity Levels</b>	<b>Y</b>	<b>N</b>	<b>Considerations</b>	<b>Comments</b>
1	Do you take breaks away from the screen every hour (5 minutes per hour)?				

2	Can you change activities to avoid eye strain?			e.g. photocopying, making/taking calls.	
3	Are you aware of any exercise programme to defeat DSE fatigue?			Please refer to DSE user guidebook	
<b>M</b>	<b>Reporting</b>	<b>Y</b>	<b>N</b>	<b>Considerations</b>	<b>Comments</b>
1	Do you know whom to report if you are experiencing problems (e.g. health and/or equipment) regarding the workstation?				
<b>N</b>	<b>Health Monitoring</b>	<b>Y</b>	<b>N</b>	<b>Considerations</b>	<b>Comments</b>
1	Are you experiencing any physical or visual discomfort whilst working at your computer? If yes, give details below: Symptoms you regularly experience:  Headache/eye strain <input type="checkbox"/> Blurred vision <input type="checkbox"/> Neck ache <input type="checkbox"/> Shoulder ache <input type="checkbox"/> Back ache <input type="checkbox"/> Wrist ache <input type="checkbox"/> Other <input type="checkbox"/> Please specify:			Have you had a recent eye test? Your monitor may be at an incorrect height. Try moving the mouse closer. Try adjusting the chair's back support. A wrist rest may be beneficial, especially for 'think time'.	
	Frequency of symptoms:  Hourly <input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Occasionally <input type="checkbox"/> During Work <input type="checkbox"/> After Work <input type="checkbox"/>				
2	Are you free from strains or aches of the hand when using:				
	Computer mouse?			Are you using the correct size/shape mouse?	
	Computer keyboard?			Review if ergonomic keyboard is required.	
3	Are you currently consulting with GP or Physiotherapist?				
<b>O</b>	<b>Laptop Users</b>	<b>Y</b>	<b>N</b>	<b>Considerations</b>	<b>Comments</b>
1	Is there a docking station in use?				
	If no, is your laptop usage:				
	Heavy <input type="checkbox"/> Average <input type="checkbox"/> Light <input type="checkbox"/>				
	Are raiser blocks required? If so, how many (in 25mm increments)				
	Is a separate keyboard or mouse required?				
<b>P</b>	<b>Telephone Work</b>	<b>Y</b>	<b>N</b>	<b>Considerations</b>	<b>Comments</b>
1	Do you use a telephone and work on the computer at the same time?			Review if a telephone headset is required.	
	If yes, how much time is spent on average per week?				

Q	Homework	Y	N	Considerations	Comments
1	Do you use a computer at home for office related work?			Review if a home assessment is required.	
	If yes, how many hours do you use it for work on average per week?				
2	Is the workstation set up suitable?			Correct chair, desk, etc.	
R	Miscellaneous	Y	N	Considerations	Comments
1	Are there any other matters you wish to raise concerning your workstation? If yes, please give details below				

User's signature: \_\_\_\_\_

Date completed:                      /                      /

**Please return this form as soon as possible to the Health and Safety Officer**

Assessment checked by		Any further action required? Detail below	Y/N	Follow up action completed on	/ /

## Electrical Safety

### Portable Electrical Equipment – Register and Test Form

Building					
Item Ref	Description	Physical Inspection		Electrical Test	
		Findings	Date	Findings	Date





Hazard	Risk please tick		Remedial Action or Comments	Considerations
	Yes	No		
1. Manual Handling Tasks – Does the employee handle loads entailing risk? Notes * (P) (N)				
				<p>Consider each task that the pregnant worker may undertake. Determine:</p> <ul style="list-style-type: none"> <li>● The nature, duration and frequency of tasks/movements.</li> <li>● Whether the task can be altered to reduce the manual handling risks.</li> <li>● Whether aids/equipment could be provided to assist with the task.</li> <li>● Patterns of working time and rest breaks.</li> <li>● Ergonomic factors and working environment.</li> <li>● Whether it is necessary to discontinue the task during pregnancy and if necessary, upon her return to work (especially following a Caesarean section).</li> </ul>
2. Prolonged exposure to loud noises – Is the employee working in designated hearing protection zones? Notes * (P)				
				<ul style="list-style-type: none"> <li>● Prolonged exposure could increase blood pressure and tiredness, therefore must be avoided if possible.</li> <li>● Hearing protection will also be provided and made mandatory during pregnancy.</li> </ul>
3. Does the employee have access or work with equipment which causes shocks, vibration or movement? Notes * (P)				
				<ul style="list-style-type: none"> <li>● Regular exposure to shocks, low frequency vibration or excessive movement may increase the risk of a miscarriage.</li> </ul>
4. Does the employee work in areas of extreme heat or cold? Notes * (P) (B)				
				<ul style="list-style-type: none"> <li>● Pregnant women are more susceptible to heat, stress and fainting.</li> <li>● Breastfeeding may be impaired by dehydration.</li> </ul>
5. Is the employee working overtime or has long working hours? Notes * (P) (N)				
				<ul style="list-style-type: none"> <li>● Consider the number of hours worked and the tasks to be completed.</li> </ul>
6. Does the employee work at night or is there any shift work involved? Notes * (P) (N)				
				<p>Special consideration must be given to expectant and new mothers who work at night. If a medical certificate is provided stating that working at night could affect her health or safety you must:</p> <ul style="list-style-type: none"> <li>● Offer her suitable alternative employment during the daytime. If that is not available/reasonable: <ul style="list-style-type: none"> <li>○ Give the new/expectant mother paid leave for as long as is necessary to protect her health/safety.</li> </ul> </li> </ul> <p>The above applies only if the risk arises at work. Seek advice from occupational health specialists.</p>

Hazard	Risk please tick		Remedial Action or Comments	Considerations
	Yes	No		
7. Are there hazards from workload and deadlines? Notes *(P) (N) (B)				
				<ul style="list-style-type: none"> <li>● The amount of work should be manageable for the individual.</li> <li>● The time to complete work should be within the capability of the individual.</li> </ul>
8. Does the user experience mental and/or physical fatigue from standing, posture or other work? (Please detail where this could apply) Notes *(P) (N)				

				<ul style="list-style-type: none"> <li>● Working near sources of heat must be avoided.</li> <li>● Ensure an even pace of work.</li> <li>● Allow frequent breaks and avoid long working hours.</li> <li>● Ensure seating is available where practical.</li> <li>● Avoid situations where awkward posture is necessary for long periods of time.</li> </ul>
9. Does the work involve sitting in the same position for long periods of time?				Notes *(P)
				<ul style="list-style-type: none"> <li>● There is a relatively high risk of thrombosis or embolism, particularly with constant sitting.</li> <li>● In the later stages of pregnancy, women are more likely to experience backache</li> </ul>
10. Does the employee work in awkward or confined spaces / workstation?				Notes *(P) (N)
				<ul style="list-style-type: none"> <li>● Due to the increase in abdominal size, it is hazardous to work in confined spaces or at workstations that do not adjust sufficiently.</li> <li>● Dexterity, agility, co-ordination, speed of movement, reach and balance may also be impaired.</li> </ul>
11. Is the workstation size and configuration (including seating) suitable?				Notes *(P) (N)
				<ul style="list-style-type: none"> <li>● In the latter stages of pregnancy, it may be necessary to adjust the workstation to suit the increasing size of the pregnant woman.</li> </ul>
12. Is display screen equipment in use and has a risk assessment been conducted recently?				Notes *(P) (N)
				<ul style="list-style-type: none"> <li>● Has a workstation assessment recently been conducted?</li> </ul>
13. Does the employee work in conditions that involve biological or chemical agents/compounds (e.g. Hepatitis B, Herpes, Tuberculosis, Chicken Pox, Typhoid, Rubella, etc.) that are known to endanger the health of that worker or unborn child?				Notes *(P) (N) (B)
				<ul style="list-style-type: none"> <li>● Assess the likelihood of the woman being exposed to these agents at work, e.g. if a colleague contracts a disease from a biological agent, the new or expectant mother will be advised and appropriate action arranged.</li> <li>● Biological agents known to harm an unborn child include Rubella (German Measles) and Toxoplasma, Hepatitis B, HIV, herpes, TB, syphilis, chickenpox, typhoid, etc.</li> <li>● The actual risk to health by chemical agents can be determined following a risk assessment of a particular substance at the place of work.</li> </ul>
Hazard	Risk please tick		Remedial Action or Comments	Considerations
	Yes	No		
14. Does the employee handle any hazardous products, e.g. drugs, pesticides, lead, etc.? (please specify)				Notes *(P) (N)
				<ul style="list-style-type: none"> <li>● COSHH assessments are completed for all hazardous substances and will be reviewed for pregnant workers. Particular attention will be paid if any of the following appear on the Safety Data Sheet: H351, H350, H340, H360, H360D, H361d, H362 or any substances assigned as Sk.</li> </ul>

Note: The COSHH Assessment and Safety Data Sheet must be checked to ensure that the pregnant worker will not be put at risk whilst continuing to use these products.				
15. Is the employee exposed to carbon monoxide or is there lack of sufficient oxygen?				Notes *(P) (N)
				<ul style="list-style-type: none"> <li>Pregnant women may have a heightened susceptibility to exposure. Consider the control measures which are already in place.</li> </ul>
16. Is the employee lone working or in professional isolation?				Notes *(P) (N)
				<ul style="list-style-type: none"> <li>Assess the risks for the specific task. If necessary, discuss with H&amp;S Officer.</li> <li>Continue to review this at regular stages of the pregnancy.</li> </ul>
17. Is any working at height e.g. climbing steps or ladders (please detail) conducted?				Notes *(P) (N)
				<ul style="list-style-type: none"> <li>Tasks which include climbing activities, e.g. ladders, step stools, etc., should be avoided.</li> </ul>
18. Are there slips, trips and falls hazards on the same level?				Notes *(P) (N) (B)
				<ul style="list-style-type: none"> <li>Wet surfaces, trailing cables, etc.</li> </ul>
19. Does the employee conduct tasks requiring balance or speed?				Notes *(P) (N)
				<ul style="list-style-type: none"> <li>Determine if any tasks apply.</li> </ul>
20. Is protective clothing and/or personal protective equipment (PPE) required?				Notes *(P) (N)
				<ul style="list-style-type: none"> <li>For those who wear overalls or uniforms, special requirements/concessions may be necessary.</li> </ul>
21. Is the employee exposed ionising/ion-ionising radiation?				Notes *(P) (N)
				<ul style="list-style-type: none"> <li>Do not allow any pregnant worker to use 'leak detector' guns.</li> </ul>
22. Does the employee work in conditions that require excessive travelling or commuting?				Notes *(P) (N) (B)
				<ul style="list-style-type: none"> <li>Risks include fatigue, vibrations, stress, static posture, discomfort and accidents.</li> </ul>
23. Are welfare / resting facilities adequate and appropriate? (Including facilities to express and safely store breast milk, easy access to liquid refreshment, etc.)				Notes *(P) (N) (B)
				<ul style="list-style-type: none"> <li>Tiredness increases during and after pregnancy.</li> <li>The need for rest is both physical and mental.</li> </ul>
24. Are hygiene facilities, e.g. toilets, etc. suitable and within easy access?				Notes *(P) (N) (B)
				<ul style="list-style-type: none"> <li>e.g. close proximity, etc.</li> </ul>

