

Eltham Hill School



Eltham Hill  
SCHOOL

## **Health Safety and Welfare Policy**

**Staff Responsible:** Premises Manager

**Governors Committee:** Operations

**Date Adopted/Reviewed:** September 2015

**Date of next review:** September 2017

*The school pledges to ensure the Health and Safety of all its members at all times. It is envisaged that all members of the school – staff, students, parents/carers, governors and visitors – enter a safe and secure environment which is inductive to work. The school culture and ethos, supported by the procedures outlined in the policy, support this pledge.*

### ***At Eltham Hill, Every Person Matters***

#### **Aims**

The Governing Body believes that by effectively implementing this Health, Safety and Welfare policy they can achieve the following aims:

- To provide a safe and healthy working and learning environment for staff, students, visitors and any other person using the school premises or facilities.
- To create an organisational structure and a culture in which risk assessment and control become routine and in which we accept that the quality of management can affect the number of accidents and incidents of ill health and stress;
- To create an organisational structure and a culture in which staff and students have the required safety skills and access to detailed Health and Safety information. This should significantly contribute towards the education of the students (as detailed in the National Curriculum 2000) and the professional development of the School's staff.
- To provide appropriate resources to support Health and Safety matters;
- To regularly monitor and review the School's provision for, and record on, Health and Safety and thereby improve performance.

#### **Section 1 - Responsibilities**

The different levels of responsibility for employees with respect to Health and Safety are outlined below and are in addition to the contractual responsibilities that all employees have with regard to Health and Safety

##### **Level 1**

The Principal:

##### **Level 2**

Leadership Group and Premises Manager:

##### **Level 3**

Teachers and all associate staff:

For details of the various responsibilities for each level see later sections.

#### **The Governing Body**

The Governing Body and the Health and Safety sub-committee of the Governing Body, in consultation with the Principal, will make arrangements for:

- Producing and maintaining effective policies concerning the organisation and arrangements for the provision of a safe and healthy working/teaching/learning environment. The policies should detail the School's current implementation, co-ordination and communication systems for the management of health and safety issues. Policies should be in compliance with, or improve upon:
  - statutory requirements;
  - codes of practice - whether statutory or advisory;
  - guidance - whether statutory or advisory.**
- Providing, monitoring and reviewing safe systems of working to ensure, so far as is reasonably practicable, the health and safety at work of all staff/students/visitors, e.g.
  - i. a school safety committee is established and meets regularly;
  - ii. adequate risk assessments are undertaken and any risks/ hazards are identified and addressed with the aim of minimising any risks to staff, students and others. All risks should be identified and evaluated, particularly those related to:
    - a. accidents;
    - b. health and security of students and staff;
    - c. the security of property and premises;
    - d. school sponsored activities (including work experience);
    - e. students' behaviour.

All persons on the school site need to be suitably trained so that at any one time they are able to carry out their duties without putting themselves or others at risk.

Information is available through:

- (i) The inclusion of this policy in the staff handbook available on the school intranet;
  - (ii) Health and Safety notices displayed throughout the school
- Liaising with the LEA, Health and Safety Executive and other official bodies with the aim of improving all aspects of Health and Safety at work.
  - Establishing, practicing and maintaining effective emergency evacuation procedures during the school day and when the school is used for community activities outside of the school day. These are included in the Fire Policy.
  - Maintaining the cleanliness and state of repair of the building.
  - Providing safe plant, equipment and systems of work.
  - Providing safe means of entry and exit to the school premises for staff and students.
  - Providing safe arrangements and facilities for the handling, storage and transport of articles and hazardous substances – to include managing and maintaining the use of personal protective equipment.

- Providing required safety and protective equipment and clothing together with associated guidance, instruction and supervision.
- Providing adequate statutory first aid facilities.
- Providing consultative measures to monitor and review the effectiveness of Health and Safety measures.
- Providing adequate welfare and support facilities for staff and students.
- Carrying out detailed reporting and investigation of all accidents and dangerous occurrences to persons and/or property to prevent a recurrence. This includes notifying the LEA and the Health and Safety Executive of any major accident or dangerous occurrence.

NB The Governor with a special interest in Health and Safety is:

### **The Principal**

The Principal has the same general responsibilities as all other members of staff (level 3) as detailed later. However, the Principal is the School's Key Manager for Health and Safety and as such takes day to day responsibility for all Health & Safety matters in the School. The Principal also has specific legal responsibilities to:

1. Ensure that the School displays the Health and Safety Executive's (HSE) statutory notice (ISBN 0 7176 2493 5) detailing Health and Safety Law and local HSE contact numbers in several appropriate locations.
2. Monitor and take reasonable practicable steps to instigate, maintain and develop working practices, procedures and conditions which ensure the Health, Safety and Welfare of all on the school site
3. Monitor the provisions for first-aid and welfare and the effectiveness of the safety management communication structure in conjunction with the Governing Body.
4. Take all necessary and appropriate action to ensure that the requirements of all relevant legislation, codes of practice and guidelines are met in full and at all times.
5. Encourage staff, students and others to promote Health & Safety and to suggest and implement practices and procedures which reduce risks and discipline those who consistently fail to consider their own Health, Safety and Welfare or that of others.
6. Ensure that any defects on the premises, its plant, equipment or facilities which relate to or may affect the Health & Safety of staff, students and others are made safe without delay. This may involve authorising remedial work, taking equipment out of use, instigating new procedures, etc.

7. Report termly on Health and Safety to the Governing Body and liaise with the Governors/LEA on Health and Safety issues, e.g. the Principal must inform the Governors and the LEA if there are problems in implementing the Health and Safety policies.
  8. Ensure that risk assessments are undertaken whenever necessary in order to identify and eliminate potential hazards.
  9. Carry out periodic reviews and safety audits on findings of the risk assessments.
  10. Collate accident information and instigate an accident and/or incident investigation where appropriate.
  11. Assign clear safety functions to senior members of staff, subject co-ordinators, class teachers and others (levels 2 and 3) as appropriate.
- N.B. The Principal may appoint another Senior Member of Staff as the School's Health and Safety Co-ordinator. However, the Principal still retains an overall legal responsibility for the implementation of the School's health, safety and welfare policy.
12. Act on reports received from level 2 staff and Safety Representatives within agreed timescales and report problems to the LEA.
  13. Consult with members of staff, including the safety representatives, on Health & Safety issues via the school safety committee.
  14. Chair the school safety committee.
  15. Identify the training needs of staff and students and make recommendations to the Governing Body on the required resources for implementing a suitable training programme.

### **Supervisory staff (level 2)**

Supervisory staff (level 2) is defined as those having curriculum responsibilities or representing non-teaching, community staff or those who have buildings responsibilities and who manage safety in those areas on a day to day basis. Supervisory staff are directly responsible to the Principal and as employees have the same general personal responsibilities as all other members of staff (level 3) – see later. However, they also have specific responsibilities for:

1. The overall day-to-day responsibility for the correct implementation and operation of the School's Health & Safety Policy and other regulations, rules, procedures and Codes of Practice in their specific area of responsibility.
2. Instigating, monitoring, maintaining and developing working practices, procedures and conditions which ensure the Health, Safety and Welfare of all staff, students, visitors and any other persons using their area of responsibility.
3. Drawing up a Health and Safety policy for their area which:

- requires planning and risk assessment before a lesson starts.
- controls the Health and Safety by regular checks.
- monitors and reviews Health and Safety, e.g. procedures for reviewing risk assessment and safety.
- is reviewed annually.
- arranges for staff, students and others under their management to receive appropriate information and training regarding Health , Safety and Welfare. N.B. this is particularly important when staff join the department, etc.
- creates an atmosphere which encourages staff, students and others to:
  - i. Achieve the highest possible standards of Health and Safety;
  - ii. Promote Health & Safety;
  - iii. Suggest and implement practices and procedures which reduce risks;
  - iv. Discipline those who consistently fail to consider their own Health, Safety and Welfare or that of others.

Specific Areas:	Persons Responsible:
Science Department	VP + CD
Design and Technology – RMT	VP + CD
Design and Technology – Food	CD + LM Food
Design and Technology – Graphics	CD + LM Graphics
Art	CD + LM Art
PE	CD + LM PE
Business & ICT	AP + CD
Kitchen and Servery	P + Catering Manager
Fire doors and fire exits	P + Premises Manager
Stairways	P + Premises Manager

In particular Supervisory staff (level 2) should ensure that:

1. Safety inspections are regularly made of their area of responsibility during directed time.
2. Appropriate remedial action is taken whenever necessary to ensure the Health, Safety and Welfare of all staff, students and others.
3. All plant, machinery and equipment in their working area is in good and safe working.
4. Supervision and end of day/lesson procedures prevent the unauthorised and improper use of all plant, machinery and equipment in their area of responsibility.
5. Appropriate protective clothing and equipment (staff and students), first-aid and fire fighting appliances are present, maintained and functioning properly for their area of responsibility.

6. Ensure that all chemicals and substances are the subject of a written risk assessment, correctly used, stored and labelled – especially toxic, hazardous and/or highly flammable substances.
7. All Health and Safety signs in their area of responsibility meet the statutory requirements.
8. All Health & Safety information is communicated to their staff in the manner prescribed in this policy.
9. They report any concerns relating to Health & Safety to the Principal (level 1) and/or safety representative.
10. Act on reports received from level 3 staff within agreed timescale and report problems to level 1 and Safety Representatives.

### **All staff**

All staff have specific responsibilities for Health and Safety as described below.

