



Health & Safety Policy

School Specific Arrangements

FREQUENCY OF REVIEW: Annually

DATE OF NEXT REVIEW: May 2024 Unless there is a material change

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Key Personnel

Executive Headteacher	-	John Parr
Head of School	-	Andy Wood
Health and Safety Co-ordinator	-	Marilyn Gibbs Business & Operations Manager
Fire Wardens	-	Stuart Coleman Eddie Brayne Andy Wood John Parr Marilyn Gibbs Julie Tapscott Philip Wright Allison Rumsey Daniel Bird Martyn Longhurst Su Quye Vanoli Ken Middleton
Educational Visits Co-ordinator (EVC)	-	Marilyn Gibbs (EVC Trained) Alistair Elkins (EVC trained) Martyn Longhurst
Lead First Aider	-	Allison Rumsey
Supporting Students with Medical Conditions	-	Su Quye Vanoli

DESIGNATED FIRST AIDERS

Name	Telephone extension	Role	Renewal date
Allison Rumsey	248	Cover Officer	Jan 2026
Lorraine Richards	201	Reception	Oct 2025
Su Quye Vanoli	236	SENCO	Nov 2025
Helen Berry	Radio	Specialist HLTA	Nov 2025
Ed Brayne	Radio	Assistant Site Manager	September 2024
Marilyn Gibbs	223	Business and Operations Manager / EVC	Jan 2023
Melanie Green	228	Resources	Oct 2025
Holly Hodnett	218	PE	July 2024
Guy Kirkby	218	PE	November 2026
Jake Sims	218	PE	November 2026
Vicki Mullins	228	Resources	Oct 2025
Laura Sollars	234	Humanities	June 2025
Alistair Elkins	234	Humanities / EVC	January 2025
Mark Cox	231	Science	Oct 2025
Julie Tapscott	-	Food/Art	Oct 2025
Jo Davis	271	D&T	Oct 2025
Julia Morgan	222	Headteacher's PA/Office Manager	July 2024
Emily Austin	231	Science Technician	September 2024
Ken Middleton	Radio	Assistant Caretaker	September 2024
Jackie Rowley	265	Attendance Officer	July 2024
Christine Walker	-	Teaching Assistant	September 2024
Elizabeth Richards	-	Teaching Assistant	September 2024
Martyn Longhurst	266	Assistant Headteacher	November 2024
Harriet Giles	273	Reception	October 2024
Naomi Proffitt	267	Modern Foreign Languages	February 2026
Stuart Coleman	226	Site Manager	October 2025

All staff receive information on school health & safety arrangements and procedures as outlined within this policy during induction or when arrangements/procedures are updated. The Health & Safety Coordinator provides all staff with ongoing health & safety support, advice and expertise.

Health and Safety Training

The provision of training forms part of the health and safety regulations. It is essential that you attend any training which has been arranged for you, and follow any instructions or guidance given to you as part of that training.

During your induction you may receive basic health and safety training such as fire safety awareness, manual handling, safe use of steps and ladder, first aid and accident procedures. You may also require additional job specific health and safety training applicable to your role. It is important that you discuss your health and safety training requirements with your line manager in order to identify specific training needs.

On completion of training, it is important that a record is kept, and a copy shared with the Health and Safety Coordinator.

Fire Safety and Emergency Evacuation

Fire can cause loss of life and significant damage to property.

For a fire to start, three main components are needed. These are oxygen, fuel and source of ignition.

Examples of sources of ignition and some types of fuel which can be found in schools are:

<u>Fuel</u>	<u>Ignition Sources</u>
Paper	Electric sparks
Artwork	Heat from hot equipment
Flammable chemicals (science)	Naked flames
Flammable paints and solvents	
Textiles (curtains, drama costumes)	

To prevent fires from starting, either the fuel or the source of ignition needs to be removed. For example, ensure that combustible items are never placed in close proximity to hot surfaces and check electrical equipment each time you use it for any faults that could cause sparks, e.g. damaged cables and cracked plugs.

Evacuation/Lockdown Procedures

As part of your induction, you should receive information regarding the school's evacuation/lockdown procedures. If you have not yet received this, you must notify your line manager/Health and Safety Coordinator immediately. Please ensure that you are aware of what the fire alarm/lockdown bell sounds like and what to do when these sound, particularly if you are responsible for student safety.

Fire signage is located throughout the school to assist you in evacuating the building safely in the event of an emergency. Please make yourself aware of all emergency exit routes and the location of the assembly point (tennis courts). Any door marked as a fire door with a door closer must NOT be propped or wedged open, unless through the magnetic release system within corridors.