Hazard	Risk please tick		Remedial Action or Comments	Considerations
	Yes	No		
25. Is the employee exposed to occupational stress or violence e.g. from children? Notes *(P) (N)				
				<ul style="list-style-type: none"> <li>Hormonal, physiological and psychological changes can affect susceptibility to stress, anxiety or depression.</li> <li>Those who are in direct contact with customers and the public are particularly vulnerable.</li> </ul>
26. Does the employee have any pre-existing medical condition(s)? Notes *(P) (N) (B)				
				<ul style="list-style-type: none"> <li>Only consider those conditions that may have a detrimental effect on the course of pregnancy and the ability to work in comfort and safety.</li> </ul>
27. Has the employee reported any medical conditions resulting from the pregnancy, e.g. Notes *(P) (N)				
Morning sickness				<ul style="list-style-type: none"> <li>Shift work, exposure to nauseating odours,</li> <li>Overtime, evening work,</li> <li>Backache,</li> <li>Varicose veins, haemorrhoids,</li> <li>Frequent visits to the toilet, etc.</li> </ul>
Tiredness/fatigue				
Receiving medical care				
Any restrictions imposed by a doctor				
Other (please specify)				
28. Detail any other additional hazards /factors which have been identified during the Risk Assessment appraisal. Continue on a separate sheet if required. Notes *(P) (N) (B)				
				<ul style="list-style-type: none"> <li>Working in pressurised encloses,</li> <li>Underwater diving,</li> <li>Underground mining work,</li> <li>Personal protective equipment (which is not generally designed for use by pregnant women) etc.</li> </ul>
29. Given the information above, do you consider that there is a risk to the health and safety of the employee?				

Record of Assessment		
<b>Initial Assessment</b>	Signature	Date
Agreed by New or Expectant Mother		/ /
Agreed by Relevant Co-ordinator		/ /
<b>Follow up Assessment</b>	Signature	Date
Agreed by New or Expectant Mother		/ /
Agreed by Relevant Co-ordinator		/ /
<b>Return Review</b>	Signature	Date
Agreed by New Mother		/ /
Agreed by Relevant Co-ordinator		/ /
<p><b>Please note: Further assessments/review will be required each trimester during pregnancy and upon return to work.</b></p> <p><b>Date the appropriate columns on the form to indicate when these reviews were completed.</b></p>		

Add and date any further remedial actions required. Copy form to Estates and Health and Safety Officer

## Fire Safety

### Personal Emergency Evacuation Plan

Section 1. General Information									
Name of Person assessed						Date			
Name of assessor									
Please provide broad details of your day, giving approximate locations and times			Day		Location			Times to and from	
			Monday						
			Tuesday						
			Wednesday						
			Thursday						
			Friday						
Which areas of the building do you use most often?									
Do you use any areas outside of normal office hours?									
Days and times this Plan will cover									
Can you see visual alarm signals?		Yes	No	Can you hear audible alarm signals?			Yes	No	
Could you safely use the stairs in an emergency?		Yes	No	Would you use the stairs without assistance?			Yes	No	
Please describe your disability or the condition/illness which means you would require help during an emergency evacuation									
Do you have a full time personal assistant?			Yes				No		
Section 2. Visually Impaired Persons									
Do you use any aids or 'assistive' technologies (cane, guide dog, etc) to help you access the building? If yes, please give details.			Yes				No		
Can you follow exit signage without assistance?			Yes				No		
The following questions need only be answered by visually impaired persons with some visual capacity									
Are all escape routes clearly signposted to meet your requirements? If not, please describe what you would require			Yes		No				
Section 3. Mobility Impaired Persons									
Do you use a wheelchair and/or other devices to aid your mobility? If yes, please describe.			Yes				No		
If you are a wheelchair user, please answer the following questions, otherwise go to Section 4									
Do you use your wheelchair at all times while you are at work?		Yes	No	Do you have a manual chair, or an electrically operated chair?			Man	Ele	
Are you content to use the fire lifts in an emergency situation?		Yes	No	In the event of the fire lifts failing would you be content to be carried downstairs			Yes	No	

			by the following named evacuation assistants?		
--	--	--	---	--	--

Section 4. To be completed for all Plans					
Are there any measures that could be introduced that would further aid your evacuation in an emergency? Please describe or, if not, please state no.		Yes			No
Assessor – Record the actions to be taken by the individual in the event of an emergency evacuation.					
Walk through of evacuation scenario completed	Yes	No	Evacuation Practice completed	Yes	No
Date of next PEEP review					
Signed (Assessor)			Date		
I understand that under the Data Protection Act this information will be shared with other members of staff at the School and I agree to notify my line manager of any changes in my circumstances which may affect this Plan.					
Signed (employee)			Date		

Distribution of copies:

- Top Copy – assessed person
- Copy to – relevant Fire Marshal(s)
- Copy to -Health and Safety Officer
- Copy to – Personnel Secretary for personal file



## Evacuation Response Form

This form is to be completed after each evacuation to provide information on any further training or remedial actions required.

***Please record the names of all those participating in the Evacuation on the reverse of this form.***

Department/Area/Building/Site location		
Date    /    /	Time	:
Nature of evacuation (e.g. fire drill, actual fire, etc.)		
Fire Brigade called?	Yes/No	
What time elapsed between the sounding of the alarms and evacuation of department?		
Did everyone evacuate in your department/area/building?	Yes/No	
Doors closed by staff?	Yes/No	
Hold-open doors worked/Hold-shut doors released?	Yes/No	
Did everyone know what to do and where to go?	Yes/No	
Best exits used by staff?	Yes/No	
Nobody re-entered the building?	Yes/No	
Fire alarm reset?		
What went well?		
What went wrong?		
Suggested corrective action		
Action taken		
Debrief/report circulated (date)	/    /	
Name	Signature	
<b>When completed, this form should be returned to the Health and Safety Officer</b>		

## Fire Safety Inspection Checklist

The Fire Marshal will undertake an emergency inspection of their areas of responsibility on a monthly basis using this form. The completed form will be sent to the Health and Safety Officer for review and any necessary action. If the same issue appears on a regular basis, this information will be brought to the attention of the Management Group.

<b>Unit:</b>	<b>Inspected by:</b>		
<b>Date:</b> /        /	<b>Yes</b>	<b>No</b>	<b>Corrective Actions Required</b>
<b>Fire Escape Routes</b>			
Are all escape routes free from obstruction and combustible materials?			
Are emergency exit routes clearly signposted?			
Are all fire doors kept closed?			
Are all fire doors working correctly?			
Are all fire doors fitting closely in frame and not damaged in any way?			
Have all combustible materials been removed from beneath open staircases?			
<b>Fire Exits</b>			
Are all fire exits kept clear and free from obstruction on both sides of the door?			
Can all emergency exits be opened without use of a key?			
Do all fire exits discharge onto an open space?			
Fire 'Assembly Points' can be clearly seen and are in a clear safe area, away from traffic.			
Road access for Fire Brigade vehicles is clear of obstructions?			
<b>Fire Extinguishers</b>			
Are all fire extinguishers in their correct locations?			
Are extinguishers free from obstruction and on stands or hooks?			
Have fire extinguishers been tampered with? Check retaining ring/tag or gauge.			

Are extinguishers of the correct type used in the area?			
<b>Fire Safety Notices and Signs</b>			
Are all fire signs in place, including fire exit directional signs and fire extinguisher usage signs, in good condition and easily readable?			
Are Fire Action Notices in place, indicating the Fire Assembly Point?			
<b>Electrical Equipment</b>			
Is electric cabling tidy and not presenting a trip hazard?			
Are extension leads routed and used safely?			
Is there any evidence of electric motors/equipment over-heating?			
Is there any evidence of physical damage to any electrical equipment, electrical junction boxes and/or fuse/circuit breaker boxes?			
<b>Alarms, Detection and Equipment</b>			
Has the fire alarm been tested on a weekly basis and results recorded?			
Have smoke/heat detectors been tested and results recorded?			
Is emergency lighting operable?			
Is the evacuation chair readily accessible and in good condition?			
Is the list of fire Marshals on the notice board up to date?			

Please note any further observations:          
---

Corrective actions completed?      Y/N	Follow-up inspection required?      Y/N
Signed (Fire Warden):	Date:
Approved by (Health and Safety Officer):	Date:

# Ladders and Step Ladders

## Ladders and Step Ladder Inspection

<b>Department/ Location</b>				<b>Date</b>	
<b>Inspected by (competent person)</b>				<b>Checked by (person responsible)</b>	
<b>Description and I.D. No. of ladders inspected</b>					
<b>No</b>	<b>Item</b>	<b>Yes</b>	<b>No</b>	<b>Comment</b>	
<b>1</b>	<b>Straight ladder</b>				
1.1	Loose rungs (move by hand)				
1.2	Loose nails, screws, bolts, etc.				
1.3	Loose mounting brackets, etc.				
1.4	Cracked, broken, split stays				
1.5	Splinters on stays or rungs				
1.6	Cracks in metal stays				
1.7	Bent metal stays or rungs				
1.8	Damaged/worn non-slip devices				
1.9	Wobbly				
1.10	Uneven spacing and alignment of rungs				
1.11	Damaged top cap/terminal ends				
<b>2</b>	<b>Stepladder</b>				
2.1	Wobbly				
2.2	Loose/bent hinge spreaders				
2.3	Stop on spreaders broken				
2.4	Loose hinges				
2.5	Top platform damaged				
2.6	Bends/cracks on side rails				
<b>3</b>	<b>Extension ladder</b>				
3.1	Defective extension locks				
3.2	Defective rope pulley				
3.3	Deterioration of rope				
3.4	Rung locks insecure				
3.5	Sliding mechanism not smooth				
<b>4</b>	<b>Trestle ladder</b>				
4.1	Wobbly				
4.2	Defective hinges				
4.3	Defective hinge-spreaders				
4.4	Stop on spreads defective				
4.5	Defective centre guide for extension				
4.6	Defective extension locks				
4.7	Legs insecurely fixed to central beam				