1. All staff must be familiar with the requirements of:
  - the Health & Safety at Work Act 1974;
  - the Management of Health and Safety at Work Regulations 1992;
  - the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995;
  - this Health & Safety Policy and all safety regulations as laid down by the Governing Body;
  - any other Health & Safety legislation and Codes of Practice which are relevant to their work. See Appendix 5 'Use of Equipment'.
2. All staff must take reasonable care of their own Health & Safety and that of any other persons who may be affected by their acts or omissions at work. To this end staff should practise, maintain and develop working practices, procedures and conditions which ensure the Health, Safety and Welfare of other staff, students, visitors and any other person in their charge, e.g. staff must:
  - check that work areas and plant, machinery equipment are adequately guarded and in good/safe working order before, during and after activities;
  - ensure that toxic, hazardous and highly flammable substances are correctly used, stored and labelled and that potentially hazardous equipment is carefully counted back at the end of the lesson, e.g. scissors, scalpels;
  - ensure safe procedures are followed by all – including students and visitors;
  - ensure 'the correct equipment/tool is used for the job' and that protective equipment/safety devices are used by staff and students whenever appropriate, e.g. goggles, aprons, fume cupboard, etc;

3. All staff must co-operate with the employer in all matters concerning Health and Safety, e.g.
- staff must not interfere with or misuse anything provided for their Health, Safety and Welfare;
  - staff must not make unauthorised or improper use of plant, machinery or equipment;
  - staff must report all accidents and near misses using the established accident reporting procedure;
  - staff should take an active interest in promoting Health & Safety and suggest ways of reducing risks;
  - staff must report hazards or defects in the premises, plant, equipment or facilities initially to their level 2 manager and Safety Representatives.

### The Safety Committee

*The Safety Representatives and Safety Committees Regulations 1977 (a) and The Health and Safety (Consultation with Employees) Regulations 1996 (b)* require employers to inform, and consult with, employees in good time on matters relating to their Health and Safety. The Governing Body and the Principal have now established a Safety Committee which meets each term. Representatives on this committee cover all appropriate areas of work or special hazards and all safety representatives (appointed by accredited trade union or staff association) also have a place on the committee. The Safety Committee reports to the Governing Body/Principal/Education Department Safety Committee as requested.

### The Health and Safety Co-ordinator

The Health & Safety Co-ordinator is responsible for the day to day co-ordination of the School's Health and Safety Policy to include:

- regular inspections and risk assessments.
- liaising with contractors.
- initiating action on reported hazards and accidents.
- fire and emergency procedures.
- maintaining an accurate record of completed training on Health and Safety issues for current staff. Temporary, part-time and supply staff must be informed of their responsibilities and the school's agreed policy **prior** to the commencement of their duties.

**Health and Safety Representatives** - (no legal responsibilities at all). Any Safety Representative has the right to carry out his/her own inspections, investigations, and to make reports to the Principal. The School's Health and Safety Reps are appointed by recognised trade unions and are:

Trade Union/Area Represented	Safety Representative
NASUWT	

### Hirers, contractors and others

This section refers to use of the School premises/facilities for activities not under the direction of the Principal, e.g. for activities outside of normal school hours. In such

cases the principal person in charge of the said activities will have responsibility for safe practices and must comply with the requirements of this section – this is the case even if the organiser of that activity is an employee. The Governing Body will carry out its responsibility for the control of premises/facilities by taking all reasonable steps to ensure that such persons are competent and determined to comply with statutory and advisory safety requirements and this Policy.

1. All hirers must have sufficient Third Party Liability insurance to satisfy LEA requirements.
2. All hirers, contractors and others using the premises/facilities, must:
  - be familiar and comply with this Policy and all Governing Body safety directives. N.B. A statement pertaining to relevant Health & Safety issues accompanies any application for a letting;
  - take reasonable care of their own Health & Safety and that of any other persons who may be affected by their acts or omissions at work – including their own employees and the School's staff or students;
  - obtain the Governing Body's written permission to bring any equipment onto the school premises;
  - respect any capacity figures detailed on the lettings documentation;
  - be competent to perform the tasks being undertaken and ensure that the School or LEA has supplied them with the information they require about the work and the environment they will be working in.
  - respect the total ban on corporal punishment on the School premises – to this end hirers, contractors and others using the premises/facilities should report any pupil's bad behaviour to teaching staff so that the matter can be dealt with in accordance with the School's discipline policy.
3. All hirers, contractors and others using the premises/facilities, must not:
  - alter fixed installations.
  - interfere with or remove fire/safety notices or equipment.
4. The Principal or her representative must take immediate appropriate action if the contractor creates a hazard and refuses to eliminate it or reduce it to a safe level. This may require the suspension of the work/contract and a request for the contractors to leave the premises.

## **Section 2 - The management of health and safety**

There is a three stage management process in increasing Health and Safety for staff, premises and contents.

**STAGE A Risk Assessment and planning before lessons** - to include finding out if there is a problem or risk of a problem.

**STAGE B Control/take action.**

**STAGE C Monitor and evaluate** the implementation and effectiveness or otherwise of any preventative actions. This should include procedures for reporting hazards/suspected hazards and those for reviewing risk assessments and safety in general.

## Stage A - Risk Assessment:

1. **The School is committed to** eliminate or reduce risk as far as is reasonably practicable.
2. The degree of risk has to be balanced against the time, trouble and cost involved in introducing preventative measures.
3. In making judgements the total cost element will be related to the degree of risk and not to the availability of capital funds.
4. Risk assessment is performed by trained members of the safety committee, and during the annual Health and Safety audit the appropriate staff inspect the workplace and practices therein.
5. The safety committee uses the details from the accident log book along with the hazard severity and risk probability ratings to check for patterns in the occurrence of accidents

Professional agency/service input ensures that our Health and Safety procedures are in line with their own needs and arrangements for responding to emergencies or other incidents involving schools. As well as the specific co-ordination mentioned above, an effective working relationship between the School and professional agencies/services requires regular contact and communications.

There are many examples where risk assessment is undertaken:

- annual Health and Safety Audit to be undertaken by the Principal, Health and Safety Co-ordinator Safety Rep. and Governor responsible for Health and Safety.
- termly Health and Safety Inspection of school premises to be undertaken by the Health and Safety Reps. and /or Committee.
- continuous identification of hazards and risks on a daily basis, e.g. both formal and informal staff consultation is done through line management systems and safety representatives are consulted regularly.
- assessment of any substance or material introduced into the School and school site to ensure compliance with COSHH regulations – this must be completed before the substance or material is used.
- assessment of any new activity or procedure introduced into the School.  
Testing of electrical equipment will take place annually or as appropriate.

Where a risk assessment requires that work needs to be undertaken to address Health and Safety issues, the Governing Body will, in consultation with the Principal, prioritise issues and assign resources to undertake remedial/control measures where required.

**The following Section is a guide for all those involved in risk assessment.**

## **The process of risk assessment**

There is a five stage management process in risk assessment:

### **Stage 1 - Identifying hazards**

To help in the identification and removal of hazards the following process can be helpful:

- i. look at '**cause and effect**';
- ii. examine '**the nature of the job**' safe methods of working, good management and supervision are prerequisites to the effective removal of hazards.
- iii. Investigate safety literature for advice.

### **Stage 2 - Identify who might be harmed, and how**

Identify which persons are at risk - those who directly use machinery and equipment or who have face-to-face contact with the public are normally the most vulnerable. Where appropriate, identify potentially violent people in advance so that the risks from them can be minimised. Visitors and those who do not use the School premises all the time should also be considered.

## **The following is taken from the Health and Safety at Work Act 1966.**

### **Risk Assessment in respect of new or expectant mothers**

- a. Where persons include women of child-bearing age and
- b. The work might involve risk by reason of her condition to the health and safety of a new or expectant mother, or to that of her baby, from any working conditions or physical, biological or chemical agents, including those specified in the Council Directive 92/85/EEC[11]

The assessment required will include an assessment of such risk. If the person is deemed to be at risk the following may be appropriate:

- i. Hours of work may be altered or
- ii. Suspension from work for as long as necessary to avoid risk

It should be noted that any risk requiring such action ***should be in addition to the level to which the new or expectant mother may be expected to be exposed outside the workplace.***

Certification from a registered medical practitioner in respect of new or expectant mothers – this would be expected if the registered medical practitioner or registered midwife was able to show that the employee was at risk and so should not be at work for a specified period of time.

None of the above will apply unless the employee has notified the Principal in writing that she is pregnant, has given birth within the previous 6 months, or is breast feeding.

### **Stage 3 - Evaluate the risk**

Check the existing arrangements are the current precautions adequate or should more be done? If risk cannot be removed completely then consider how the risk can be controlled so that harm is unlikely. Consideration should be given to the following factors:

- training and information
- School building security/the environment
- the nature of the job

There may be many factors which contribute to and influence the risk.

Further consideration is given to whether all statutory requirements have been met, e.g. guarding dangerous parts of machinery. All relevant employees are told about the risks and what precautions are to be taken – this is done by briefings, bulletins and clear signs/notices in an appropriate place.

### **Stage 4 - Establish the level of risk**

A level of risk posed by a particular hazard should be given a rating of either High, Medium or Low risk. Most common situations are likely to be classed as having a High or Medium risk.