Fire extinguishers are located throughout the school buildings. They must only be used in the event of an emergency where the fire is small, and only by people who have been trained in their use and who consider it safe to do so.

YOU MUST TREAT ALL INSTANCES OF THE FIRE ALARM ACTIVATING AS IF IT WERE A REAL FIRE.

On hearing the fire alarm:

- Leave the building quickly and calmly by the nearest available escape route, wherever possible assisting in evacuating students and visitors as you go.
- Switch off equipment and close windows if it is safe to do so as you leave.
- Close doors behind you if you are the last person leaving the room.
- Walk calmly and without hesitation to your nearest fire exit.
- Assemble at the identified assembly point and wait for further instruction.
- DO NOT run or panic.
- DO NOT stop to collect any personal belongings.
- DO NOT re-enter the building until you have been told that it is safe to do so.

Any person finding an undetected fire shall:

- Immediately raise the alarm by breaking the nearest emergency break glass point.
- Verbally raise the alarm if the alarm does not immediately activate.
- Evacuate the building.
- As soon as possible (after evacuating the building) report the location of the fire to the person in charge.

DO NOT ATTEMPT TO FIGHT ANY FIRE IF YOU HAVE NOT BEEN TRAINED TO DO SO

On hearing the lockdown alarm:

- Students and staff to remain in/return to their classroom immediately. All outside activity to cease, and doors and windows to remain closed.
- During a partial lockdown, students and staff must sit quietly and remain in their room until advised otherwise via email.
- A full lockdown may be an escalation of a partial lockdown and will be communicated via email. Doors and windows to be locked and blinds closed where possible. Staff and students must sit quietly and out of sight if possible.
- A partial or full lockdown may lead to a full evacuation sounded by the fire alarm.
- Staff will be advised by email stating 'all clear' and the bell will ring again for 10+ seconds to signal the end of the lockdown procedure.

Risk Assessments

It is important that you take time to read any risk assessments written for use in school and apply the principles at work. Risk assessments enable us to consider the hazards which we may encounter in the school environment or during activities, and to assess the risks so that we are able to determine whether the control measures implemented are adequate, or if any additional measures are required.

Risk assessments are important methods of protecting everyone in the school – students, staff, contractors and visitors. They are also a legal requirement under the Management of Health and Safety at Work Regulations 1999.

Any queries should be raised with the Health and Safety Coordinator in the first instance and if required the Headteacher. They are subject to annual review or where there are significant changes to working practices.

These are 5 simple steps to use when carrying out a risk assessment:

- Step 1 - Identify the hazards.
- Step 2 - Decide who might be harmed and how.
- Step 3 - Evaluate the risks and decide on precautions.
- Step 4 - Record your findings and implement them.
- Step 5 - Review your assessment and update if necessary.

For further information refer to www.hse.gov.uk or www.shropshirelg.net

What is a Hazard?

A hazard is anything with the potential to cause harm. Harm includes “ill health”, “injury” or “damage to property”.

Examples of hazards which can be found in schools are:

- Fire (burns, death).
- Power tools, machinery (electrocution, entrapment).
- Sharp hand tools (cuts and lacerations).
- Hazardous chemicals (burns, poisoning).
- Working at height (serious injury as a result of a fall).
- Swimming pools (slips, trips and falls).
- Objects left on floor (trips and falls).
- Heavy objects (injuries as a result of manual handling).

What is Risk?

Risk is the likelihood that harm will occur and the severity of the consequences.

Factors that affect the level of risk include:

- Who will be exposed to the hazard and for how long.

- The age of the individuals at risk.
- The individuals' understanding/perception of the hazard.
- The individuals' level of training and experience.
- What control measures are already in place.

What are Control Measures?

Control measures might include:

- Guards and interlocks on machinery.
- Safe systems of work.
- Visual checks on equipment before use.
- Maintenance checks and servicing and statutory inspections.
- Safety equipment, e.g. fire extinguishers.
- Training received by those at risk.
- Personal protective equipment.
- Notes of guidance.
- Safety signage.

What are Safe Systems of Work?

'Safe systems of work' are documented procedures, working methods or instructions that detail how a particular task should be carried out. There will be many 'safe systems of work' within the school e.g. lesson plans, laboratory and workshop safety rules, departmental codes of practice.