<b>5</b>	<b>Fixed ladder</b>			
5.1	Ladder cage			
5.2	Deterioration in all metal parts			
5.3	Achor points/fixings insecure			
5.4	Safety cage or hoops in poor condition			
<b>6</b>	<b>General</b>			
6.1	Painting of wooden ladders			
6.2	Identification (labels/ID)			
6.3	Storage condition			
6.4	Cleanliness of rungs and rails			
6.5	Corrosion/rust on metal components			
6.6	Weight capacity label visible			
<b>7</b>	<b>Remarks Item No.</b>			
<b>8</b>	<b>Remedial Item No.</b>			
<b>9</b>	<b>Signed: competent person</b>			<b>Date</b> / /
<b>10</b>	<b>Signed: person responsible</b>			<b>Date</b> / /

# Legionella

## Monthly Water Temperature Checks

<b>Month:</b>				<b>Checked by:</b>	
<b>Instructions:</b>		Cold water temperatures must be below 20°C. Hot water temperatures must be at least 50°C (Non-TMV systems). For systems with TMVs, hot water must be below 43°C.  Run cold water outlets for 2 minutes and hot water for 1 minute before taking temperature readings.			
Date	Location	Hot Temperature (Above 50°C)	Cold Temperature (Below 20°C)	Comments/Remedial Actions	

# Provision and Use of Work Equipment

## Work Equipment Assessment and Maintenance Report

Report form number	Date        /        /
Compiled by	Position
Department	

Details of Equipment	
Equipment type and identification number	
Location/department	
Position of equipment	
Suitability for work function	
Potential hazards of equipment	
Overall assessment	
Repairs, if any required	
Time within which repairs will be completed	
Other comments	

Name	Qualification
Signature	Organisation
Date        /        /	

## Manual Handling and Lifting

## Manual Handling Index

Site	Department
------	------------

[illegible]



## Manual Handling Assessment Checklist

- Consider the risk of injury from manual handling operations.
- Identify steps that can remove or reduce the risk.
- Decide your priorities for action.

Summary of Assessment	Overall priority for remedial action: nil/low/med/high
Operations covered by this assessment	Remedial action to be taken:
Locations:	Date by which action to be taken:
Personnel involved:	Date for reassessment:
Date of assessment:	Assessor's name:  Signature:
Date of acceptance:	Health and Safety Officer's name:  Signature:
<b>Section A: Preliminary</b>	
1. Do the operations involve a significant risk of injury? If 'yes' go to Q2. If 'no' the assessment need go no further. If in doubt answer 'yes'.	
2. Can the operations be avoided/mechanised/automated at reasonable cost? If 'no' go to Q3. If 'yes' proceed and then check that the result is satisfactory.	
3. Are the operations clearly within the guidelines? If 'no' go to section B. If 'yes' go straight to Section C.	
<b>Section B: See overleaf</b>	
<b>Section C: Overall assessment of risk</b>	
1. What is your overall assessment of the risk of injury? If not 'insignificant' go to Section D. If 'insignificant' the assessment need go no further.	
<b>Section D: Remedial Action</b>	
1. What remedial steps should be taken, in order of priority?	

Section B: more detailed assessment, where necessary					
Questions to consider		Level of risk			Possible remedial action
If the answer to a question is 'yes' place a tick against it and then consider the level of risk	Yes	low	med	high	Make rough notes in this column in preparation for completing Section D
The tasks: do they involve:					
• Holding loads away from trunk?					
• Twisting?					
• Stooping?					
• Reaching upwards?					
• Large vertical movement?					
• Long carrying distances?					
• Strenuous pushing or pulling?					
• Unpredictable movement of loads?					
• Repetitive handling?					
• Insufficient rest or recovery?					
• A work rate imposed by a process?					
• Handling whilst seated?					
• Holding static positions for long periods?					
The loads: are they:					
• Heavy?					
• Bulky or unwieldy?					
• Difficult to grasp?					
• Unstable / unpredictable / likely to shift?					
• Sharp / hot / rough / hazardous?					
The working environment: are there:					
• Constraints preventing good posture? (space / clothing / PPE)					
• Poor / uneven / slippery floors?					
• Variations in levels, e.g. steps / slopes?					
• Hot / cold / humid conditions?					
• Strong air movements?					
• Poor lighting conditions / glare / sudden light level changes?					
Individual capability: does the job:					
• Require unusual height / strength / capability?					
• Pose a hazard to those with a health problem?					
• Pose a hazard to those over 55 or under 18?					
• Pose a hazard to those who are pregnant?					
• Call for special information/ training?					
• Other factors:					

# Martyn's Law (The Protect Duty)

## Incident Report Template

For Use in Publicly Accessible Locations

<b>Incident Details</b>	
Date of Incident:	
Time of Incident:	
Location of Incident (Address and Specific Area):	
Type of Location:	
<b>Incident Description</b>	
Type of Incident: (I.e., suspicious package, verbal threat, physical assault, crowd control issue, fire alarm activation etc).	
Brief Summary of Happened: (Include details of the situation as observed).	
Who Reported the Incident: (Name, role and contact details of the person who first raised the alarm).	
<b>Persons Involved</b>	
Number of People Affected: (E.g., employees, public, contractors etc).	
Details of Affected Individuals (if known):	
<ul style="list-style-type: none"> <li>Name:</li> </ul>	
<ul style="list-style-type: none"> <li>Contact Information:</li> </ul>	
<ul style="list-style-type: none"> <li>Role/Relationship to the Venue:</li> <li>(E.g., visitor, employee).</li> </ul>	
<ul style="list-style-type: none"> <li>Nature of Impact/Injury (if any):</li> </ul>	
<b>Actions Taken</b>	
Immediate Actions Taken: (E.g., evacuation, lockdown, contacting emergency services).	
Was the Security Team Notified? (Yes/No – include the time and response details).	
Was Law Enforcement or Emergency Services Involved? (Yes/No – provide incident number if applicable).	
Other Actions of Controls Implemented: (E.g., cordoning off the area, notifying management).	
<b>Witness Information</b>	
Number of Witnesses:	
Details of Witnesses (if applicable):	
<ul style="list-style-type: none"> <li>Name:</li> </ul>	
<ul style="list-style-type: none"> <li>Contact Information:</li> </ul>	
<ul style="list-style-type: none"> <li>Relationship to Venue:</li> </ul>	

<b>Post-Incident Actions</b>	
Was the Venue Secured Post-Incident? (Yes/No – describe actions taken).	
Were CCTV Camera Reviewed? (Yes/No – include relevant footage details).	
Was the Incident Escalated to Management or Authorities? (Yes/No – specify the department of individual).	
Was a Debrief Conducted? (Yes/No – attach notes if available).	
<b>Follow-Up Actions</b>	
Recommendations for Preventative Measures: (E.g., additional training, security upgrades, procedural changes).	
Incident Management Review Conducted by:	
• Name:	
• Role:	
• Date of Review:	
<b>Sign-Off</b>	
Completed By:	
• Name:	
• Role:	
• Date:	
Approved By:	
• Name:	
• Role:	
• Date:	
<b>Attachments (if applicable):</b>	
• Photos	
• CCTV Footage	
• Maps or Diagrams	
• Witness Statements	
• Emergency Services Reports	

# Lone Working

## Lone Working Risk Assessment

Type of Activity:	
Location(s) of Work:	
Brief Description of Work	
How long should the work take:	
Equipment to be used:	
Hazardous materials used:	

**Hazard Identification:** Identify all of the hazards specific to the lone working activity; evaluate the risks (low/ medium/high); describe all existing control measures and identify any further measures required.

Specific hazards should be assessed on a separate risk assessment form and cross-referenced with this document. Specific assessments are available for hazardous substances, biological agents, display screen equipment, manual handling operations and fieldwork.

Hazard (s)	Risk L/M/H	Control Measures (i.e. alternative work methods, training, supervision, protective equipment.)		
1. Slips, trips and falls				
2. Fire or other emergency				
3. Electrical shock/burn				
4. Equipment/machinery				
5. Manual handling of loads				
6. Intruders/violence				
7. Fire				
8. Accident				
9. Hazardous materials/substances				
10. Fall from height				
11. Fall of objects/materials				
12. Compressed air				
13. Explosion				
<b>Other Hazards:</b>				
<b>Emergencies:</b>				
14. Are there adequate emergency arrangements in place to deal with:				
a) Intruders		Yes	No	N/A
b) Fire		Yes	No	N/A
c) Accidents		Yes	No	N/A
<b>Condition of the workplace:</b>				
15. There is a safe means of entry and exit to the workplace		Yes	No	N/A
16. There is adequate heating for the job to be carried out		Yes	No	N/A
17. There is adequate illumination for the job to be carried out		Yes	No	N/A
18. The building is suitably maintained and free from hazards		Yes	No	N/A
19. There is adequate ventilation for the job to be carried out		Yes	No	N/A
20. All equipment, especially powered tools and access equipment such as ladders, can be used safely		Yes	No	N/A
21. Lifting operations can be performed safely by one person		Yes	No	N/A
22. Fire precautions are sufficient for the job		Yes	No	N/A
23. Is there access to adequate rest, refreshment, and welfare facilities		Yes	No	N/A
24. Is there access to adequate sanitary conveniences		Yes	No	N/A
25. Is there access to adequate first aid facilities		Yes	No	N/A
26. Has necessary PPE been provided		Yes	No	N/A

<b>Medical suitability:</b>			
27. Does the job impose any extra demands on the lone worker's physical or mental stamina?	Yes	No	N/A
28. Does the lone worker suffer from any illness that might increase the risks of the job?	Yes	No	N/A
29. What medical/physical conditions would restrict suitability?			
30. <b>Persons at Risk:</b> Identify all those who may be at risk.			
<b>Training:</b> Identify the level and extent of information, instruction and training required. Consider experience of workers.			
31. What training is required to ensure competency?			
32. Has necessary information / training been given?	Yes	No	N/A
33. Where hazardous materials are to be used is the person trained and competent to use them?	Yes	No	N/A
34. Where equipment/machinery is to be used is the person trained and competent to use them?	Yes	No	N/A
<b>Supervision:</b> Identify the level of supervision required.			
35. Is suitable supervision in place?	Yes	No	N/A
36. Periodic telephone contact with lone workers necessary?	Yes	No	N/A
37. Periodic site visits to lone workers?	Yes	No	N/A
38. Regular contact (telephone, radio, etc)?	Yes	No	N/A
39. Automatic warning devices, e.g., motion sensors, etc?	Yes	No	N/A
40. Manual warning devices, e.g., panic alarms, etc?	Yes	No	N/A
41. End of task / shift contact?	Yes	No	N/A
42. How will the person be supervised?			
43. Identify all necessary supervisory measures.			