### **Stage 5 - Record your findings**

#### **Procedure for reporting safety matters:**

- a) Always inform your line manager (verbally and in writing) and immediate colleagues (verbally). Written reports should be done using the pro forma sheets. . As soon as your line manager has been informed it will be his/her responsibility to make appropriate decisions, e.g.
  - i. immediately taking the relevant piece of equipment out of service.
  - ii. organising a replacement item of equipment.
  - iii. include the item in the 'Safety Matters' section of the agenda of the department meeting.
  - iv. informing the Principal, Safety Representative, Finance Director and the Premises Manager as appropriate.

#### **Procedure for Circulating Safety Information**

N.B. in the following section the term 'staff' refers to both teachers and technicians. On receipt of a safety document from the LEA, CLEAPSS, etc. the contents are analysed and categorised by the line manager under one of three headings:

1. **Immediate action required** - staff are verbally informed by their line manager and are asked to read their own copy of the circular as soon as possible. The document is then discussed at the next department meeting. Necessary changes are made to departmental requisition sheets.

- 2. Medium/long term action required** - the document is circulated to all relevant staff and then filed. The document is discussed at the next departmental meeting. Necessary changes are made to departmental requisition sheets.
- 3. No action required** - if the contents confirm what we already practice then the document may simply be mentioned at the next departmental/staff meeting. The document is always filed.

Line managers also use other systems for disseminating information such as:

- the provision of policy statements, performance standards, rules and procedures.
- the use of posters and department bulletins.
- the dissemination of information to outside organisations such as CLEAPSS, the LEA and other schools.

### **Stage B - Control/taking Action**

Actions can be prioritised based upon the level of risk and can take many forms, e.g

1. Estimate any costs incurred in changing practice and obtain or request relevant funding. N.B. Whenever training is statutory, or considered a necessity for the safety of staff, students and others, the Governing Body will ensure - within the financial resources available - that such training is provided.
2. Managers must establish that their staff and students are 'competent' (i.e. possess the necessary skills, knowledge and experience) to carry out the role required of them in accordance with relevant safety legislation in order that they may prevent danger or, where appropriate, injury.
3. Managers should be trained and competent to carry out this process.
4. After assessing the competence of staff and students in dealing with particular situations, it may be necessary to offer staff training or information.
5. By providing appropriate training risk is minimised and staff encouraged to report incidents promptly in the accident log.

Four areas are particularly of concern in the design and implementation of the 'In Service Training' programme:

- 1. Are the requirements of the Health and Safety policy being implemented?**

Staff and students should always be able to perform their duties/activities in a healthy and safe manner.

2. **Are staff allowed to consider their role and responsibilities as described in the School Handbook and relevant policies?**

All staff need to be prepared to evaluate their own performance and skills. By doing so the staff will become increasingly aware of their role and the ways in which that role can be made more effective.

3. **Are staff given enough time, information and opportunities to prepare adequately for their role and to develop the required skills – are they competent?**

Staff identify the skills they already have, e.g by some form of self-rating check-list. Staff will be trained in handling incidents involving offensive weapons and their rights on confiscation and searching.

4. **Are staff trained sufficiently to ensure that appropriate provision is maintained in the absence of certain staff?**

Suitable Health and Safety training should be provided whenever staff have to work with new equipment (including new technology) or in a new system, e.g.

- new staff should be trained before taking up their formal duties;
- staff should be trained before taking up their formal duties in a new work area or job;
- staff should be trained before taking up new responsibilities;
- staff should be trained before participating in a new or different system of work.

A review of the assessment of competence will be carried out if safety aspects of the work change significantly, i.e.

HIGH RISK WORK – WILL BE REVIEWED ANNUALLY  
MEDIUM RISK WORK – WILL BE REVIEWED EVERY 2 YEARS  
LOW RISK – WILL BE REVIEWED EVERY 5 YEARS

The Health and Safety training will:

- be repeated periodically where applicable (refresher courses);
- take place during working hours/INSET time;
- take account of new or changed risks to the employees.

The information for the requirements for competence for a particular post is used during the recruitment and selection process (including the employment of Agency Staff).

Effective support needs to be offered to victims of crime, stress/other as quickly as possible to avoid long-term distress or absence. The School support system involves:

- debriefing** - victims talk through the experience with a chosen member of the LG.
- time off work** - individuals will be offered an appropriate amount of time off work if this is felt to be necessary.
- counselling** – internal (trained) or external (professional) will be offered if appropriate;

- legal help** – if appropriate the LEA and School will support staff in pursuing a case and in claiming for compensation;
- considering other employees** – other employees will be given explanations or training as appropriate.

It may be necessary to alter the nature of the job itself or procedures related to the job.

N.B. All security equipment now conforms to British Standard EN ISO9000 and care is taken to ensure that companies fitting security equipment are ISO9001 approved.

### **Stage C - Monitor and Evaluate**

The accident log is also used as a major source of information, as are informal discussions with staff during the inspection of the premises. Whenever possible evaluation and monitoring is carried out using quantifiable indicators, e.g.

- the frequency and cost of accidents, verbal abuse, assault, intrusion, arson, theft and vandalism at the School;
- the numbers of teaching, non-teaching staff and governors trained in Health and Safety issues;
- how much of the School budget is allocated to Health and Safety issues;
- how any specific Health and Safety grant has been spent;
- the timing and frequency of Health and Safety reviews;
- details of any bodies from whom Health and Safety advice has been or will be sought;
- action taken by the School and LEA, to improve Health and Safety;
- details of any recent significant incidents, e.g. assaults on staff or students, theft, vandalism, arson, etc. N.B. Staff and students are encouraged to report incidents of crime and violence which they have experienced, and the School has tried to develop an ethos of problem sharing.

The results of the Health and Safety monitoring and evaluation are made known to staff by briefings, notices and articles in the staff bulletin. The School Safety Committee regularly checks that risk assessments are still valid in the current work situation.

### **Section 3 - Special areas for consideration**

#### **a) Duty Supervision**

- one member of staff will be on duty outside the School from 8.30 am. This is a member of the Leadership Group
- at break times 9 members of staff will be on duty + a member of the LG.
- lunch time supervision is managed by the Leadership Group, other identified staff and midday supervisors
- at the end of the School day members of staff will be on duty on Eltham Hill and at the local bus stops.

#### **b) Pupils taking medicines**

The guidance provided by the Department of Health is followed as detailed below.

### **Policy for the administration of prescribed and non-prescribed medicines on school trips.**

The giving of medicines or supervising of students taking medicines is not part of a teacher's conditions of employment. However, all staff, including teachers, have a duty of care in common law to act as any reasonably prudent parent would and ensure that children are kept healthy and safe. This duty of care could extend to administering medicine whilst accompanying students on a school trip.

#### **Prescribed Medicines**

- Students who are known to suffer from a medical condition requiring the regular taking of medication e.g. severe asthma, epilepsy, diabetes, will have a Care Plan. Staff should ask the general office staff for a copy of any relevant Care Plans prior to taking a group of students out of school. The Care Plan will give details of any regular medication and how it should be administered. It will also give details of the student's condition, how to recognise an emergency and what action to take.
- Students taking medication on a short term basis e.g. antibiotics, will not have a care plan.
- All prescribed medicines must show the pharmacy label giving details of how to administer the medicine.
- School staff are not permitted to administer ear or eye drops or to apply creams or ointments.

#### **Non-prescribed Medicines**

- If a student needs to take non-prescribed medicine e.g. cough mixture, paracetamol, a parent/carer must provide clear written instructions detailing:
  - dosage
  - timing
  - any special instructions.
- Medicines **must not** be administered without written instructions.
- **Non-prescription medicines containing aspirin or ibuprofen must not be given under any circumstances.**

All medication, whether prescribed or not, must be in its original container/packaging and be accompanied by its printed information sheet.

The trip leader should appoint a responsible adult to take charge of medicines. Care plans and medicines must be kept securely and arrangements made for them to be available at the appropriate time. The appointed person must:

- keep a log of the medicines in his/her care
- record each instance of a medicine being administered

Forms for this purpose are available from the general office.

### **Asthma**

Students must carry their own inhalers with them at all times. Spare inhalers should be in the care of the responsible adult and easily accessible. Students suffering from asthma are asked to leave a spare inhaler in the school general office; these may be taken on trips/outings.

### **Diabetes**

On residential trips, the trip leader must check that suitable facilities are available for the correct storage of insulin/equipment. This might not be the same for all students and should be checked with the individual. The responsible adult should carry a supply of glucose tablets/gel in case of an emergency.

### **Epipen**

Students who have been prescribed an Epipen should carry one with them at all times. These students are asked to leave an additional Epipen in the school general office; these may be taken on trips/outings. A responsible adult must be trained in the use of an Epipen.

All medicines, including asthma pumps and Epipens, taken from the general office must be returned promptly.

## **c) Areas of Special Risk**

The following areas/activities are recognised as potentially requiring additional attention in relation to management of health and safety and should all have their own safety codes:

- Design Technology (includes Food Technology).
- Science
- Art (includes Ceramics), P.E. and Drama.
- ICT (where electrical risks are relatively high).

## **d) Emergency Plans**

1. The School Health and Safety co-ordinator has prepared emergency plans to cover all foreseeable major incidents. In undertaking this work due regard has been given to:

- the LEA's Education Crisis Line;
- the LEA's Snow Line Procedures.
- the three principles of:
  - i. saving lives; in
  - ii. preventing injury;
  - iii. minimizing loss.

To this effect, in the event of an evacuation due to a fire alarm pupils are to leave their bags in the classroom as these can form hazards and congestion in corridors and on the stairs.