Hierarchy of Controls

When controlling the hazard the following hierarchy of controls should be followed:

1. Remove or eliminate hazard.
2. Substitute a hazardous material or process with a non-hazardous or less hazardous one.
3. Separate/isolate worker from hazard (provide guards).
4. Develop and use safe systems of work.
5. Train, instruct and supervise workers.
6. Provide personal protective equipment (PPE) and warning signage.

Recording and Reviewing

All areas and activity risk assessments should be recorded on the Risk Assessment template which can be accessed from the Health and Safety Co-ordinator. Risk assessments for specific hazards such as use of hazardous chemicals, working at heights, and the use of display screen equipment should be recorded on the specific forms available.

Once a risk assessment has been carried out for a particular task, ensure that the controls are implemented. All risks assessments should be reviewed annually or more frequently if there has been an accident, or a significant change to the activity of working environment, e.g. new equipment.

SPECIFIC RISK ASSESSMENT TEMPLATE							
HAZARD	SEVERITY 1 = Insignificant 2 = Minor 3 = Moderate 4 = Major 5 = Catastrophic	INDIVIDUALS AT RISK	EXISTING CONTROL MEASURES	LIKELIHOOD 1 = Improbable 2 = Conceivable 3 = Likely 4 = Probable 5 = Certainly	RISK RATING (With Controls) Severity x Likelihood	ACCEPTABLE (Risk Rating ≥ 5) TOLERABLE (Risk Rating 5-8) ACTION REQUIRED (Risk Rating ≥ 9) RECOMMENDED IMPROVEMENTS	RESIDUAL RISK

Educational Visits

Trips and educational visits are subject to a formal risk assessment, parental consent and insurance arrangements. Visits must not take place unless formal procedures have been followed and a risk assessment has been completed in line with the Educational Visits and Journeys Policy and authorised by the EVC and Headteacher.

Please speak to the EVC and refer to the School’s Educational Visits and Journeys Policy for further advice and information.

Accidents/incidents

An accident is an unplanned, unscheduled, unwanted event or occurrence or any undesired circumstance which may result in injury to persons or damage to property.

All accidents/incidents and near misses need recording and records kept on the school premises. Only accidents/incidents arising out of or in connection with the work activity will need reporting to the Local Authority via CARs forms.

There is a requirement to record near misses, which are unplanned or uncontrolled events that could have caused an injury but did not actually do so.

Minor injuries requiring minimal intervention and where no obvious contributing factors are identified which could have prevented a reoccurrence will **NOT** need to be reported to the Local Authority but must be recorded in the school’s first aid folder located in the first aid room. CARs forms are located on a clipboard in the first aid room. The original copy is held in a secure location in line with General Data Protection Regulations (GDPR) May 2018.

Common types of accidents that take place within school environments are:

- Sporting injuries.
- Slips, trips and falls.
- Manual handling injuries.
- Cuts and burns.

Some accidents and injuries need to be reported to the HSE under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR). This will be done by the Health and Safety Coordinator.

More information can be found at [RIDDOR - Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 - HSE](#)

All RIDDOR reportable incidents should be investigated by the school.

First Aid

First aid can save lives. The school has an appropriate number of trained first aiders, although not all first aiders have the same level of qualification. Some are fully qualified first aiders (3 day course), and others are 'Appointed Persons' (1 day course). Qualified first aiders are listed within this policy. Please familiarise yourself with the school's first aid procedures.

Staff administering first aid within school have undertaken the relevant training and names of the schools qualified first aiders are displayed around the school site. The Lead first-aider is responsible for checking the contents of first aid boxes on a termly basis and replenish following an incident. First aid certificates are held securely in school by the Lead First-Aider.

First aid facilities at the school include first aid kits located at strategic points, and a fully equipped first aid room.

It is important that you advise your line manager and the lead first aider if you have any medical condition that they might need to be aware of, for everyday safety reasons, and in the event of you needing emergency assistance, e.g. if you suffer from asthma, diabetes, epilepsy, any allergies or reaction to medicines or anaesthetics.

Students with medical conditions which require staff to assist in managing the condition and supporting the student will have a healthcare plan in place, which is agreed with parents and shared on Go4Schools for all staff.

Please see link to managing medical conditions in school which can be found [here](#)

Taken from the policy:

Individual healthcare plans

The headteacher has overall responsibility for the development of IHPs for pupils with medical conditions. This has been delegated to Su Quye (SENCo).