**Additional Information:** Identify any additional information relevant to the lone working activity, including emergency procedures, first aid provision, etc.

--

**Assessment carried out by:**

<b>Name:</b>		<b>Date:</b>	
<b>Signature:</b>		<b>Review Date:</b>	

**Further Action to be taken:**

<b>No.</b>	<b>Hazard/Deficiency</b>	<b>Corrective Action Taken</b>	<b>Residual Risk L/M/H</b>

# Permits to Work

## Permit to Work – General

<b>Permit No.</b>	<b>Location</b>
<b>Concise Description of Work</b>	
<b>Duration of Permit</b> <b>Note:</b> The maximum duration of a single permit is 24 hours. After this length of time a new one must be completed. Date        /        /        Start Time:        :        Finish Time:        :	
<b>Withdrawal from Service</b> The above plant/location has been withdrawn from service and persons under my supervision have been informed	
<b>Acknowledgement of Issuer</b> I understand the hazards of this work and the precautions to be taken at all times. The hazards have been fully explained to the operative carrying out the work, and I consider them competent and fully trained to do it safely. Signature of Permit Issuer:        Print Name:	
<b>Acceptance of Permit Conditions</b> <b>Acceptor/Contractor:</b> I have read and understood this permit and will undertake to work in accordance with the conditions in it. Work will not start until the safety measures indicated on the precautions sheet attached have been completed and the sheet signed. I accept and understand these safety measures and consider the work can be undertaken safely. I will supervise any other operatives involved in carrying out the above work. Signature of Acceptor:        Print Name: Contractors signature:        School Name:	
<b>Time Extension:</b> The permit authoriser only can agree an extension. The expiry time of this permit is extended to the following: Additional hours required        Date        /        /        Start Time:        :	
<b>Change of Authoriser</b> - I have formally handed over the responsibility for this permit to a new authorised person. Signature of Current Authoriser:        Print Name:        Time:        : <b>New Authoriser</b> I accept responsibility for the permit and have re-assessed the status of the work and agree that it can continue. I have also advised the acceptor of my responsibility. Signature of New Authoriser:        Print Name:        Time:        :	
<b>Cancellation of Permit.</b> I have cancelled the permit for the following reason/s: Signature of Issuer:        Print Name:        Date        /        /	
<b>Completion of Work:</b> All work completed and all persons, materials and equipment withdrawn. The location has been left safe and tidy. Signature of Acceptor:        Date        /        /        Time        :	
<b>Return to Service:</b> I accept the plant or location back into service, and have destroyed my working copy of the permit Signature of Issuer:        Date        /        /        Time        :	
<b>Notes:</b> The permit is automatically suspended when the fire alarm is activated. Check with issuer before continuing work that it is safe to do so.	



# Permit to Work – Entry into Confined Spaces 1

<b>Permit No.</b>	<b>Location</b>
<b>Concise Description of Work</b>	
<b>Duration of Permit</b> <b>Note:</b> The maximum duration of a single permit is 24 hours. After this length of time a new one must be completed.	
Date        /        /	Start Time:        :        Finish Time:        :
<b>Withdrawal from Service</b> The above plant/location has been withdrawn from service and persons under my supervision have been informed	
<b>Acknowledgement of Issuer</b> I understand the hazards of this work and the precautions to be taken at all times. The hazards have been fully explained to the operative carrying out the work, and I consider them competent and fully trained to do it safely.	
Signature of Permit Issuer:	Print Name:
<b>Acceptance of Permit Conditions</b> <b>Acceptor/Contractor:</b> I have read and understood this permit and will undertake to work in accordance with the conditions in it. Work will not start until the safety measures indicated on the precautions sheet attached have been completed and the sheet signed. I accept and understand these safety measures and consider the work can be undertaken safely. I will supervise any other operatives involved in carrying out the above work.	
Signature of Acceptor:	Print Name:
Contractors signature:	School Name:
<b>Time Extension:</b> The permit authoriser only can agree an extension. The expiry time of this permit is extended to the following:	
Additional hours required	Date        /        /        Start Time:        :
<b>Change of Authoriser</b> - I have formally handed over the responsibility for this permit to a new authorised person.	
<b>Signature of Current Authoriser:</b>	Print Name:        Time:        :
<b>New Authoriser</b> I accept responsibility for the permit and have reassessed the status of the work and agree that it can continue. I have also advised the acceptor of my responsibility.	
Signature of New Authoriser:	Print Name:        Time:        :
<b>Cancellation of Permit.</b> I have cancelled the permit for the following reason/s:	
Signature of Issuer:	Print Name:        Date        /        /
<b>Completion of Work:</b> All work completed and all persons, materials and equipment withdrawn. The location has been left safe and tidy.	
Signature of Acceptor:	Date        /        /        Time        :
<b>Return to Service:</b> I accept the plant or location back into service, and have destroyed my working copy of the permit	
Signature of Issuer:	Date        /        /        Time        :
<b>Notes:</b> The permit is automatically suspended when the fire alarm is activated. Check with the issuer before continuing work that it is safe to do so.	

## Permit to Work – Entry into Confined Spaces 2

Working in Confined Spaces must always be undertaken by 2 persons

NOTE: Both sections 1 and 2 must be completed

Precaution	Tick		Comments
	Yes	No	
Spades fitted			
Manhole/vents open			
Total disconnection			
Lockout/tagout procedure			
Isolation/notification of fire alarm system			
Isolated mechanical/electrical			
List of products/hazards to be encountered			
Residues emptied			
Totally clean			
Inert gas purged/mech, through ventilation			
Local hazards removed/drains blocked etc.			
Constant monitor of gases			
Personal protective equipment			
Standby resus. equip			
Breathing app. to be worn/in position			
Hazard signs and barriers			
Assessment of risk statement from operator			
Explosive proof electrics			
Non sparking/safe tools used			
Lighting flameproof & intrinsically safe			
Ops. trained in entry into confined spaces			
Ops. to work in pairs/observed			
Supervisor/rescue & communication			
COSHH procedure			
Inspection of operator training certificate			
Method of rescue & communication			
Access to vessel			
Additional requirements.			

Any incident which arose during the work carried out under the permit must be entered here.

Signature of Acceptor \_\_\_\_\_ Date     /     /     Time     :

## Permit to Work – Roof Work 1

<b>Permit No.</b>	<b>Location</b>
<b>Concise Description of Work</b>	
<b>Duration of Permit</b> <b>Note:</b> The maximum duration of a single permit is 24 hours. After this length of time a new one must be completed.	
Date        /        /	Start Time:        :        Finish Time:        :
<b>Withdrawal from Service</b> The above plant/location has been withdrawn from service and persons under my supervision have been informed	
<b>Acknowledgement of Authoriser</b> I understand the hazards of this work and the precautions to be taken at all times. The hazards have been fully explained to the operative carrying out the work, and I consider them competent and fully trained to do it safely.	
Signature of Permit Authoriser:	Print Name:
<b>Acceptance of Permit Conditions</b> <b>Acceptor/Contractor:</b> I have read and understood this permit and will undertake to work in accordance with the conditions in it. Work will not start until the safety measures indicated on the precautions sheet attached have been completed and the sheet signed. I accept and understand these safety measures and consider the work can be undertaken safely. I will supervise any other operatives involved in carrying out the above work.	
Signature of Acceptor:	Print Name:
Contractors signature:	School Name:
<b>Time Extension:</b> The permit authoriser only can agree an extension. The expiry time of this permit is extended to the following:	
Additional hours required	Date        /        /        Start Time:        :
<b>Change of Authoriser:</b> I have formally handed over the responsibility for this permit to a new authorised person.	
<b>Signature of Current Authoriser:</b>	Print Name:        Time:        :
<b>New Authoriser</b> I accept responsibility for the permit and have re-assessed the status of the work and agree that it can continue. I have also advised the acceptor of my responsibility.	
Signature of New Authoriser:	Print Name:        Time:        :
<b>Cancellation of Permit:</b> I have cancelled the permit for the following reason/s:	
Signature of Authoriser:	Print Name:        Date        /        /
<b>Completion of Work:</b> All work completed and all persons, materials and equipment withdrawn. The location has been left safe and tidy.	
Signature of Acceptor:	Date        /        /        Time        :
<b>Return to Service:</b> I accept the plant or location back into service, and have destroyed my working copy of the permit	
Signature of Authoriser:	Date        /        /        Time        :
<b>Notes:</b> The permit is automatically suspended when the fire alarm is activated. Check with Authoriser before continuing work that it is safe to do so.	

## Permit to Work – Roof Work 2

Roof Working must always be undertaken by 2 persons

NOTE: Both sections 1 and 2 must be completed

Precaution	Tick		Comments
	Yes	No	
Weather conditions satisfactory if working on roof?  <b>Note:</b> A review of weather conditions must be completed throughout the duration of the permit			
Safe access to roof available? Please detail			
CCTV camera available/in operation?			
Senior staff advised of permit implementation?			
Safe method of work determined/method statement available?			
System for notifying roof workers of an emergency evacuation in progress in place?			
Are all persons involved competent for the work to be undertaken?			
Local hazards determined: List:			
Personal Protective equipment required:  <ul style="list-style-type: none"> <li>• Safety harness (if no collective protection system in use)</li> <li>• Gloves (what type?)</li> <li>• Hard hat (mandatory)</li> <li>• Other: specify</li> </ul>			
Safety equipment required:  <ul style="list-style-type: none"> <li>• Tool holder</li> <li>• Youngman boards/board walks</li> <li>• Roof ladders (inspection required)</li> <li>• Hot Work Permit required?</li> <li>• Scaffold handover certificate?</li> <li>• Other: specify</li> </ul>			
Hazardous materials to be used: List			
Further fire extinguishers required			
First aiders available/where is the first aid box?			
For contractors:  Method statement received? Risk assessment completed? Evidence of qualification for roof work etc. available?			
Additional requirements			

Any incident which arose during the work carried out under the permit must be entered here.