2. The emergency plans have been formally agreed by the Governing Body and are rehearsed regularly by staff and pupils. The results of all such rehearsals forms part of the annual safety audit and the outcome is reported to the Governing Body.

**e) Pupil illness**

In the case of pupils, parents will be asked to provide an emergency contact number and to alert the School of any known health problems, e.g. diabetes, asthma etc. This record will be kept centrally in the office. In the event of serious illness an ambulance will be called, parents contacted and asked to meet their child at the Hospital.

**f) School visits and 'off site' activities**

The Governing Body will comply with the guidance the LEA has issued on 'off site' visits or activities - particularly:

- the conduct of Outdoor Pursuits;
- the use of Mini-buses and coaches;
- residentials and trips abroad.

The Principal will submit to the Governing Body a report on the arrangements for the management of health and safety, and welfare of pupils on all or certain types of off-site activities prior to the activities taking place. Reports will detail:

- the transport arrangements;
- the arrangements for supervision of pupils (including the staff/adult : pupil ratio)
- the arrangement for first aid cover;
- the level of qualified instruction and supervision that will be available for activities of special risk.

**g) Self financed projects**

Contact the LEA for advice re: insurance and legal considerations.

**h) Environmental protection act**

The School complies with the Environmental Act 1990 and the associated Code of Practice.

**i) Monitoring and reviewing this health & safety policy**

The Governing Body reviews this policy annually and a formal resolution is put to the Governing body for the approval of the amended/updated policy. The

Governing Body will review this Policy more frequently should the need arise, e.g. on the publication of new regulations or on the receipt of new documentation from the LEA.

**j) First Aid Provision and Procedure**

The following principles apply to the provision of First Aid:

1. The arrangements for first-aid provision are adequate to cope with all foreseeable major incidents.
2. Accidents only will be dealt with in the medical room and appropriate action taken. Any cuts and abrasions must be dealt with in accordance with the 'HIV preventative protocol'.
3. A record is made of all accidents which require first aid to be administered to a member of staff, student or other person - either on the School premises or engaged in activities sponsored by the school (including visits). This applies to every case where first aid is given whether from a remote first aid location or the medical room.
4. First-aid materials are held at main reception office..
5. Listed materials are checked regularly for stock level, use by date, contamination, etc. Plasters are now only allowed to be administered centrally due to the allergic reaction that some children have on their skin when exposed to the adhesive.
6. Adequate and appropriate first-aid provision will form part of the arrangements for all out of hours activities. All groups will have a qualified first aider with them and so the first aid pack will be comprehensively stocked.
7. The number of certificated first-aiders will always be at least that number required by law. All such staff will be trained in first-aid by St. John's Ambulance staff to a basic, minimum level of competence. This competence level has been agreed following discussion between the Governing Body and St. John's Ambulance staff.

The School's certificated first-aiders **are:-**

Baker	Steve
Colombeau	Debbie
Corderoy	Lohana
Dean	Stephanie
Hartnell	Karen
Heffer	Paul
Humphreys	Ian
Inwood	Donna
Marshall	Debbie
Morton	Samantha
Mullins	Diane

Newman	Janis
Sanders	Allyson
Stevens	Dawn
Thorne	Karen
Tuley	Barry
Williamson	Gloria

**The following pages are taken from the official Health & Safety at Work document.**

### **Risk Assessment for Educational Visits**

- “17. In order to promote safe practice, the LEA will need to monitor, and where necessary challenge, the educational objectives that schools have stated for a visit. Before a school decides to arrange an educational visit, it is good practice to consider what educational objectives it wishes to achieve, and then, how a visit might help to achieve them.
- “18. Risk assessment and risk management are legal requirements. For educational visits they involve the careful examination of what could cause harm during the visit and whether enough precautions have been taken or whether more should be done. The aim is to make sure no-one gets hurt or becomes ill. The control measures should be understood by those involved. Risk assessments should explicitly cover how special educational needs and medical needs are to be addressed. The programme of a visit, as set out in the risk assessment and the consent form, should not be deviated from and should include details of contingency measures – plan B. The Health & Safety Executive has produced a leaflet “5 Steps to Risk Assessment” (<http://www.hse.gov.uk/pubns/indg163.pdf>) as a simple guide. It recommends that risk assessments be recorded and reviewed.
- “19. Risk assessment for educational visits can be usefully considered as having three levels:
- **Generic activity risk assessments**, which are likely to apply to the activity wherever and whenever it takes place;
  - **Visit/site specific risk assessments** which will differ from place to place and group to group; and
  - **Ongoing risk assessments** that take account of, for example, illness of staff or pupils, changes of weather, availability of preferred activity.

### **Generic Activity Risk Assessments**

- “20. Prepared by the LEA, or by LEAs in agreement with one another. School staff will not normally prepare them unless they have accumulated expertise. The LEA should check any generic risk assessment prepared externally (by, for example, an activity or expedition provider, tour operator, or National Governing Body) or by an EVC or other member of school staff. The generic

risk assessment will inform the health and safety policy of the LEA and associated procedures.

Examples:

- The lack of adequate risk management leading to drowning is a major cause of accidental death. Control measures would include assessing the water confidence and ability of pupils; use of buoyancy aids; competent supervision, with the appropriate ratios for the specific environment, pupil group and level of activity. The generic risk assessment should include advice, or a local ruling, on the circumstances in which swimming or paddling may or may not be permitted as a marginal activity. See 'A Handbook for Group Leaders';
- Travel entails a risk of injury in a road traffic accident. Control measures would include qualified driver; number of drivers; maximum periods of driving; appropriate seat belts provided and worn; evidence of vehicle maintenance, appropriate supervision levels; and if appropriate, knowledge of foreign law, experience of driving abroad and with left-side controls. Pupils are also at risk as pedestrians from traffic. (Also travel as in using ferries, airports, long haul coaches, trains, underground/metro systems etc.);
- Adventure activities. Centres licensed under the Adventure Activities Licensing Regulations 1996 can be considered safe in the leading, instructing and equipping of the activities stipulated on the licence. These will have been inspected. LEAs have no need to risk assess that part of any visit. They will wish to assess other aspects of the school's planning for a visit – for example, accommodation catering, transport, activities not stipulated on the licence. For non-licensable adventure activities, proof of competence from an NGB award or assessment by a technical adviser may be sufficient.

### **Visit/Site Specific Risk Assessment**

"23. These are undertaken for each venue and are amended as necessary for different groups. They are prepared or agreed by the EVC.

- Medical needs of students - control measures include ensuring the group leader is aware of the known health problems of the group; sufficient medication is provided; there are sufficient adults competent in dealing with the medical problems in the group; and there are contingency measures in place for the group to be adequately supervised if an adult has to accompany a child to hospital;
- Behaviour of students, Control measures include a code of rules and behaviour, agreed as far as practicable with pupils; rules for supervision (including model behaviour and example set by adults); and competence of supervisors to ensure disciplinary standards;
- Weather etc. Control measures include obtaining local intelligence of tides; potential for flooding or flash floods; likelihood of sudden

weather changes in mountains; streams that can change from benign to torrents in a short time etc.; planning the itinerary to take the possibility of change into account; suitable clothing; ensure pupils understand the risks and the reasons for the control measures and having a plan B pre-assessed in case plan A has become to hazardous;

- Crossing roads, railways, rivers etc. Control measures include local intelligence; information on where the controlled or otherwise less dangerous crossing places are; ensuring appropriate levels of supervision and that pupils are aware of, and comply with, rules;
- Group management decisions. Control measures include establishing meeting and collecting points; code of rules and behaviour agreements; cultural considerations such as dress codes, holy days; induction requirements for support staff etc.

### **Ongoing Risk Assessments and Reassessments**

“25. The group leader, or other adults with responsibility, should reassess risks while the visit is taking place. Ongoing risk assessments normally consist of judgments and decisions made as the need arises. They should be informed by the generic and visit or site specific risk assessments and take account of local expertise on e.g. tides, potential for flooding etc. They are not usually recorded until after the visit and should be reviewed to inform future planning. Examples of the need for ongoing risk assessment:

- Changing weather, tiredness or illness within the group, behaviour, issues with other groups at same venue etc. Control measures would often include deciding to change to the pre-assessed plan B or swapping activities on the itinerary so that the activity can be carried out on a different day;
- Emergencies. Control measures would include establishing the nature and extent of the emergency as quickly as possible; ensuring that all the group are safe and looked after; establishing whether anyone has been hurt and getting immediate medical attention for them; ensuring that all group members who need to know are aware of the incident and that all group members are following the emergency procedures; ensuring that if a teacher accompanies casualties to hospital, the rest of the group are adequately supervised at all times and kept together; and informing the emergency contact in the school;
- Group leaders are always in charge. They should trust their own knowledge of the young people and use their own professional judgment. This may include challenging an activity leader where the group leader’s knowledge of the group is superior, or intervening to prompt a change of plan, including stopping an activity if it has become too hazardous.