Plans will be written by/in conjunction with medical professionals, reviewed at least annually, or earlier if there is evidence that the pupil's needs have changed. Plans will be developed with the pupil's best interests in mind and will set out:

- What needs to be done
- When
- By whom

Not all pupils with a medical condition will require an IHP. It will be agreed with a healthcare professional and the parents when an IHP would be inappropriate or disproportionate. This will be based on evidence. If there is no consensus, the headteacher will make the final decision. Plans will be drawn up in partnership with the school, parents and a relevant healthcare professional, such as the school nurse, specialist or paediatrician, who can best advise on the pupil's specific needs. The pupil will be involved wherever appropriate. IHPs will be linked to, or become part of, any education, health and care plan (EHCP). If a pupil has SEN but does not have an EHC plan, the SEN may be mentioned in the IHP.

The level of detail in the plan will depend on the complexity of the child's condition and how much support is needed. The governing board and the headteacher/ SENCo/ role of individual with responsibility for developing IHPs, will consider the following when deciding what information to record on IHPs:

- The medical condition, its triggers, signs, symptoms and treatments.
- The pupil's resulting needs, including medication (dose, side effects and storage) and other treatments, time, facilities, equipment, testing, access to food and drink where this is used to manage their condition, dietary requirements and environmental issues, e.g. crowded corridors, travel time between lessons.
- Specific support for the pupil's educational, social and emotional needs. For example, how absences will be managed, requirements for extra time to complete exams, use of rest periods or additional support in catching up with lessons, counselling sessions.
- The level of support needed, including in emergencies. If a pupil is self-managing their medication, this will be clearly stated with appropriate arrangements for monitoring.
- Who will provide this support, their training needs, expectations of their role and confirmation of proficiency to provide support for the pupil's medical condition from a healthcare professional, and cover arrangements for when they are unavailable.
- Who in the school needs to be aware of the pupil's condition and the support required. Arrangements for written permission from parents and the headteacher for medication to be administered by a member of staff or self-administered by the pupil during school hours.
- Separate arrangements or procedures required for school trips or other school activities outside of the normal school timetable that will ensure the pupil can participate, e.g. risk assessments.
- Where confidentiality issues are raised by the parent/pupil, the designated individuals to be entrusted with information about the pupil's condition.
- What to do in an emergency, including who to contact, and contingency arrangement.

Administration of Medication

Prescription and non-prescription medicines will only be administered at school:

- When it would be detrimental to the pupil's health or school attendance not to do so and
- Where parental written consent has been received by school. The only exception to this is where the medicine has been prescribed to the pupil without the knowledge of the parents.
- Pupils under 16 will not be given medicine containing aspirin unless prescribed by a doctor.

- Anyone giving a pupil any medication (for example, for pain relief) will first check maximum dosages and when the previous dosage was taken. Parents will always be informed.
- The school will only accept prescribed medicines that are:

In-date Labelled with a pharmacy label Provided in the original container, as dispensed by the pharmacist, and include instructions for administration, dosage and storage.

The school will accept insulin that is inside an insulin pen or pump rather than its original container, but it must be in date.

- All medicines will be stored safely.
- Pupils will be informed about where their medicines are at all times and be able to access them immediately.
- Medicines and devices such as asthma inhalers, blood glucose testing meters and adrenaline/epi pens will always be readily available to pupils and not locked away, and where possible will be carried by the student.
- Medicines will be returned to parents to arrange for safe disposal when no longer required.

Controlled drugs

Controlled drugs are prescription medicines that are controlled under the Misuse of Drugs Regulations 2001 and subsequent amendments, such as morphine or methadone.

A pupil who has been prescribed a controlled drug may have their daily dose in their possession if they are competent to do so, but they must not pass it to another pupil to use. School should be informed, aware and agree that the pupil can be carrying this medication.

All other controlled drugs are kept in a secure, locked cupboard in the medical room or main reception office and only named staff should have access. Controlled drugs will be easily accessible in an emergency and a record of any doses used and the amount held will be kept.

A list of controlled drugs which are commonly encountered and at risk of misuse can be found here:

<https://www.gov.uk/government/publications/controlled-drugs-list--2/list-of-most-commonly-encountereddrugs-currently-controlled-under-the-misuse-of-drugs-legislation>

Pupils managing their own needs

Pupils who are competent will be encouraged to take responsibility for managing their own medicines and procedures. This will be discussed with parents, and it will be reflected in their IHPs. Pupils will be allowed to carry their own medicines and relevant devices wherever possible. Staff will not force a pupil to take a medicine or carry out a necessary procedure if they refuse but will follow the procedure agreed in the IHP and inform parents so that an alternative option can be considered, if necessary.