Signature of Acceptor

Date        /        /

Time        :

## Permit to Work – Electrical Work 1

Permit No.	Location
Concise Description of Work	
<b>Duration of Permit -Note:</b> The maximum duration of a single permit is 24 hours. After this length of time a new one must be completed.	
Date        /        /	Start Time:        :        Finish Time:        :
<b>Withdrawal from Service:</b> The above plant/location has been withdrawn from service and persons under my supervision have been informed.	
<b>Acknowledgement of Authoriser</b> I understand the hazards of this work and the precautions to be taken at all times. The hazards have been fully explained to the operative carrying out the work, and I consider them competent and fully trained to do it safely.	
Signature of Permit Authoriser:	Print Name:
<b>Acceptance of Permit Conditions</b> <b>Acceptor/Contractor:</b> I have read and understood this permit and will undertake to work in accordance with the conditions in it. Work will not start until the safety measures indicated on the precautions sheet attached have been completed and the sheet signed. I accept and understand these safety measures and consider the work can be undertaken safely.	
I will supervise any other operatives involved in carrying out the above work.	
Signature of Acceptor:	Print Name:
Contractors signature:	School Name:
<b>Time Extension:</b> The permit authoriser only can agree an extension. The expiry time of this permit is extended to the following:	
Additional hours required	Date        /        /        Start Time:        :
<b>Change of Authoriser:</b> I have formally handed over the responsibility for this permit to a new authorised person.	
<b>Signature of Current Authoriser:</b>	Print Name:        Time:        :
<b>New Authoriser</b> I accept responsibility for the permit and have re-assessed the status of the work and agree that it can continue. I have also advised the acceptor of my responsibility.	
Signature of New Authoriser:	Print Name:        Time:        :
<b>Cancellation of Permit:</b> I have cancelled the permit for the following reason/s:	
Signature of Authoriser:	Print Name:        Date        /        /
<b>Completion of Work:</b> All work completed and all persons, materials and equipment withdrawn. The location has been left safe and tidy.	
Signature of Acceptor:	Date        /        /        Time        :
<b>Return to Service:</b> I accept the plant or location back into service, and have destroyed my working copy of the permit	
Signature of Authoriser:	Date        /        /        Time        :
<b>Notes:</b> The permit is automatically suspended when the fire alarm is activated. Check with Authoriser before continuing work that it is safe to do so.	

## Permit to Work – Electrical Work 2

NOTE: Both sections 1 and 2 must be completed

Precaution	Tick		Comments
	Yes	No	
All electrics isolated?			
Lock off, tag out system in place?			
Earthing, if required?			
Any electrical equipment used must be 110volt			
Work area cleared of obstructions?			
Senior staff advised of permit implementation?			
Safe method of work determined/method statement available?			
System for notifying electricians of an emergency evacuation in progress in place?			
Are all persons involved competent for the work to be undertaken?			
Local hazards determined: List:			
Personal Protective equipment required: <ul style="list-style-type: none"> <li>● Safety harness</li> <li>● Gloves (what type?)</li> <li>● Hard hat</li> <li>● Ear protection</li> <li>● Other: specify</li> </ul>			
Safety equipment required: <ul style="list-style-type: none"> <li>● Tool holder</li> <li>● Ladders (inspection required)</li> <li>● Scaffold handover certificate?</li> <li>● Other: specify</li> </ul>			
Further fire extinguishers required?			
First aider available/where is the first aid box?			
For contractors:  Method statement received? Risk assessment completed? Evidence of electrical qualification available?			
Additional requirements			

Any incident which arose during the work carried out under the permit must be entered here.

Signature of Acceptor

Date        /        /

Time        :

## Permit to Work – Working at Height 1

[illegible]

## Permit to Work – Working at Height 2

Working at Height must always be undertaken by 2 persons

NOTE: Both sections 1 and 2 must be completed

Precaution	Tick		Comments
	Yes	No	
Weather conditions satisfactory if working outside? <b>Note:</b> A review of weather conditions must be completed throughout the duration of the permit			
Barriers and warning signs in place?			
Senior staff advised of permit implementation?			
Staff advised to ensure the public do not enter barriered-off area?			
Safe method of work determined/method statement available?			
System for notifying those working at height of an emergency evacuation in progress in place?			
Are all persons involved competent for the work to be undertaken?			
Local hazards determined: List:			
Personal Protective equipment required:  <ul style="list-style-type: none"> <li>● Safety harness (if no collective protection system in use)</li> <li>● Gloves (what type?)</li> <li>● Hard hat (mandatory)</li> <li>● Other: specify</li> </ul>			
Safety equipment required:  <ul style="list-style-type: none"> <li>● Electrical/mechanical lifting device</li> <li>● Tool holder</li> <li>● Ladders (inspection required)</li> <li>● Hot work permit required?</li> <li>● Scaffold handover certificate?</li> <li>● Other: specify</li> </ul>			
Further fire extinguishers required?			
First aider available/where is the first aid box?			
For contractors:  Method statement received? Risk assessment completed? Evidence of qualification for working at height, etc. available? Evidence of certification to use electrical/mechanical lifting device?			
Additional requirements			

Any incident which arose during the work carried out under the permit must be entered here.

Signature of Acceptor

Date

/ /

Time

:



## Permit to Work – Hot Work 1

<b>Permit No.</b>	<b>Location</b>
<b>Concise Description of Work</b>	
<b>Duration of Permit - Note:</b> The maximum duration of a single permit is 24 hours. After this length of time a new one must be completed.	
Date        /        /	Start Time:        :
Finish Time:        :	
<b>Withdrawal from Service:</b> The above plant/location has been withdrawn from service and persons under my supervision have been informed	
<b>Acknowledgement of Authoriser:</b> I understand the hazards of this work and the precautions to be taken at all times. The hazards have been fully explained to the operative carrying out the work, and I consider them competent and fully trained to do it safely.	
Signature of Permit Issuer:	Print Name:
<b>Acceptance of Permit Conditions</b>	
<b>Acceptor/Contractor:</b> I have read and understood this permit and will undertake to work in accordance with the conditions in it. Work will not start until the safety measures indicated on the precautions sheet attached have been completed and the sheet signed. I accept and understand these safety measures and consider the work can be undertaken safely.	
I will supervise any other operatives involved in carrying out the above work.	
Signature of Acceptor:	Print Name:
Contractors signature:	School Name:
<b>Time Extension:</b> The permit authoriser only can agree an extension. The expiry time of this permit is extended to the following:	
Additional hours required	Date        /        /
Start Time:        :	
<b>Change of Authoriser:</b> I have formally handed over the responsibility for this permit to a new authorised person.	
<b>Signature of Current Authoriser:</b>	Print Name:        Time:        :
<b>New Authoriser</b> I accept responsibility for the permit and have re-assessed the status of the work and agree that it can continue. I have also advised the acceptor of my responsibility.	
Signature of New Authoriser:	Print Name:        Time:        :
<b>Cancellation of Permit:</b> I have cancelled the permit for the following reason/s:	
Signature of Authoriser:	Print Name:        Date        /        /
<b>Completion of Work:</b> All work completed and all persons, materials and equipment withdrawn. The location has been left safe and tidy.	
<b>Please Note:</b> Hot work must cease one hour before close of business and the area monitored for outbreak of fire.	
Signature of Acceptor:	Date        /        /        Time        :
<b>Return to Service:</b> I accept the plant or location back into service, and have destroyed my working copy of the permit.	
Signature of Authoriser:	Date        /        /        Time        :
<b>Notes:</b> The permit is automatically suspended when the fire alarm is activated. Check with issuer before continuing work that it is safe to do so.	

## Permit to Work – Hot Work 2

Hot Work must always be undertaken by 2 persons

NOTE: Both sections 1 and 2 must be completed

Precaution	Tick		Comments
	Yes	No	
Spades/blanks fitted			
Total Disconnection/drain down			
Lockout/tagout in operation			
List of hazardous products which may be encountered			
List any hazardous materials to be used			
Isolated mechanical/electrical			
Isolation of fire alarm system required?			
Hazard signs and barriers?			
Local hazards removed, i.e. trip and slip?			
Personal Protective equipment required? List			
Floors vacuumed clean of combustible materials?			
All wall and floor openings and gaps covered with sheets of non-combustible material?			
Combustible floors and constructions protected or wetted down?			
Where work is above floor level non-combustible curtains or sheets suspended beneath the work to collect sparks?			
Barrier off area if sparks cannot be contained.			
Are fire extinguishers in the area, and of the correct type?			
Find out where the nearest telephone is for emergency purposes			
First Aiders available/where is the first aid box?			
Pre-Hot Works Fire Watcher Checks?			
Post Hot Works Fire Watcher Checks (e.g. 1 hour and 2 hour)			
Additional requirements			

Any incident which arose during the work carried out under the permit must be entered here.

Signature of Acceptor \_\_\_\_\_

Date

Time

# Personal Protective Equipment

## Personal Protective Equipment (PPE) Assessment

Name and Post of Assessor:		Date of Assessment:	
Activity Assessed:			

Nature of Hazard	Parts of the Body at Risk	Requirements of PPE	Additional Risks Created by the PPE?	PPE Chosen	Is PPE to be worn with other PPE? List Below**	Is All PPE Worn Compatible	Suitability Requirement Satisfied*

*\*Suitability Requirements are:*

1. *Effective control of risk.*
2. *Appropriate for conditions of use.*
3. *CE marked.*
4. *Fits ok*
5. *Ergonomics ok*
6. *Compatibility ok*
7. *Additional risks controlled*
8. *Employees consulted*

Comments

Other PPE Worn

## Training in the Use of Personal Protective Equipment

<b>Name and Post of Trainer</b>		<b>Date of Training</b>	
<b>Work Activity</b>			
<b>Employees being trained</b>			
1.	4.		
2.	5.		
3.	6.		
<b>Subjects covered in training</b>		<b>Subject Covered in Training? Yes/No</b>	
Hazards and risks present			
How the PPE will protect against the hazards and risks identified			
Limitations of the PPE			
Correct fitting/wearing/use of the PPE			
Situations when the PPE is required			
Inspection/maintenance/cleanliness of PPE			
Loss/defect reporting			
Legal requirements and disciplinary procedures			
Additional subjects covered:			
Comments:			
<b>Signature of Employees Trained</b>		<b>I confirm I have received and understood training on PPE</b>	
1.			
2.			
3.			
4.			
5.			
6.			