### **Exploratory Visits**

- “26. *HASPEV* states: “An exploratory visit should be made by any teacher who is to lead a group abroad or on a residential visit or who is to instruct or lead the group in an outdoor activity such as trekking in a location that is not familiar to them.” It is good practice for the teacher or other member of the school staff leading a group to visit the site beforehand to gain first-hand knowledge of the area and route. This knowledge will then inform the risk assessment and pre-planning.
- “27. An exploratory visit will give the group leader greater confidence in his or her ability to supervise the pupils. It will help the group leader to concentrate on the needs of the group rather than the unexpected demands of the environment. It should be borne in mind that overseas trekking expeditions cover a much wider range of terrain and circumstances than is found in the UK. The same good practice should be expected where some of the leadership of the group falls to a contractor.
- “28. If it is not possible to visit the site beforehand, the LEA’s outdoor education adviser will want to be satisfied that alternative arrangements are sufficient for an assessment to be made. Such alternatives might include obtaining advice from those with experience gained from previous visits; heeding reports of previous visits; the use of experienced and reliable local guides where appropriate; a reconnaissance visit by the group leader on arrival at the venue whilst the group remain in the hotel or hostel on residential visits (very often the group will need to rest up anyway). Any one or two of these, or of other measures, might not be enough for an adequate risk assessment.

### **Involving Pupils in Risk Assessment**

- “29. *HASPEV* chapter 4 Preparing Pupils states: “Pupils who are involved in a visit’s planning and organisation, and who are well prepared, will make more informed decisions and be less at risk.” The Department issued *Safety Education* in 2002. This provides advice on making children risk aware rather than risk averse. *Safety Education* explicitly recognises adventurous visits as a useful way of doing this. Any type of educational visit can provide an important medium for education about risk. See table at Annex A, which takes the five National Curriculum statements and suggests ways in which pupils on educational visits can learn about risk assessment.
- “30. Adventure activities enable pupils to build upon their theoretical knowledge of risk management by providing active opportunities to test their knowledge in practice and develop transferable skills. But bare in mind that pupils may have an exaggerated opinion of their own ability. The risk assessment should ensure that activities are appropriate to levels of ability and progression.
- “31. Bear in mind too that pupils engaged in assessing risks may alarm parents about the nature of the hazards to be encountered on more adventurous visits. The consent forms should adequately convey the real risks and the control measures. The statutory duty of care laid on LEAs and schools by health and safety legislation remains where pupils are assigned specific tasks relating to risk assessment.

### **LEA and Risk Assessment**

- “32. See *Health and Safety: Responsibilities and Powers*: “The LEA must provide health and safety guidance to those schools and services where it is the employer. It must ensure that staff are trained in their health and safety responsibilities as employees and that those who are delegated health and safety tasks (such as risk assessment) are competent to carry them out.” The LEA should draw up the generic risk assessments. The task may be assigned to an appropriately competent person who has training and experience or knowledge and other qualities appropriate to the task.
- “33. The LEA should record the results of the assessment and include them in its policy statement and procedures. The assessment should include an overview of the range of visits carried out by schools and be informed by monitoring procedures. It should include an assessment of new areas of work.”

## FIRST AID PROVISION AND SICK STUDENTS

For provision and procedure see page 19(j)

### Dealing with sick students

The following procedure has been adopted by all teaching staff in order to minimise the time lost by the office staff dealing with students, at the same time ensuring an efficient and adequate service to the students.

- If a teacher feels that a student is not well enough to continue working in school, a note is written in the contact book and the student sent to the Year Leader/Pastoral Manager.
- The Year Leader/Pastoral Manager will either send the student back to their lesson or make the decision that the student should go home.
- The student will be sent with a note to reception and parents will be contacted and asked to take direct responsibility for the student.
- The student will be sent home with parent/carer permission or will wait to be collected by a parent/carer/other responsible adult.

If students become ill at break or lunch times they should report to the teacher(s) on duty.

### Dealing with accidents

- If a student has an accident they should be sent to the first aider in the office
- Accidents only will be dealt with in the medical room and appropriate action taken. Any cuts and abrasions should be dealt with in accordance with the 'HIV preventative protocol'.
- For more serious accidents (other than minor cuts and abrasions) the student will be sent to hospital accompanied by a member of staff if a parent carer is not available
- Initially attempts will be made to contact the parents, inform them of the situation and assess the feasibility of the parent taking the pupil to hospital. When it is not reasonably feasible for parents to take the student to hospital, the student will be driven to casualty by a member of staff (with suitable car insurance) who will remain with the student until the parent(s) arrive. Parents should be:
  - given the name of the Hospital to which their daughter has been taken;
  - asked to attend the hospital as a matter of urgency;
  - reassured to prevent parental distress and another possible accident as they travel to the hospital.

If no member of staff is available to take the student to hospital then an ambulance will be called. Whilst the ambulance travels to the school an Ambulance Report should be produced from SIMS and given to the ambulance crew on their arrival. The Hospital will then take responsibility for contacting parents and may use the police if deemed necessary.

Students must be sent to hospital **immediately** by ambulance in these cases:

- any head injuries and wounds needing stitches;
- all suspected fractures must go direct to hospital immediately by ambulance;
- if there has been any amount of unconsciousness even for a few seconds.

N.B. Legally pupils must be sixteen to be given medical treatment without parental consent, however in 'Life or Death' situations treatment is offered immediately.

## MINIMISING THE RISK OF HIV TRANSMISSION

- Those involved in educating and caring for HIV+ students should be sensitive to their need for confidentiality and their right to privacy.
- The number of people who are aware that a student is infected is therefore on a 'need to know' basis.
- Although most HIV+ students show no symptoms of infection if the measures outlined in this policy are put into practice then the 'need to know' is largely eliminated.

### Good Hygiene Practice

- In all cases of normal 'First Aid' the use of disposable gloves should be employed.
- Gloves should be disposed of in the special sacks in the General Office
- Hands should be washed and dried.
- In an emergency, direct mouth-to-mouth resuscitation should not be withheld. The special device for mouth-to-mouth resuscitation should be used only by specially trained first aiders.
- All staff and students should have minor cuts, open or weeping skin lesions and abrasions covered with waterproof dressings.
- If staff have cuts or abrasions they should not administer First Aid if another member of staff can provide it.
- The burning/incineration of all used items should be done after 'double bagging' the contaminated items in yellow plastic bags bearing the 'Biohazard' symbol.
- When the administering of First Aid is finished an accident report form is completed to afford a level of protection to staff and pupil.

### Instructions for Treating splashes of blood from another individual

- Wash the wound or splashes of blood immediately and copiously with soap and water. If the splashes of blood are in the eyes or mouth then wash out immediately with copious amounts of water;
- Apply a suitable dressing and pressure pad if needed;
- Seek medical advice as soon as possible.

### Accidents involving the deposition of Urine or Faeces

Urine and faeces should be disposed of via the toilet

### Children's games and social practices that we do not allow

- The practice of becoming 'blood brothers
- Ear piercing and Tattooing;
- Biting.

## **Subject Specific Considerations**

### **Music**

If wind instruments must be shared, the following precautions should be observed:

- brass and reed mouthpieces must not be shared and should be regularly removed and washed in hot water/detergent or cleaned in diluted spirit;
- on instruments where lips touch wood or those with tipplers/wind caps, the contaminated section should be removed and wiped with a spirit-soaked swab.

### **Science**

Students should not give blood for any reason. However, staff may use a fresh sterile lancet on themselves to demonstrate the structure of fresh human blood.

Samples of 'cheek epithelial cells' may be taken by the pupils if they use a cotton bud to gently remove the cells.

Human saliva should not be collected for enzyme experiments and an amylase of bacterial or plant origin, e.g. diastase should be used.

## ASTHMA POLICY

### **Aim:**

To consider medical advice on the best procedures to support asthmatic students in school and to enable them to take part as fully and safely as possible in all school activities.

1. Copies of the student's specific medical needs (as advised by parents) are kept on the student data base. All staff have access to this and class/set lists are available with the data recorded on them. The office staff update the records as changes occur and at the start of every academic year.
2. Students with inhalers will be responsible for their own inhaler so that they always have immediate access to it. If necessary, this includes the inhalers being taken out of school for games/swimming, or other off-site activities.
3. All adults involved with students in school or school-associated activities, should receive advice on practical asthma management.

### **Obtaining and Recording Accurate Information**

All parents complete a questionnaire about their daughter's health on entry to the school. This includes reference to asthma.

The data base will hold records of:

- Personal details, hospital reference, if applicable;
- Treatment needed regularly (preventer);
- Relief treatment (relievers) if required.

### **Access to Medicines and Inhalers**

Where medicines/inhalers are necessary, (i.e. prescribed by a Doctor), inhalers and capsules, labelled with the child's name and form will be held in the School office in a locked cupboard. There are two main types of inhalers:

- i. **Relievers** clearly relieve the symptoms of asthma - common examples are called 'nVentolin' and 'Bricanyl' and are usually BLUE in colour.
- ii. **Preventers** relieve inflammation and are clearly designed to prevent the onset of asthma - common preventers are 'Beclafort', 'Becatide' and 'Intal' and are usually BROWN in colour.

N.B. Staff cannot administer medicines to pupils. However, students will be allowed to self administer if written authority is provided by both the parents and the student's G.P. The school nurse may administer medicines as prescribed by a G.P. again if written authority has been provided by both the parents and the student's G.P.

Students are not permitted to carry medicines with them in school, except for inhalers and epipens/anapens.

Any tablets or medicines to which students may need access should be left in the school office with clear instructions from parents/carers as to when they should be accessed and how they should be administered.

### **Sports & Exercise**

Staff should be aware of those students who may become wheezy during exercise and who may need to use their inhaler before taking part. Breathlessness during an activity should result in the child withdrawing from the activity, for that lesson. Swimming rarely provokes asthma, as the air breathed is warm and moist but staff need to ensure that any students who may need to take medication, take it with them.