Violence and Aggression: Reporting Procedures

Trustees are committed to reducing the incidence of verbal and physical abuse towards staff in our schools. Consequently, we have adopted Shropshire Council's definition of violence at work;

"any incident where a member of staff is abused threatened or assaulted in circumstances relating to their work".

Staff must report these incidents using the CARS form. The Headteacher will discuss the incident and any follow up action and support required with the member of staff and RIDDOR.

Chemical Safety (COSHH)

Chemicals and other substances, e.g. dusts and fumes, which are potentially hazardous, can be found in the school environment. Some examples include:

- Some paints and solvents used by Art and Maintenance.
- Pesticides and herbicides used by Grounds staff.
- Some cleaning agents.
- Some chemicals used in science.
- Some fumes created in science.
- Some dusts produced in D&T and Maintenance Workshops.

These chemicals and substances can cause injuries such as burns, or ill health such as occupational asthma or dermatitis, if used or not controlled correctly.

The Control of Substances Hazardous to Health Regulations (COSHH) requires the use and production of hazardous substances to be properly controlled. This includes replacing hazardous substances with less harmful ones wherever possible, training staff in the correct use and storage of hazardous chemicals, and the correct use of personal protective equipment (PPE).

COSHH Assessments

The COSHH Regulations require all substances used in the workplace (school) to be assessed to ensure they are stored and used safely. Manufacturers produce 'Material Safety Data Sheets' for every substance, which includes key health and safety information for this purpose. Material Safety Data Sheets should be obtained for every substance used in the school. All substances which carry an orange hazard symbol (see next page) must have a documented COSHH risk assessment.

Chemicals which are habitually used within the home are not subject to the COSHH Regulations when solely used at home. However, once the substance has been brought into school (the workplace), they are then subject to the regulations and must be assessed prior to use.

Rules for the Safe Handling of Chemicals

Only use chemicals/hazardous substances if you have been trained to do so.

DO:

- Ensure that the relevant Material Safety Data Sheet has been obtained from the supplier and a COSHH Assessment is carried out BEFORE using the chemical/substance.
- Read the label prior to use and follow manufacturer's guidelines.

- Wear Personal Protective Equipment (PPE) e.g. gloves and goggles if the label recommends it.
- Use chemicals in well-ventilated areas.
- Ensure that the correct dilution rates are followed.
- Ensure that when diluting, the chemical is added to the water, not the water added to the chemical.
- Ensure that containers are clearly labelled.
- Ensure that the relevant first aid facilities are easily available in the event of an incident resulting from the use of chemical substances.
- Report any injuries, cases of ill health, or incidents resulting from the use of chemical substances to your line manager.
- Ensure guidelines for the correct disposal of unwanted chemicals/hazardous substances are followed.
- Ensure all flammable substances are stored in a lockable suitably constructed container.

NEVER:

- Mix chemicals.
- Decant chemicals into containers that have previously been used for other liquids or food products.
- Use PPE which is unsuitable, damaged or which looks significantly worn.

Signage

The following signs / labels can be found on containers containing hazardous substances:



Old Hazard Symbols



New Hazard Symbols

The wide range of hazardous substances can be categorised as follows:

- **Dangerous to the environment** - Chemicals that may present an immediate or delayed danger to aspects of the environment – wildlife, plant life, people, weather systems.
- **Toxic** - Chemicals that at low levels cause damage to health. When the sign includes a T+ in the top left-hand corner, it means chemicals that can cause damage to health at very low levels.

- **Oxidising** - Chemicals and preparations that react exothermically with other chemicals – often resulting in combustion. Common oxidizing agents are oxygen, hydrogen peroxide and the halogens.
- **Corrosive** - Substances that can damage or destroy other substances with which it comes into contact by means of a chemical reaction. These can exist as any state of matter, including liquids, solids, gases, mists and vapours.
- **Longer-term health hazards** - This sign indicates the presence of a cancer-causing (carcinogenic) agent or substance with respiratory, reproductive or organ toxicity that causes damage over time (a chronic, or long-term, health hazard).
- **Caution** - Caution relates to slightly less hazardous substances that may not pose an immediate or severe threat to health but should be handled carefully within the workplace.

For further guidance please speak to the science technician or your line manager. Further guidance is available from the HSE Website at www.hse.gov.uk/coshh

Personal Protective Equipment (PPE)

School will arrange to purchase PPE for any employee, if it is deemed necessary as a result of a COSHH or risk assessment, to ensure the health and safety of that person. It is recognised that PPE is the last line of defence and other control measures should be considered in the first instance.