## PPE Issue Record

Employee Name:					
Type of PPE issued	Date of Issue	Training Given Yes/No	PPE Issued/Training Provided by	Signature of Recipient	Date of Receipt
<b>Head Protection</b>					
Hard hat					
Hygiene whites					
Other (Specify)					
<b>Eye Protection</b>					
Glasses – impact					
Glasses – DSE					
Goggles – impact					
Goggle - dust/chemical					
Face shield					
Other (Specify)					
<b>Foot Protection</b>					
Boots/shoes – toe protectors					
Wellingtons					
Other (Specify)					
<b>Hand/Arm Protection</b>					
Gloves					
Gauntlets					
<b>Body Protection</b>					
Overall or apron					
Outdoor clothing					
High visibility clothing					
Specialist clothing (e.g. for work with chain saws)					
Life jackets or buoyancy aid					
Harness or fall arresters					
Food hygiene clothing					
Other (Specify)					
<b>Respiratory Protection</b>					
Disposable masks					
Cartridge respirators					
Air supply equipment					
Other (Specify)					
<b>Hearing Protection</b>					
Ear plugs – reusable					
Ear plugs – disposable					
Ear defenders					
Other (Specify)					

## Risk Assessment

### Risk Assessment Task / Activity Checklist

Ref	Brief Description of Task /Activity	Is a documented risk assessment in place? Yes/No	If yes, date of last review	If no, is a documented risk assessment required? Yes/No
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				

## Risk Assessment Form

<b>Date:</b>	<b>Ref. No:</b>	<b>Review Date:</b>	<b>Assessor/s</b>				<b>Assessors Signature</b>					
<b>Description of task/equipment to be assessed</b>							<b>Area or Dept:</b>					
<p><b>Hazard Identification and Initial and Risk Assessment</b>  Review how the task is, or is going to be, undertaken. Consider each step in the task. If possible, observe how the task is undertaken. When conducting this review, ensure you consult personnel who are involved and consider any existing documentation that may have a bearing on your assessment (e.g. documented procedures and policies, equipment used for task, chemicals, substances employed, services used (electricity, gas, compressed air etc.) or maintenance procedures.</p> <p><b>Additional Risk Control Measures</b>  Identify any hazard which has a risk rating greater than five (5). If no hazards are rated greater than five (5) then the risk assessment is complete. If there are hazards with a risk rating of greater than five (5) then additional risk control measures need to be considered. For each hazard identified as requiring an additional risk control measure, review the hazard and decide what additional controls can be introduced to sufficiently reduce the risk to an acceptable level. Re-calculate the revised risk rating taking into account the proposed additional controls.</p>												
Ref	What are the hazards?	Who might be harmed and how?	Existing Risk Control Measures	Level of Risk			Additional control measures	Residual risk			Action by whom	Target completion date
				Prob-ability	Severity	Risk Score		Prob-ability	Severity	Risk Score		

Additional Comments							
Add any other comments that are relevant to the risk assessment.							
Signed off by:		Signed off by:		Date	/ /	Review sheet attached?	Yes / No

		Severity				
Pr ob abi lity		Nil 1	Minor 2	3-day 3	Major 4	Fatal 5
	Very likely 5	5	10	15	20	25
	Probably 4	4	8	12	16	20
	Possible 3	3	6	9	12	15
	Remote 2	2	4	6	8	10
	Improbable 1	1	2	3	4	5

Level of risk	Action and timescale
High	You should not start work until the risk has been reduced. You may have to set aside considerable resources to reduce the risk. If the risk involves work in progress, you should take urgent action. If it is not possible to reduce the risk even with unlimited resources, you must stop all work.
Medium	You must try to reduce the risk but should carefully measure the cost of prevention. You should use measures to reduce the risk within a defined time period. If the medium risk is associated with extremely harmful consequences, you may need to carry out another assessment to identify more precisely the likelihood of harm. This will help you decide whether you need to use improved control measures.
Low	You don't need to take action or keep documentary records. Monitoring is necessary to make sure that the controls are still effective.



## Risk Assessment Review Form

Activity/Equipment		Location	
--------------------	--	----------	--

1 - Date Assessed	2 - Review Date	3 - Any change?	4 - Print name	5 - Signature
/ /	/ /	Yes / No		
/ /	/ /	Yes / No		
/ /	/ /	Yes / No		
/ /	/ /	Yes / No		
/ /	/ /	Yes / No		
/ /	/ /	Yes / No		
/ /	/ /	Yes / No		
/ /	/ /	Yes / No		
/ /	/ /	Yes / No		
/ /	/ /	Yes / No		

**Risk assessments to be reviewed annually unless anything changes. If changes are required then note this on the above sheet in column 1 and then document the changes on the original sheet as per usual. Any queries please contact the Health and Safety Officer.**

# Terrorism Threats

## Checklist for Dealing With a Telephone Terrorism Threat

Upon receiving a call indicating that a biochem hazard or bomb has been planted, follow these steps carefully. The priority is to gather as much information as possible while maintaining communication with the caller. Use this checklist to guide your actions and record details. Continue on additional pages if needed.

- Stay calm, remaining calm will help you think clearly and keep the caller engaged.
- Signal a colleague discreetly to call the Police (9-999) while you remain on the line with the caller. Ensure your colleague understands the urgency and acts without creating noise that could be picked up by the handset.
- Do not hang up the phone or interrupt the conversation. Keep the caller on the line as long as possible to gather critical information.
- Speak calmly and ask questions to elicit as much information as possible about the threat.
- Pay close attention to the caller's voice, accent, tone, and any distinguishing characteristics; Background noises (e.g., traffic, machinery, voices) that could provide clues about the caller's location; Speech patterns or peculiarities (e.g., slow, fast, slurred, nervous).
- Act according to the Police's guidance. If instructed, evacuate the building promptly. If the fire alarm sounds, evacuate immediately. Ensure evacuation is orderly.
- The Education Coordinator/Health and Safety Officer (during school hours) or the Caretaker (outside school hours) will oversee the evacuation process. Ensure all individuals leave the premises safely and proceed to designated assembly points.

Message (exact words):		
Ask for any code words		
Where is the bomb?		
What time will it explode?		
What does it look like?		
What type of bomb is it?		
What will cause it to explode?		
Why are you doing this?		
Time and length of call:	Time	Duration

Details of caller		
Man	Child	Not known
Woman	Old/young	Race
Speech		
Intoxicated	Speech impediment, e.g. stutter/lisp	Rapid
Rational	Accent (specify if possible)	Raspy
Rambling	Excited	Clearing throat
Laughing	Message read or spontaneous	Angry
Serious	Disguised e.g. electronically	Slow
Nasal	Deep breathing	Other

<b>Distractions</b>		
Noise on the line Call box pay tone or coins	Interruptions Anyone in background	Operator Other
<b>Other noises</b>		
Traffic Talk Typing Children House noises	Machinery Aircraft PA system Street noise Other	Animals Railway station Music Crockery Other
Any clue as to identity of caller and/or location of call?		
Person receiving the call		
Number of telephone on which call was received		

**Information to be provided immediately to the Health and Safety Officer**

# Training

## Health and Safety Induction Training Record

Name:		Job title:	
Department:		Employee number:	
Item	Date covered	Trainer	
1. Health and Safety Policy			
2. Safety Rules (Housekeeping)			
3. Fire Procedures & Fire Safety			
4. First Aid Arrangements			
5. Accidents and Incident Reporting (i) Accident book (ii) RIDDOR reporting (ii) Incident reports			
6. Joint Consultation Arrangements (i) House, Teacher & College Meetings (ii) Management Group Meetings			
7. Food Safety & Hygiene (l) FSA "Safer Food, Better Business" CD Rom			
8. Contacts: <u>Health and Safety Officer</u> (i) First Aiders (see list) (ii) Fire Marshals (see list)			
9. Accident / Injury Prevention: (i) Slips, Trips & Falls (ii) Manual Handling (iii) Working at Heights (iv) Display Screen Equipment (v) Electricity at Work (vi) COSHH			
10. Documents Provided: <i>English or</i> _____ (l) Employee Safety Handbook (ii) Working with Food – what you need to know (iii) _____			

*I confirm that I have received and understood the above training. I understand that I must not drive or operate vehicles, equipment or machinery unless I have been specifically trained & authorised to do so. It is my responsibility to report any accident or injury sustained at work to the School Management as soon as possible. I accept that I am required to wear/use any items of personal protective equipment that are issued to me.*

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

## Induction Training Checklist

Employee Name		Site	
Department		Start date	/ /
<b>Health and Safety</b>			Tick or N/A
Presentation of School Health and Safety Handbook Book			
Explanation of School Health and Safety Policy – As per Handbook			
Location of Health and Safety Manual – Organisation and Management			
Specific Hazards of your Job			
Explanation of COSHH			
Protective Equipment and Clothing Issued			
PPE Issued – Completed and Signed			
Accident Reporting / Investigating Procedures			
Explanation of Health and Safety Representatives Role			
Explanation of Fire Marshal Role			
Explanation of First Aiders Role			
Personal Emergency Evacuation Plan (PEEP) completed where necessary			
<b>Driving</b>			
Driving of School Vehicles			
Copy of Current Driving Licence			
Explanation of Mobile Phone Policy			
<b>Walk Round</b>			
Introduction to Colleagues			
Location of other departments and introduction to key staff			
Toilets, canteen and rest room facilities			
Location of Fire Exits / Assembly Points / What To Do In Case Of Fire Notices			
Introduction to Health and Safety Representative			
Introduction to Fire Marshal			
Introduction to First Aiders and location of First Aid Boxes			
Copy of completed Health and Safety Induction Form			

## Core Skills for “on the job” Training

Name of Employee:

Date:

Description	Length of training	Completion Date	Signature of Employee	Signature of Co-ordinator / Trainer
		/ /		
		/ /		
		/ /		
		/ /		
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		/ /		
		/ /		

This is to confirm that all the above training has been received and understood.

Signature of Employee:

Date:     /     /

Signature of Co-ordinator / Trainer:

# Work Place Environment

## Working Environment Form (Housekeeping)

The following checklist is to be completed on a half-termly basis by relevant staff when assessing the working environment. The Health and Safety Officer will monitor the inspections and keep all completed forms.

	Y	N	N/A	Corrective Actions Required
Are all floors free from obstruction, e.g. boxes, bags, files, etc?				
Are all floors, including under desks free of trailing cables and other trip hazards?				
Are all substances, correctly stored and labelled?				
Are all material safety data sheets (MSDS) available?				
Are the first aid boxes fully stocked and contents in date?				
Is the accident book available and have all previous pages been removed and given to the Health and Safety Officer?				
Is the health and safety notice board free from other notices/posters?				
Is the list of first aiders and Fire Marshals on the notice board and up to date?				
Are electrical cables in order with no splits or bare wires showing?				
Are extension leads overloaded, i.e. other sets of extension leads plugged into them?				
Are all portable appliance testing (PAT) stickers in place and in date?				
Is the general lighting in good order?				
Is natural light being used wherever possible?				
If task lamps are required, have they been provided?				
Is the building clean (including furniture, fittings and display screen equipment)?				
Are thermometers provided?				

During working hours, is the workplace temperature reasonable, e.g. 19°C?				
Is the localised heating working?				
Are there sufficient toilets for the workforce / occupants?				
Have appropriate sanitary disposal bins been provided?				
Are the toilet facilities kept clean?				
Is there sufficient space for each worker / resident?				
Have workstation assessments been conducted for each DSE user?				
Are resting facilities available for pregnant women/nursing mothers?				
Are there appropriate facilities for making hot drinks and heating food?				
Is there an ample supply of drinking water?				
Are fridge/freezer temperature records completed correctly & up to date?				
Are food temperature/reheating records completed correctly & up to date?				
Food Hygiene, check food storage & cooking arrangements, fridge/freezer etc.				
Fire Safety – are weekly alarm tests, fire evacuation drills etc., up to date & recorded in log book?				
Fire Safety, check fire doors functioning correctly, auto closers, emergency lights, fire extinguishers sealed & in date.				
Medicines Cupboard, check medicines secure and locked?				