### **Animals**

Staff need to be aware that some animals can cause a sudden and severe reaction. Children who react in this way, should not approach, handle or care for animals. The school has no animals on site.

### **Returning from Absence Due to Illness**

We do not encourage children to miss lessons or to stay indoors during break and lunchtimes, so before a child is sent back to school after an illness, parents should ensure that he/she can cope with the whole school day.

### **Long-term Medical Problems**

Students suffering from conditions which might require emergency treatment at any time, such as asthma, epilepsy or diabetes have (needs re-write on health care plan)

# MANUAL HANDLING OPERATIONS

## Introduction

The School and the LEA comply with the Manual Handling Operations Regulations 1992 and the Management of Health and Safety at Work Regulations 1992 recognising that this represents a minimum standard. These regulations cover the transporting or supporting of any load (including the lifting, putting down, pushing, pulling, carrying or moving thereof) by hand or bodily force. A 'load' is defined as a discrete moveable object, e.g. a person, animal or material supported on a shovel. N.B. An implement, tool, or machine is not considered to constitute a load when being used for its intended purpose.

The Regulations require the following measures to be considered in this hierarchy:

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

N.B. In extreme cases it may be necessary for a particular member of staff to be taken off duties that involve manual handling.

## Responsibilities:

The **manager** is responsible for:

1. Identifying staff who are deemed to perform manual handling operations.
2. Undertaking (either personally or by delegation) a risk assessment considering the task, the load, the environment and the individuals who carry out the task itself. In their role of assessor the person must be competent and more specifically:
  - be familiar with the Regulations and ensure that they are adhered to;
  - have a knowledge and understanding of:
    - a. the body and how it works (in relation to manual handling),
    - b. correct lifting techniques,
    - c. the requirements of the regulations, guidance and forms to be used,
    - d. the work process.
  - be given sufficient time, assistance and support to enable them to complete the assessment;
  - consult with the user when assessing their work routine;
  - be aware of their limitations when carrying out assessment and to call upon further expertise and additional sources of information when appropriate;
  - draw valid and reliable conclusions based on the assessment of risk;

- make a clear record of the assessment and process this information promptly using agreed procedures.
3. Monitoring and reviewing assessments. The frequency of the reviews will depend on the level of risk associated with a particular situation and should be no less than:

High Risk - Annually      Medium Risk - 18 Months      Low Risk - 2 Years

A review should always be conducted immediately if there is:

- a reason to believe it is no longer valid;
  - a major change to the work practice;
  - a major change to safety equipment provided;
  - a major change to the nature of the load;
  - a substantial increase in the amount of time performing manual handling operations;
  - a substantial change in other task requirements, e.g. more speed or accuracy;
  - if the workplace is relocated;
  - if the environment is significantly modified;
  - if there is a serious incident, accident or trend.
4. Investigating any health problems reported to them or identified in staff. The manager must ensure that staff are not given tasks that are outside their capability.
5. Providing users with information regarding:
- the arrangements for reporting any health hazards;
  - the arrangements for the organisation of the daily work routine;
  - any action taken as a result of the assessment they have participated in.
6. Arranging for the training of users in the correct techniques for manual handling operations.
7. Planning the activities of staff to ensure that their work is interrupted by breaks or changes in activity that reduce the risks associated with the work. Such breaks or changes in activity should be:
- taken before the onset of fatigue, as the timing is more important than the length of break;
  - included in work time;
  - reducing the workload;
  - preferably short and frequent;
  - engaging the user in tasks which do not involve manual handling;
  - taken at the discretion of the user if this is possible.

Such breaks or changes in activity should not:

- lead to an increased compensatory pace of work;

- involve further manual handling operations.

**Users must:**

- use the lifting/moving equipment provided in accordance with agreed methods of working and any training received;
- report to management any musculo-skeletal pain or fatigue which may be associated with the work;
- assist with the manager/assessor in the assessment of their work.

**Health and Safety Training**

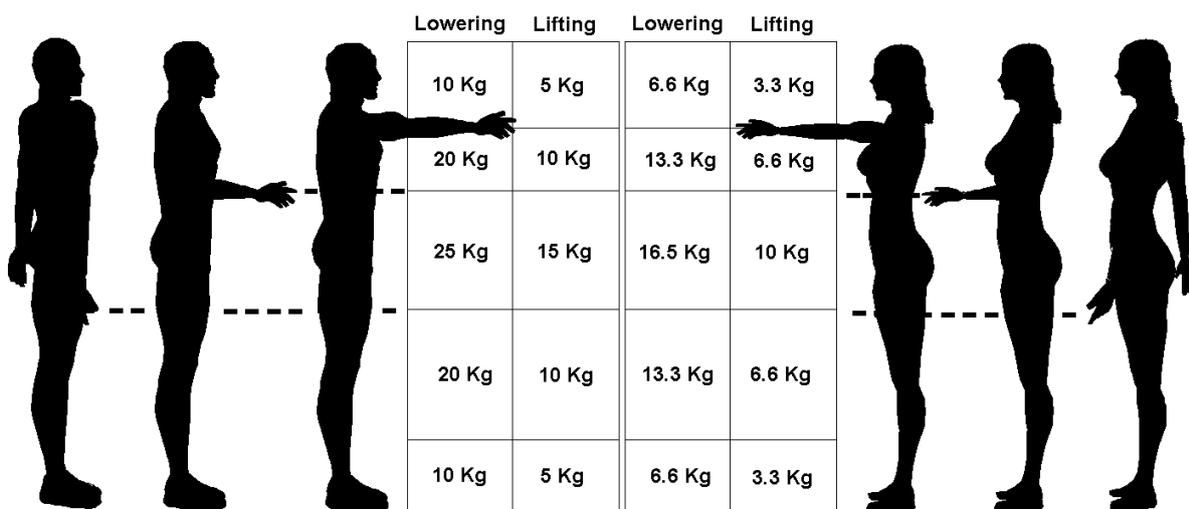
Training must be provided for staff on the healthy and safe way to perform manual handling operations.

Assessors also need to be trained in order that they:

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

Health and Safety training must be given at the same time as staff are trained how to perform manual handling and should include reference to:

1. The users role in prompt and accurate recognition of hazards. This should cover both the absence of desirable features and the presence of undesirable ones, together with information on health risks and how problems may be manifested. The physical effects of incorrect lifting techniques relevant to the working environment should be covered.
2. User initiated actions and procedures which bring risks under control, i.e.
  - a. *the importance of good lifting and lowering techniques.*



**Schematic for Lifting and Lowering from different heights – Gender Dependent**

- b. *the importance of using appropriate safety equipment and machinery correctly.*
  - c. *the need to take advantage of breaks and changes of activity.* Regular changes in activity and/or short rests should be used to reduce muscle fatigue and tiredness.
3. Recognition and reporting of health problems (temporary or not) that may affect their ability to carry out manual handling tasks.
  4. The user's contribution to assessments.

Once training has been given staff should initially be supervised closely to ensure that it is implemented.

## SCHOOL SECURITY

### **Preface**

This policy is an integral part of the School's Health and Safety policy. Employees must be aware of, and implement this policy, which sets out principles and a management structure and which is also concerned with the issues such as:

- the personal safety of students and staff;
- daytime and night-time security;
- the prevention of crime and vandalism – including security measures such as CCTV, alarms and locks;
- visitor procedures - see Appendix 1;
- removing trespassers – see Appendix 2;
- dealing with/confiscating weapons – see Appendix 3.

Any person who enters the School building or grounds without permission is a trespasser. Trespass alone is not a criminal offence, (it can be pursued through the civil courts) but trespassers can be asked to leave. However, if a trespasser refuses to leave the School premises, or enters after being required to leave, their behaviour may give rise to a criminal offence under section 547 of the Education Act 1996.

### **Principles**

1. To improve the physical security of the School premises and the personal safety of staff, students and visitors by creating an environment in which all feel safe
2. To have security measures in place which are proportionate, unobtrusive and tailored to the needs of the school
3. The security measures outlined below involve staff, parents and students.
4. The LEA and the Police are kept informed about, the School's security arrangements.
5. The School undertakes an annual security audit as part of the Health and Safety inspection process.
6. The Governing Body will annually monitor and review this security policy and its implementation identifying further strategies for ensuring or enhancing security.
7. The School will organise staff and student training programmes which cover issues such as:
  - knowledge of the law on intruders, trespassers, harassment, assault, offensive weapons, theft, vandalism;
  - skills in dealing with intruders, trespassers, harassment, assault, offensive weapons, theft and vandalism;
  - effective police-school liaison;

- the role of the Crown Prosecution Service, magistrates and the Judiciary.
8. The Principal is ultimately responsible for security arrangements and delegate's responsibility to the Premises Manager and other colleagues directly involved with the specific use of particular buildings
  9. Staff should be clear as to the extent of their duties regarding incidents that take place outside the School, and out of school hours.
  10. Visitors (including parents on the School premises during the School day) should follow the guidelines laid down for their visit to the School.
  11. The School has a clear procedure for dealing with intruders, and staff are familiar with this procedure and are trained as to how it should be implemented.
  12. The School has clear lines of communication and a positive relationship with the local police.
  13. Staff are fully aware of the extent to which they can physically prevent pupils attacking each other or themselves. Additional funding is provided for security initiatives by the LEA.

## **Effective management of school security**

There is a three stage management process in increasing the security for staff, premises and contents.