Display Screen Equipment (DSE)

All staff have been issued with and signed for the computer and internet use policy which covers the safe use of display screen equipment.

Injuries which can arrive from using DSE include work related upper limb disorders (WRULDs), strains, sprains, tired and dry eyes and headaches. Injuries often occur due to repetitive actions over long periods of uninterrupted work and poorly adjusted workstations.

The Display screen Equipment regulations requires an assessment to be undertaken of the workstations of identified DSE 'users' in order that appropriate action can be taken to reduce the risk of injury.

If you have been identified as a 'user', or think you might be a 'user', the member of school staff responsible for carrying out DSE Assessments (Health and Safety Coordinator) will visit you at your workstation to undertake a DSE Workstation Assessment. Any issues relating to working with DSE will be discussed with you and further action may be agreed. It is your responsibility to adjust your workstation correctly, to maintain good posture and to take regular breaks from working at the DSE screen.

Please speak to the Health and Safety Coordinator for further information.

Moving and Handling

One of the most common causes of workplace injuries is moving and handling heavy objects, also known as 'manual handling'. The types of injury which can be sustained whilst moving and handling include:

- Strains and sprains of the back, leg and arm muscles.

- Crushing of the fingers, feet and toes.
- Hand injuries.
- Fractures.
- Bruising.

Unsafe lifting and handling procedures cause serious musculoskeletal injuries each year in the UK. We aim to eliminate all manual handling tasks where possible, or reduce the risk, so far as is reasonably practicable. Where appropriate staff can assist by considering whether changes can be made to their work organisation (e.g. storage arrangements), use of mechanical aids etc. Site staff will carry out the majority of manual handling and have received specific health and safety training in this respect.

If you need to move an item then to reduce the risk of injury from 'moving and handling', you must assess the risks involved before attempting to lift and/or move it. When assessing the task, consider the following:

- Have you been trained in safe manual handling techniques?
- Is the item too heavy, large or awkward for one person to move it? If so, can you get help?
- Can a mechanical aid, e.g. a trolley or sack barrow, be used to make the job easier?
- Can the load be made easier to move, e.g. lighter by splitting it into smaller quantities?
- What route will you need to take and is it free from obstruction?

How to Lift Safely

1. Plan your route – is it free from obstructions?
2. Plan the lift – stop and think.
3. Position yourself correctly. If necessary, slightly flex your back hips and knees to get to the same level as the load.
4. Test the weight. If you can manage the load, take a firm grip.
5. Lift smoothly. Keep your head up.
6. Let your leg muscles do the work, not your back.
7. If possible, keep the load close to the centre of your body as you travel.
8. Lower the load – keep your head up. If necessary, slightly flex your back, hips and knees. Let your leg muscles do the work. Adjust the loads position.

For further guidance refer to H&S website www.hse.gov.uk search "Manual Handling".

Working at Height

All working at height tasks must be assessed and avoided or minimised where possible. Staff are only to work at height if using suitable access equipment. Standing on tables, chairs, benches or similar furniture is strictly forbidden. The correct foot stools and stepladders are available if required.

Site Staff inspect working at height equipment monthly and maintain a register.

Accidents resulting from falls whilst working at height can be very serious. They can lead to long term disability and can even be fatal. 'Work at height' is defined as work at ANY height where there is a risk of injury and includes activities such as:

- Putting up a display where it is necessary to use a step ladder.
- Collecting items which are stored at height and need a step ladder to reach them.
- Adjusting stage lights from a lighting gantry.
- Decorating stage scenery using a scaffold tower.
- Using a ladder to change a light fitting.
- Working on a 'cherry picker' or 'mobile elevated work platform' to clean the guttering.
- Working on a roof, e.g. to fit new aerials.

Rules for Working Safely at Height

- Where possible avoid working at height. Many tasks can be carried out using extendable/long handle equipment.
- If work at height is unavoidable, the activity must be risk assessed to identify the most appropriate type of height access equipment to be used. This might be a step ladder, podium steps, a scaffold tower or a mobile elevated working platform. NEVER stand on chairs – especially swivel chairs!
- Traditional ladders should only be used if the work is low risk (i.e. the distance to fall is not great, the work is of short duration (just a few minutes) and takes place infrequently.
- You must be trained to use height access equipment, even step ladders, correctly and safely.
- You must carry out a visual check of the equipment every time before using it to ensure it is safe and report any faults to your line manager.
- NEVER work at height alone.

All steps, stools and ladders used in the school should be logged on a ladder register, maintained in a safe condition and subjected to an annual safety check.