Please note any further observations (continue overleaf if necessary)

Corrective actions completed? Y/N	Follow-up inspection required? Y/N
Signed off by name:	Signature:



## Young & Inexperienced Employees

### Risk Assessment for Employment of Young Persons

Under health and safety law, you must assess the risks to young people under 18 years old, before they start work / work experience and tell them what the risks are. An employer must assess the risk of a person's ability and should take into account:

- Inexperience
- Lack of awareness of risk
- Immaturity
- Layout of working area
- Form, range and use of equipment
- Manual handling
- Exposure to biological or chemical agents
- Exposure to heat, noise and vibration
- Extent of training required

Name of employee	
Risk assessment completed by	
Job title	
Date completed	
Who will be responsible for the health, safety and welfare of the above employee while they are in the workplace?	

Use the following table to determine if any of the listed hazards / factors are present in the workplace.

Hazard / Factors	No	Yes	Countermeasures / Precautions
Verbal abuse and / or aggression			
Manual handling			
Extreme temperatures			
Noise			
Vibration			
Ionising radiation			
High voltage electricity			
Machinery			
Hazardous substances			
Biological agents e.g. Rubella, HIV, tuberculosis			
Could any task be reasonably considered to be beyond a young person or volunteer's physical or psychological capacity? E.g. through mental or physical fatigue			
Are there any risks in the workplace which could pose a threat to an individual's health and safety due to their lack of awareness, or their immaturity (if a student)? E.g. violence			
Are there any arrangements for protective clothing if necessary?			
Are there arrangements for special health and safety training if necessary?			
Will the individual be required to use any equipment? If yes, ensure that they can physically use the equipment and they receive proper training.			
Have you taken all necessary reasonable practical steps to ensure that young persons are not exposed to any work that could adversely affect their health and safety?			
Is the workplace safe for the individual to be in?			
Are there any other factors which might adversely affect the health and safety of the young person			

If any of the above are ticked **yes** please provide details of what precautions and countermeasures are in place to prevent the above employee coming into contact / being exposed to these.

## Section 3

### Appendices

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#### Appendix 1 – Educational Visits School Learning Area Operating Procedure

General visits and activities within the 'School Learning Area,' which are part of the normal curriculum and occur during the standard school day, are conducted in accordance with the following Operating Procedure. This includes areas such as the drive and the Sand School, specifically for the Equine department.

- **Parental Consent:** These visits and activities do not require explicit parental consent. However, parents/carers will typically be notified in advance, either electronically or via letter, when appropriate.
- **Risk Assessment:** A risk assessment will be created, submitted, and approved as part of the medium-term planning process, ensuring that all potential risks are effectively managed.



## **Appendix 2 – Educational Visits Emergency Procedure**

The School's emergency response to an incident is guided by the following key principles:

Nominated Emergency Base Contact:

- A designated emergency base contact will always be in place for any visit. During school hours, this will typically be the office.

Senior Management Support:

- The nominated base contact will either be an experienced member of the senior management team or have direct access to a senior manager at all times.

Medical Information During School Hours:

- For activities conducted during normal school hours, the visit leadership team will have access to all relevant medical information for participants, including both students and staff.

Medical and Emergency Contact Information Outside School Hours:

- For activities outside normal school hours, both the visit leadership team and the emergency contact(s) will have access to relevant medical information and emergency contact details for all participants, including staff.

External Support and Communication Protocol:

- In the event of an incident that exceeds the school's emergency response capacity, the visit leader or base contact will immediately request assistance from local emergency services (e.g., Police, Ambulance).
- In cases involving serious injury, fatality, or potential media attention, the Proprietor will be notified immediately. A public relations plan will be developed, and staff are strictly prohibited from speaking to the press without authorisation from the Proprietor.

Preparation for Visits Outside the School Learning Area:

- For visits outside the School Learning Area, the visit leader will carry:
  - Relevant medical consents for students.
  - A first aid kit, including an asthma pack.
  - Any other necessary equipment identified in the risk assessment.

### Appendix 3 – Educational Visits Parental Consent Form For School Trips and Other Off-Site Activities

I confirm (child's name):..... can

- a. take part in school trips and other activities that take place off school premises
- and
- b. to be given first aid or urgent medical treatment during any school trip or activity.

Please note the following important information before signing this form:

The trips and activities covered by this consent include:

- Local Walks (within 2 mile radius of the school i.e. to Sharpthorne Village)
- Other non-residential visits within the UK that do not involve an adventurous activity. Eg. visits to museums, farms, theme parks, theatres, etc.
- Adventure activities at any time as part of planned Games lessons.
- Off-site activities outside the school day (where your child is not normal residential).

For Other non-residential visits within the UK that do not involve an adventurous activity. Adventure Activities as part of planned Games lessons and Off-site activities outside the school day, the school will send you information about each trip or activity before it takes place.

You can, if you wish, tell the school that you do not want your child to take part in any particular school trip or activity.

Written parental consent will not be requested from you for the majority of off-site activities offered by the school – for example, Class visits to local amenities – as such activities are part of the school's curriculum (Swimming, sport centre, Gym etc.) or activities such as cinema trips or visits to the gym made as part of routine evening activities for students who are boarding.

When necessary, a separate consent form will be provided, for example, Adventure activities outside of planned Games lessons, residential trips (away from school) and Off-site activities that require significant travel.

#### Medical information

Details of any medical condition that my child ..... suffers from and any medication my child should take during off-site visits:

.....  
.....

Please sign and date this form if you agree to the above.

Signed: .....

Date: .....

## **Appendix 4 – Educational Visits Camping Trips, Class Camp, Field Trips and Walks**

It is the responsibility of the staff member in charge to ensure the following:

- Adequate provisions for health and safety, including tents, toilets, drinking water, washing water, cooking facilities, transport, and First Aid resources.
- The ratio of adults to pupils must not exceed 3-4 pupils per adult.
- Pupils are fully informed about health and safety practices both before and during camp, with particular emphasis on personal hygiene and fire safety.
- Proper management and safe storage of any chemicals taken on camp, such as toilet chemicals.
- All pupils are equipped with appropriate clothing suitable for camp activities and weather conditions.
- All school-owned equipment taken on camp is in good working condition prior to use and is returned clean, well-maintained, and undamaged.
- Before departure, the school office is provided with:
  - The address and contact details of the campsite(s).
  - Dates and times of arrival and departure.
- A written record of any accidents or treatments administered is maintained during the camp and handed over to the appointed person upon return to school.
- Fires are supervised during the camp, ensuring fires are fully doused with water before leaving or at the end of camp.
- When camps include pupils of mixed sexes, both male and female adult supervisors must be present.
- Written permission is obtained from parents/carers for any adventurous or residential trips.
- The School management and the Health and Safety Officer are informed of any activities or events that may fall under their purview according to Health and Safety regulations.

## **Appendix 5 – Educational Visits Camping - Detailed Requirements**

### **Pupil-to-Staff Ratio:**

- The pupil-to-staff ratio must not exceed 3-4 pupils per staff member.

### **Tents:**

- All tents must be in sound, waterproof condition and include a ground sheet and adequate tent pegs for secure pitching.
- Tents should be pitched in such a way that the Teacher in Charge has a clear view of all tents to ensure safety.
- No tent should be placed away from the main camping area.

### **Toilets:**

- Toilet tents must be securely erected.
- Toilet buckets and seats must be kept clean. Follow the instructions on the chemical container for proper usage.
- Waste must be regularly disposed of into an approved drainage system or buried in a properly dug hole and covered with soil.
- Toilets must be located away from the main camp area.

### **Water Supply:**

- A supply of fresh water (mains or bottled) must be provided for drinking, cooking, and washing.
- Water from rivers or other natural sources may only be used for dousing fires, not for consumption.

### **Cooking Facilities:**

- Cooking utensils, including pots, pans, plates, and cutlery, must be washed properly in warm water after use.
- Any covering used over food preparation or eating areas (canvas or plastic) must be clean and in sound condition.

### **Food Storage and Hygiene:**

- Food must be stored in a cool, dry, and safe place to protect it from flies, insects, rodents, and animals.
- Areas where food is prepared must be kept clean and sanitary.

### **First Aid:**

- A First Aid kit must be collected from the School's First Aid Centre prior to the camp.
- All accidents and treatments must be recorded in writing and submitted to the Appointed Person along with the kit upon return.

### **Personal Hygiene:**

- A designated personal washing area should be set up, with fresh water readily available.
- Hands must be washed before every meal.

- If showers are available at the site, pupils should be encouraged to use them.

#### Fires:

- Firewood collection must be done responsibly, avoiding damage to trees and surrounding areas.
- The Teacher in charge is responsible for fire safety, including lighting, maintaining, and monitoring the fire.
- Fires must be placed away from tents to avoid sparks falling on canvas.
- Buckets of water must be strategically placed around the camp solely for fire emergencies.
- At the end of the camp, fires must be fully doused with water, and any turf disturbed must be replaced. The area must be left clean and tidy.

#### Chemical Storage:

- Chemicals for toilet buckets must be stored in a safe place and used according to the manufacturer's instructions.

#### Clothing:

- Pupils should bring enough changes of clothing, as drying may be difficult.
- Specialised clothing and footwear should be brought if required for specific activities.

#### Equipment:

- All school-owned or borrowed equipment (e.g., toilet buckets, cooking pots, kettles, saucepans, frying pans, water carriers, washing-up liquid, sponge cloths) must be returned immediately after the camp in a clean and well-maintained condition.



## **Appendix 6 – Educational Visits Walks - Detailed Requirements**

### **Pre-Walk Preparation:**

- The walk supervisor/leader must be familiar with the route or possess sufficient skills to navigate using a map and compass.
- The walk supervisor/leader must ensure that a first aid kit is available and that at least one person in the group has a fully charged mobile phone.
- The walk supervisor/leader must ensure that children are wearing appropriate footwear and clothing suitable for the current and expected weather conditions.
- The walk supervisor/leader must carefully consider the length and duration of the walk. If there is a chance the walk may extend into darkness, ensure at least two torches and fluorescent strips/clothing are available.
- The walk supervisor/leader should carry a whistle or other device to call the group together if needed.