**Stage A      Risk Assessment - to include finding out if there is a problem or risk of a problem**

**Stage B      Taking action**

**Stage C      Monitor and evaluate the implementation and effectiveness or otherwise of any preventative actions**

### **Stage A - Risk Assessment**

1. Risk assessment is performed by trained members of the safety committee, and during the annual safety/security audit the appropriate staff inspects the workplace and practices therein.
2. The safety committee use the details from the accident/security log along with the hazard severity and risk probability ratings to check for patterns, look for common causes, areas or times.
3. The police, other agencies and staff are consulted and the accident/security log is monitored and evaluated and manufacturer's instructions and/or data sheets are compared to practice. When conducting initial risk assessments or reviewing them the Principal invites the local police and other relevant agencies to be involved in the process if:
  - the procedures are likely to involve the police, e.g. a review of the arrangements concerning when to call the police and the information to be provided when doing so or the arrangements for maintaining contact with the local police;
  - the procedures relate to the arrangements for liaison with the Principal.

The School maintains an effective working relationship with the police

N.B. School liaison officers are unlikely to be involved in responding to emergencies.

Staff consultation is done both formally and informally through line management systems and safety representatives are consulted regularly.

### **Stage B - Taking Action – some Preventative Measures**

It may be necessary to alter the nature of the job itself or procedures related to the job, e.g. we now:

- minimize the amount of cash kept on School premises;
- implement banking procedures which allow for frequent visits and varied routes to the bank;
- check the credentials of clients and the place and arrangements for any meetings away from the workplace;

- ensure that staff are in pairs (at least) when visiting parents at their home;
- instruct staff to sit nearer the exit door than the persons they are visiting;
- ensure that staff are in possession of a mobile phone when making a home visit;
- insist that staff are never alone in the School – this is especially important during the holidays
- ensure that when staff are required to work late, as on parents evenings, the LG help where necessary in arranging transport home or by ensuring a safe parking area (on the premises) is reserved for staff.

### **Successful actions at the School**

In addition to those procedural changes detailed previously a great deal more has already been achieved by:

- providing an improved reception area, with respect to seating, decor, lighting
- providing a system of CCTV cameras;
- providing a modern alarm system;
- providing security fencing;
- improving the quality of locks and by fitting coded security locks on the main external doors
- providing a wider counter and a raised floor on the office side of the reception area;
- by developing a clear visitor control protocol – see Appendix 1;
- reviewing and regulating access to the premises;
- offering governor, staff and pupil training to raise awareness of security issues and to train them in personal security techniques.

**Staff** have been trained in personal safety techniques such as:

- i. how to read body language;
- ii. how to calmly assess volatile situations ;
- iii. how to react effectively in the event of attack.

**Students** have been trained in personal safety techniques which:

- i. help them to modify and control aggressive behaviour;
- ii. encourage them to think before they act.

All security equipment now conforms to British Standard EN ISO9000 and care is taken to ensure that companies fitting security equipment are ISO 9001 approved. The Safety Committee is now giving consideration to the use of fibre optic CCTV systems and/or wireless technologies which use microwave links between cameras and monitoring centres.

## Stage C – Evaluation of the Policy

Whenever possible evaluation and monitoring is carried out using quantifiable indicators, e.g.

- i. the frequency and cost of intrusion, arson, theft and vandalism at the School;
- ii. the frequency and cost of verbal abuse and assault in schools - this can be further categorised as follows:
  - staff verbally abused by parents and other outsiders;
  - students verbally abused by parents and other outsiders;
  - students assaulting staff;
  - students carrying weapons on the School premises;
  - outsiders (including parents and ex-pupils) assaulting teachers;
  - assaults between current students;
  - the number of incidents of assault reported to the Police;
  - the numbers of teaching, non-teaching staff and governors trained in security issues;
  - how much of the School budget is allocated to security issues;
  - how any specific security grant has been spent;
  - the timing and frequency of security reviews;
  - details of any bodies from whom security advice has been or will be sought;
  - action taken by the School, LEA, or Governors to improve security;
  - details of any recent significant incidents, e.g. assaults on staff or students, theft, vandalism, arson, etc. N.B. Staff and students are encouraged to report incidents of crime and violence which they have experienced, and the School has tried to develop an ethos of problem sharing.

<b>VISITOR PROCEDURES</b>
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In order to satisfy our security procedures all visitors should adhere to the following procedure:

1. Reception/Office should be informed of the date and name of the visitor.
2. The visitor should be welcomed at the main door
3. At the office the visitor will 'sign in', prominently display a 'Visitors Badge' and will then be escorted to the appropriate venue or asked to wait in reception.
4. At the end of the session the visitor should be escorted to Reception/Office
5. After the visit the visitor will 'sign out', return the 'Visitor Badge' and will then be escorted to the exit.

In addition, the following steps are taken to emphasise that the School's premises are private and that any person who enters the premise without permission may be treated as a trespasser.

- The Principal, in consultation with the LEA and/or governing body has displayed notices at the entrances to the premises which clarify the terms on which people may enter; such notices are welcoming but also specify:
  - i. that during the day, parents should act as visitors to the School, complying with the guidelines for visitors.
  - ii. that suppliers, contractors and commercial deliveries follow specific arrangements.
- those who have a legitimate broad permission to enter (i.e. staff, students, contractors, out-of-hours users) are informed by standard letters as to the limitations (in terms of time and place) and their authority to enter the School or grounds.

The School therefore tries to discourage trespass and to ensure that those who do not follow the visitor procedures are noticed.

<b>REMOVING TRESPASSERS</b>
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Only certain people may remove from the School premises anyone whom they reasonably suspect is committing or has committed an offence under section 547 of the Education Act 1996. These are:

- a police officer;
- a person authorised by the LEA in this case it is the Principal or the acting Vice Principal

<b>OFFENSIVE WEAPONS</b>
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It is a criminal offence to carry an offensive weapon or knife onto School premises, including playing fields. Offensive weapons are defined as 'any article made or adapted for causing injury to the person, or intended by the person having it with him for such use by him or some other person. The Principal has ensured (via the INSET programme) that all staff are clear on how they should handle incidents involving offensive weapons. As a general rule, the police are called to deal with any incident believed to involve a weapon. However, in certain cases members of staff may decide that, in their professional judgement, the incident is innocent and that the matter can be dealt with internally. However, if there is any doubt, the police should be informed and given an assessment of the seriousness of the incident. Staff are aware that they are under no obligation to search pupils themselves, but that when a pupil agrees to co-operate, it might be appropriate to do so to prevent an incident. Where the pupil declines to co-operate, a search should always be undertaken by the police who are trained for such procedures. Staff are also aware that where a person suspected of carrying a weapon is not on the School role, or where an incident takes place outside the School premises, any search should always be conducted by the Police.

### **Confiscation of Weapons under the Criminal Justice Act 1988**

Certain authorised members of staff may take possession of a knife or other weapon brought to school by a pupil which contravenes the Criminal Justice Act 1988 even when the student does not wish to co-operate. A member of staff in possession of a confiscated weapon should secure it and either:

- arrange without delay to surrender it to the police;
- where satisfied that it is reasonable to do so, arrange for it to be taken away by the parent or guardian of the pupil from whom it was taken. However, some weapons are *per se* offensive (e.g. flick knives and knuckle dusters) and should in no circumstances be returned. In cases where weapons are returned, a written record is kept by the School.

See also Health & Safety Policy, Appendix 4 (page 17.46) – 'Searching a Student'.

<b>SEARCHING A STUDENT</b>
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**A statement of Practice at Eltham Hill**

The school will use discretion when making decisions about searching students. Head teachers now have the power to search students, without their consent, for knives, blades etc. or an offensive weapon. In the absence of the Head teacher, other school staff authorised by the Head teacher, may carry out the search. A search will always take place when members of staff suspect that a student/students might be in possession of items/articles forbidden on the school site. These are:

- Alcohol
- Medication/drugs other than those handed in for dispensing at reception
- Flammable materials
- Cigarettes
- Lighters/matches
- Sharp objects
- Weapons

Parents/carers will be contacted if it is practicable to do so but always if there is a suspicion of drugs or weapons. The police will always be contacted in these cases.

A search by school staff will involve the following occurring in the presence of 2 authorised adults one of whom must be a senior manager.

- Students will be asked to empty pockets and bags
- Students will be asked to remove their sweatshirts
- Students may be asked to show the staff present their skirt/trouser waistband
- Students may be asked to remove their shoes.
- There will be no physical contact with the student

In the event of a refusal to be searched parents/carers and/or police will be contacted.

If items are found which present a risk to the school such items will be confiscated. Sanctions will be carried out in accordance with the school Behaviour Management Policy/Drugs Policy.

In the event that no items are found students will be allowed to return to lessons.

Parents/carers will always be contacted if students have been searched at the school whether items have been found or not.

**Summary of Screening and Searching Powers****Screening**

School rules can require pupils to undergo random screening for weapons without suspicion as part of the school's disciplinary power and the duty to manage risk.

## Searching with consent

Schools may search pupils who have consented to be searched but we recommend that the constraints required by law for no-consent searches and good practice on them should be followed on with-consent searches.

## Searching without consent

(Safety advice – reminder: No-one should be authorised to do a search before being trained. The power to search should be used only where it is judged safe. If the school decide it is unsafe to search, they should call the police.)

Searching without consent is the new statutory power on 31 May 2007.

A Head teacher can conduct a weapons search without consent where there are reasonable grounds to suspect the possession of a weapon. Other school staff must be authorised by the Head teacher before they can do so.