When Using a Stepladder

DON'T CLIMB:

- If the job can be done from ground level.
- Unless you have been trained to use the stepladder.
- Unless there is someone else with you.
- Until you have checked that the floor is not slippery.
- Unless you are sure that the ladder cannot be knocked by anyone or anything.
- If you have a poor sense of balance.
- If the step ladder isn't tall enough.
- If the step ladder appears damaged in any way.

ALWAYS:

- Wear suitable footwear.
- Watch out for objects above your head.

Ensure that: -

- Treads are dirt and grease free.
- Feet are in place.
- Stepladder is of sufficient height for the job in hand (you should NOT need to stand on the platform).
- Stepladder is placed on a firm, level base.
- Platform is locked in position before use.
- Steps are set so that you face the work.

KEEP:

- Three secure points of contact when climbing the stepladder.
- Tools or items that you need at the top of the ladder.
- Both feet on the step-ladder – never 1 foot on the stepladder and the other on another object, e.g. a desk.

NEVER:

- Stand on the back cross rail – it is not weight bearing.
- Use step ladder in a closed position.
- Stand on the top platform.
- Over-reach and risk losing your balance.
- Exert sideways pressure.
- Carry heavy loads when climbing.
- Ascend/descend stepladder at speed.

For further guidance refer to the HSE Website at www.hse.gov.uk and search “ladders”.

Slips, Trips and Falls

Slips, trips and falls are the most common cause of accidents to staff in school. These types of accidents can occur anywhere within the school and can be caused by: -

- Wet floors, e.g. in entrance halls, cloakrooms, by sinks and near swimming pools.
- Spilt food and greasy floors in dining and catering areas.
- Wearing unsuitable footwear, e.g. high-heels, flip flops or ill-fitting shoes.
- Over polished or dusty floors.
- Loose or damaged floor coverings and loose nosing's on stairs.
- Uneven surfaces on external paths.
- Trailing cables.
- Items such as school bags and coats left on the floor in classrooms and corridors.

There are many things you can do to reduce accidents resulting from slips, trips and falls:

- Wear sensible, non-slip, low heeled, fully enclosed footwear.
- Watch your step, particularly on steps and stairs.
- Remove obstructions on walkways, e.g. bags or boxes, even if you didn't leave them there.
- Ensure that spillages are cleaned up immediately, even if you didn't cause them.
- Ensure warning signs are used if there are areas of wet flooring following a spillage or cleaning. Remember to remove the sign once the floor is dry.
- Position equipment so that cables do not cross walkways.
- If you see a 'wet floor' warning sign or are in an area where cleaning is taking place, take extra care – avoid the area if you can.
- Ensure all defective flooring and any other areas of concern which could cause a person to slip, trip and fall is reported to the appropriate person.

Further information can be obtained from the HSE Website at www.hse.gov.uk

Hot Drinks

Each week, more than 300 children in the UK are rushed to hospital with hot drink scalds and some will be left scarred for life. Hot drink scalds are the number one cause of scald injuries among young children.

- Hot drinks in an open top mug may be offered in a designated safe area (e.g. staffroom, Administration Offices) where there are no students present, and transporting of a hot drink does not follow a route students use regularly (corridors, classrooms etc).
- All hot drinks taken out of the staff room / offices into school corridors or rooms where pupils are present must be in a sealed thermostat drinking cup to avoid spillages and scalding. If a pupil should inadvertently be brought into a room where hot drinks are being consumed, then every effort must be taken to minimise potential risk to the pupil.
- All staff on duty who do not get a break may have a hot drink, provided that the drink is served in a sealed thermostat drinking cup and it is not left unattended in an area where pupils are present.

Provision and Use of Work Equipment

All work equipment must be suitable for the purpose for which it is intended and must not present a risk to the health and safety of the user or other people.

The term 'work equipment' covers a wide range of equipment ranging from a hammer to a tractor and gang mowers used to cut the grass on the playing fields. Regardless of the size of the equipment, it must be fit for purpose, in good working order and must be well maintained.

Hazardous machinery is likely to be in several parts of the school, particularly in the DT, Art, Science, Caretaking, Ground-keeping and Catering departments.

Some pieces of work equipment are subject to 'statutory testing' such as passenger lifts, cherry pickers, and pressure vessels such as compressors. The tests will be arranged by Site Team/Health and Safety Coordinator.

If you are using work equipment you should be trained in how to use that make and model safely, be familiar with all the safety features, e.g. guards and emergency stop buttons, and know what, if any, personal protective equipment (PPE) is required when using the equipment.