### **During the Walk:**

- The group must remain together at all times.
- When crossing roads, crossings should be conducted under the strict guidance of the walk supervisor/leader or a designated adult. Ideally, the entire group should cross together.
- No child should move ahead of the walk supervisor/leader or fall behind the last adult.
- The walk supervisor/leader must make regular stops to allow those lagging behind to catch up.
- Avoid walking along busy roads whenever possible. Stick to footpaths. If walking along a road is unavoidable:
- The group must walk in single file.
- Adults should be positioned at the front, rear, and interspersed within the group.
- Walk facing oncoming traffic to ensure visibility.

# **Safe Systems of Work 19 Use of Ladders, Step Ladders and Trestles**

**Risk Assessment RA19 refers**

**Do not attempt to use this equipment unless you are fully trained and have been assessed as being competent in their use**

**Personal Protective Equipment:**



**Before commencing work:**

- Carry out a visual check that the access equipment to be used is in serviceable condition and free from damage / defects. If any defects or damage is found - do not use the equipment - report the issue to your supervisor.

## **Always:**

- **Ensure that the access equipment is placed on a stable, level base free of loose materials.**
- **Ensure that the access equipment is located in such a manner relative to the work activity that avoids over stretching.**
- **Wear suitable head protection.**
- **Ensure that the location of the access equipment is not in a dangerous area, causing an obstruction or likely to be struck by other employee's activities. If in doubt place a suitably marked cordon around the equipment.**
- **Whenever possible, lash or clamp ladders near the top to some convenient secure anchorage, to prevent the base from slipping outwards and the top from slipping sideways.**
- **Whenever using a lengthy Ladder, ensure an intermediate tie-rope is used to prevent swaying.**
- **On hard, smooth surfaces offering little grip, sandbags or other weights should be used to keep the stile ends in position.**
- **Ensure you attain the correct angle for a ladder - about 75 degrees to the horizontal, i.e. base of Ladder one foot away from wall for every four feet of height.**
- **Wear a safety harness when working at a high level.**
- **Handle access equipment with care to avoid damage or deterioration.**
- **Store access equipment securely to avoid unauthorised use.**
- **Ensure that if the use of both hands are required to undertake a task, that both feet are kept on the same step and the knees and chest are supported by the ladder to maintain three points of contact.**
- **Ensure that edge protection is provided on platforms wherever there is a risk of materials or equipment falling.**
- **Wear flat soled non-slip footwear.**

## **Never:**

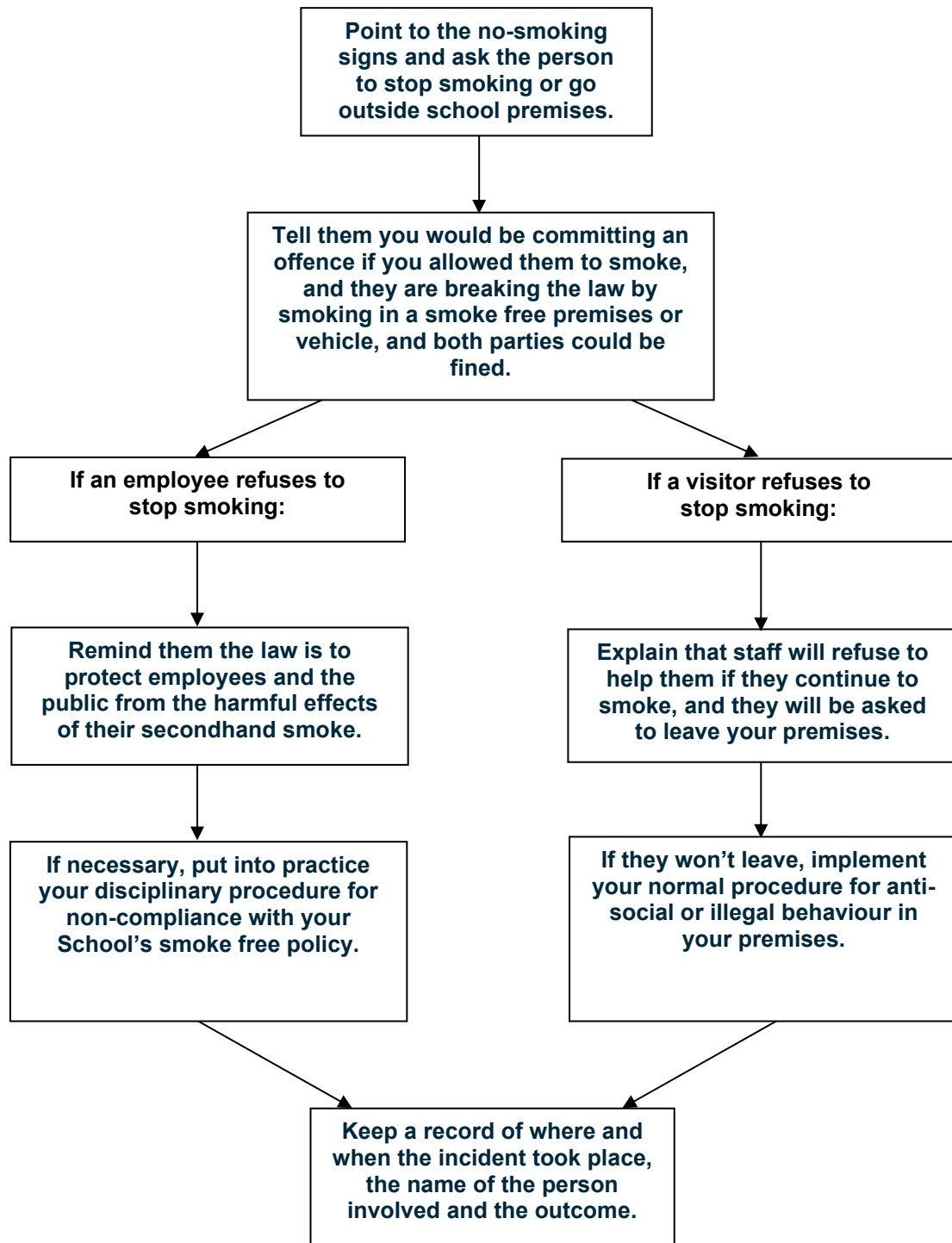
- **Undertake any tasks from access equipment which could be undertaken at ground floor level.**
- **Never use the platform at the top of a stepladder to work from unless the stepladder is provided with a suitable handhold above the platform.**

- Use a stepladder unless it can be fully opened and all securing devices can engage.
- Climb higher than the third rung from the top of a ladder.
- Place ladders or step ladders in the vicinity of doorways unless the door is locked shut or secured open with a second person supervising.
- Stand ladders on movable objects to gain extra height.

**I have read and understood Safe System of Work 19.**  
**Anything I wasn't sure of has now been clarified to me.**  
**I agree to always work to the instructions and guidance contained**  
**within this Safe System of Work**

Staff Name	Signature	Date

## Appendix 8 – Flow Chart for Persons Smoking on the Premises



## Appendix 9 – Security Risk Assessment

Company Name: Philpots Manor School

Assessment Carried Out By: Tracey Hooker

Date assessment was Carried Out: 02/01/25 Date of Next Review: 02/01/26

What are the hazards?	Who might be harmed and how?	What are you already doing to control the risks?	What further action do you need to take to control the risks?	Who needs to carry out the action?	When is the action needed?	Done
<b>Suspicious Package or Objects</b>	Employees, visitors, contractors; risk of injury or fatality from an explosion or hazardous materials.	<ul style="list-style-type: none"> <li>- Staff trained to identify suspicious packages.</li> <li>- Emergency evacuation plan in place.</li> </ul>	<ul style="list-style-type: none"> <li>- Signage to report suspicious items.</li> <li>- Increase staff awareness training.</li> </ul>	Facilities Manager All Staff		
<b>Unauthorised Access/Intrusion</b>	Staff, visitors, contractors; risk of harm due to intruders or terrorist activity.	<ul style="list-style-type: none"> <li>- Security checks at entry points.</li> <li>- Access control systems in use.</li> <li>- Visitor ID badge system used at all times</li> </ul>				
<b>Vehicle as a Weapon Attack (Hostile Vehicle Mitigation)</b>	Staff, visitors; risk of injury or fatality from vehicle ramming attacks.	<ul style="list-style-type: none"> <li>- Fencing installed at entrance points to school.</li> <li>- Car park and delivery waiting areas outside main school areas.</li> <li>- Vehicles excluded from school site.</li> </ul>				
<b>Firearm or Weapon Attack</b>	Staff, visitors; risk of injuries or fatalities from active shooter or weapon attacks.	<ul style="list-style-type: none"> <li>- Access to school areas controlled by secure fencing and gates.</li> </ul>	<ul style="list-style-type: none"> <li>- Develop a lockdown procedure.</li> <li>- Provide "Run, Hide, Tell" training for all staff and regular visitors.</li> </ul>	Senior Leadership Team		
<b>Fire</b>	Staff, visitors, contractors; risk of burns, smoke inhalation, or fatality.	<ul style="list-style-type: none"> <li>- Fire detection and alarm system in place.</li> </ul>				

What are the hazards?	Who might be harmed and how?	What are you already doing to control the risks?	What further action do you need to take to control the risks?	Who needs to carry out the action?	When is the action needed?	Done
		<ul style="list-style-type: none"> <li>- Regular fire drills conducted.</li> <li>- Fire extinguishers are maintained and accessible.</li> <li>- Fire marshals in place in all buildings and carry out regular reviews of their area of responsibility to ensure escape routes are free from obstruction.</li> <li>- Regular fire safety reviews by Health and Safety Officer.</li> <li>- Annual fire risk assessment review.</li> </ul>				
<b>Cybersecurity Breaches (Linked to Physical Security)</b>	Organisation and individuals; risk of data theft or disruption of physical security systems.	<ul style="list-style-type: none"> <li>- Firewalls and antivirus software in place.</li> <li>- Staff training on cybersecurity awareness.</li> </ul>	- Conduct cybersecurity penetration testing.	Facilities Manager		
<b>Terrorist Threats and Hoaxes</b>	Staff, visitors; psychological impact, disruption to operations, or physical harm.	<ul style="list-style-type: none"> <li>- Incident response procedures include specific sections for terrorism threats.</li> <li>- Evacuation points designated.</li> </ul>	<ul style="list-style-type: none"> <li>- Provide counter-terrorism awareness training (e.g., ACT Awareness eLearning).</li> <li>- Train key staff in handling bomb threats.</li> </ul>	HR Manager		
<b>Failure of Communication Systems in Emergencies</b>	Staff, visitors; delayed response to incidents due to lack of coordination.	<ul style="list-style-type: none"> <li>- Emergency contact lists available.</li> <li>- Radio systems used by staff.</li> </ul>				
<b>Violent or Aggressive Behaviour</b>	Staff, visitors; potential physical harm, emotional distress.	<ul style="list-style-type: none"> <li>- Maybo training provided to staff.</li> <li>- CCTV monitoring.</li> </ul>				