**Authorised staff.** A Head teacher can search in the presence of another member of staff; and can authorise other staff to search in general, or for a particular search or type of search, in the presence of another member of staff. A Head teacher may not **direct** a member of staff to carry out a search, except security staff.

**Searchers must be same sex as searched.** As well as the searcher, one other member of staff must be present at a search of a pupil and must be of the same sex as the pupil searched. When the pupil's possessions are searched, the pupil and a second member of staff must be present but the staff may be of either sex.

**Suspicion.** The searcher must have reasonable grounds for suspecting a pupil may be carrying a knife or other weapon. The search can take place on school premises or on a school visit. The searcher can seize anything he/she reasonably suspects is a weapon or evidence of an offence.

**Clothing.** The searcher can require the pupil to remove outer clothing. Where the pupil refuses to do so, the searcher can use reasonable force to remove, for example, an overcoat.

**Force.** The member of staff searching the pupil may use reasonable force.

**Weapon found.** The searcher may confiscate a weapon or anything which he or she suspects is intended to be used as a weapon or anything which he or she suspects is intended to be used as a weapon; and must pass it to the police as soon as possible [the police have long-standing arrangements for dealing with such items]. Other evidence of an offence can also be seized and, if seized, must be passed to the police.

**With consent.** The power to search without consent does not inhibit the school's power to search a pupil where the pupil consents. See paragraphs on "options before a without-consent search" and "searching with consent" above.

**Staff defined.** The law on without-consent search defines “a member of the staff of a school” to include teachers and anyone else authorised by the Head teacher to have lawful control or charge of a pupil: this could include a security firm’s employee.

<b>USE OF EQUIPMENT</b>
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## **RM plc - Health and Safety Guidance for Interactive Whiteboards and Projectors**

Careful handling of your interactive whiteboard and projector is important, as with any electrical equipment.

- Ensure that all electrical installations are carried out by a qualified electrician.
- All equipment must be of a reliable standard and should be checked and maintained regularly in accordance with the Electricity at Work Regulations Act 1989.
- Ensure appropriate carbon dioxide fire extinguishers are positioned near any electrical equipment.

### **Interactive Whiteboard**

- Conceal cables wherever possible in or against the wall in trunking. If it is necessary to have trailing cables ensure they are positioned so that students moving around the room and coming up to the whiteboard do not have to cross them. Conceal any trailing cables with appropriate cable mats and position them safely. You may find that a fixed set up, with the whiteboard attached to the wall and the projector ceiling mounted, reduces the problem of trailing cables.
- Take care when moving a mobile interactive whiteboard. Ensure it is unplugged, safe to move and will not fall over.
- It is important that the area around the whiteboard and aisles are kept clear of equipment or bags, especially as students may be coming up to the whiteboard.
- When positioning the whiteboard try to ensure that all students can reach it without standing on anything. Some schools have found a step under the whiteboard is a solution to the height problem, but you must consider the health and safety issues of students using steps.
- Reflections and glare on some whiteboards can make it difficult for students to see. Check to see if there is too much reflected light on the screen. You may like to draw the blinds or curtains to improve visibility of the projected image.

### **Projector**

**Warning** - The beam of light from a projector can damage the retina if looked at directly for more than a few seconds continuously. In addition, there is a possibility of a risk of damage to the peripheral retina from overexposure to a non-direct beam if a user stands in front of a projector over a period of time. For this reason it is strongly advised that the user keep their back to the projected beam. Anyone entering the projected beam, whilst facing the projector, should do so for no more than a few seconds.

Consider a ceiling-mounted projector, as this keeps the projector out of reach of students, avoids trailing cables, reduces the possibility of dazzle from the projector beam, and enables users to look out at the audience without looking directly at the projector beam.

It is imperative that students are supervised at all times during a projector's operation, especially in relation to interactive whiteboard work.

### Operation

- The projector bulb gets very hot and under no circumstances should the bulb be touched while the projector is turned on.
- When changing the projector bulb ensure that the projector has been turned off for at least 30 minutes, and then take care only to hold the bulb housing and not to touch the glass of the bulb.
- To ensure maximum bulb life, and to ensure it is not damaged, the bulb must be allowed to cool down before the projector is shut off at the mains. Please follow the instructions within the projector user manual.
- To save energy and extend the lamp life of your projector, please put the projector into Power/Standby mode if you are going to stop using the projector for more than 15 minutes.
- Slots and openings of the projector cabinet are provided for ventilation. To ensure reliable operation of the projector and to protect it from overheating, these openings must not be blocked or covered.
- It is recommended to clean the air filter after every 100 lamp hours. The projector may become too hot if the filter is not cleaned when required.
- **Never look directly into the aperture and lens while operating the projector as this may damage your eyes.**

### Cleaning

- Unplug the projector from the wall socket before cleaning or replacing the lamp.
- If the lens becomes dirty or smudged, clean it with a clean, dampened cloth. Never touch the lens with your fingers.
- Do not use liquid or aerosol cleaners. Use a soft dry cloth to clean the projector unit. Do not use a chemical duster or polisher-cleanser because it can adversely affect the unit and peel the paint.

### Safety

- Do not place the projector on an unstable trolley, stand, or table. The projector may fall, which may cause serious injury to a child or an adult and/or serious damage to the unit. Use only with a trolley or stand recommended by its manufacturer as being suitable for use with a projector.
- Projector equipment and trolley combinations should be moved with care. Quick stops, excessive force, and uneven surfaces may cause the equipment and trolley combination to overturn.
- Ceiling, wall or shelf mounting should be done with a mounting kit approved by the manufacturer for use with a projector and should follow the manufacturer's instructions.
- Do not allow anything to rest on the mains lead. Do not place the projector where the lead will be walked on.

- Follow all warnings and instructions marked on the projector.
- As a safety feature, the projector is equipped with mains lead with a 3-pin grounded plug. The 3-pin grounded plug will fit only into a grounding type mains outlet. If the plug does not fit, use an adapter that is properly grounded or have an electrician install a grounded type outlet. Do not attempt to modify the plug.
- For added protection of the projector when it is left unattended or not in use for long periods of time, unplug it from the wall socket and disconnect any cable systems. This will prevent damage to the projector due to power-line surges.
- Never push objects of any kind into the projector through cabinet slots as they may touch dangerous voltage points or short cut parts, which could result in a fire or electric shock.
- Do not attempt to service the projector yourself other than general maintenance presented in the user manual. Opening or removing covers may expose you to dangerous voltage or other hazards. Refer all servicing to qualified service personnel.

## **The Projector Features**

### **Switching ON the Projector**

Ensure the projector is cabled to the computer, as described previously, and that the computer and the RM ClassBoard or SmartBoard are turned on.

1. The projector may have a main power switch; ensure this is pressed to the OFF or 0 position before plugging in the supplied power cable.
2. Plug in the supplied mains cable and ensure the mains socket is turned on.
3. If the projector has a main power switch, press this to the ON or 1 position. If the projector has a power indicator light, this will glow orange, to show it is in standby mode.
4. Press the POWER or ON/STAND BY button on the projector, or on the remote control. You may need to hold this button down for a few seconds on some projectors.

You should hear the fan start, and the projector will start (warm-up in progress). Warm-up will take around 20-30 seconds. If the projector has a power indicator light, this will glow green when the projector is powered on. On some projectors the power indicator light will flash green as the projector warms up.

### **Switching OFF the Projector**

1. Press the POWER or ON/STAND BY button on the projector itself or on the remote control.

You will probably see a message similar to the following:  
 “Power Off / Are you sure?”

2. Press the POWER or ON/STAND BY button again to confirm that you do wish to turn the projector off.
3. The cooling fans keep operating for a short while. If the projector has a power indicator light this may flash orange while the cool-down is in progress (20-30 seconds).
4. Wait until the fans have stopped running (usually around 1 minute). If the projector has a power indicator light, this will glow orange, to show it is now in standby mode. If the projector has a main power switch press the OFF or 0 position.
5. Unplug the power cable, and/or turn off the mains socket.

**Never** turn the projector off by turning off the power at the plug or unplugging it. This is because the fan needs to run to allow the bulb to cool correctly. If you pull the plug the fan does not run.

### **Brightness/Lumens**

The brightness of projectors is measured in ANSI lumens (American National Standards Institute measurement of candle power). A rating of 1500 ANSI Lumens will be adequate for most normally lit classroom environments.

As a general rule the greater the projector distance and the lighter the environment, the greater the required brightness.

Projectors that have the ability to run at more than one ANSI Lumens setting, normally have the ability to switch between the settings by selecting the relevant option in the projector's setup menu.

### **Resolution**

This describes the number of pixels displayed on the screen and determines picture clarity.

The following terms are applied:

VGA = 640 pixel width x 480 lines

SVGA = 800 x 600

XGA = 1024 x 768

XGA is advised, as it is best for fine line drawings and spreadsheets.

### **Contrast Ratio**

This is important for clarity of text. Low contrast ratios offer poorer image distinction than high ratios.

A ratio of 200:1 and above will yield good performance for most applications, but if projecting over long distances or in daylight conditions use a contrast ratio of 400:1. Opt for the highest ratio you can.

Most projectors have an option on their setup menu to adjust the brightness level and contrast intensity.

### **Image Size, Zoom/Focusing Facility**

The image size will be determined by how far the projector is from the screen or whiteboard. Once the projector is positioned, use the zoom and focusing facilities on the projector to finely adjust the image size and clarity.