Visual checks should be carried out on work equipment before each use to ensure that there are no defects or faults. Any equipment which has defects must be taken out of use immediately and NOT reintroduced to the working environment until it has been repaired.

You should NOT bring your own equipment into work unless this has been authorised by a senior member of staff and the item has been checked before use, to ensure it is safe to use, e.g. PAT testing of portable electrical equipment.

Where machinery is being purchased (such as woodworking machines, pedestal drills etc.) designated staff should seek advice from Health & Safety Advisor before making such purchases.

For further information refer to the HSE website at www.hse.gov.uk

Electricity at Work

The main fixed electrical wiring system is tested every 5 years in accordance with 'Institution of Electrical Engineers' wiring regulations. Portable electrical equipment is listed in the asset register. It is subject to Portable Appliance Testing (PAT) annually by a suitably qualified competent person. **You should not bring your own electrical equipment into work unless this has been authorised by a senior member of staff and it has been subject to 12-month warranty with receipt and/or PAT tested.** This includes chargers for mobile phones, portable computers / tablets etc. **NOTE:** students are NOT permitted to use phone chargers or computers to charge their phone in school.

Many items of work equipment are powered by electricity. Electricity can kill and even non-fatal shocks have the potential to cause severe and/or permanent injuries. In addition to injury, electricity has the potential to cause fires, particularly where faulty electrical and/or faulty electrical installations are in existence. Rooms will be checked regularly for safety and where necessary, electrical items which are not compliant will be removed.

When using electrical equipment:

- Visually check the equipment before use, i.e. check that the cable and plug have not been damaged and that there are no obvious defects, e.g. broken switches or signs of overheating.
- Turn off equipment when not in use, particularly when leaving the site at the end of the day.
- When cleaning or maintaining equipment, ensure that you have turned off and disconnected the electric supply first.
- If overheating or any other fault is suspected, turn off and unplug the equipment immediately.
- DO NOT use extension leads, block or strip adapters unless usage has been approved by the Site Manager or Health & Safety Coordinator. Never plug one extension lead into another.
- DO NOT leave machinery unattended when it is switched on.

- DO NOT pull electrical equipment by the flex.
- DO NOT use electrical equipment with wet hands.
- DO NOT allow electrical cables to trail into water or use electrical equipment in damp and humid environments unless it is specifically designed for that purpose.
- DO NOT use any electrical item which you believe has a fault; report any faults to your line manager or the school's H&S Co-ordinator.

For further information refer to the HSE website www.hse.gov.uk and search "electricity"

Lone Working

Lone working is to be avoided wherever possible by arranging to work in pairs or as a group. Lone workers are defined by the HSE as 'those who work by themselves without close or direct supervision', i.e. totally remote from others, due to their location, the time of day, or the day of the week.

Lone working is a part of normal working life. If you work alone you need to take sensible precautions to ensure your safety, including advising other people when and where you will be working. Talk to your line manager or the Health and Safety Co-ordinator to ensure you understand the procedures you must take to ensure you will be safe whilst you work.

During holiday periods staff should sign in and off the site, carry either a mobile phone or always have access to a school phone, and obtain prior agreement from their line manager stating when you are coming into work, how long you expect to be on site and when you are leaving.

Staff who could fall into the category of lone workers include:

- Site staff and cleaning staff working alone early in the morning or in the evening.
- Ground keepers.
- Teaching and administrative staff working outside of normal school working hours, e.g. during the weekends and/or school holidays.

The main risk associated with lone working are:

- Lack of immediate assistance in the case of injury or ill health
- Violence against the lone worker

Some activities need to be avoided by lone workers. These include:

- Significant manual handling activities.
- Working at height.
- Use of dangerous equipment e.g. major power tools.
- Use of hazardous chemicals.
- Work in potentially hazardous environments, e.g. close to deep water.

For further information please refer to the HSE website www.hse.gov.uk

Boiler and Electrical Rooms - Safety and Maintenance of Heating Plant

An annual Service Level Agreement (SLA) is in place to carry out the annual servicing and any maintenance which is required to the boiler rooms. Copies of service records are held on each school site. Boiler Plant and Electrical Intake Rooms must not be used as storage areas and are out of bounds to students and staff. These areas are identified by safety signage and kept locked at all times.

Prevention and Control of Legionella

An annual SLA is in place and the contracted provider will complete monthly water checks to determine temperatures and any cleaning and disinfection requirements needed to the water system in each school. The treatments will be carried out and the legionella file completed accordingly by the approved contractor and records filed appropriately. Site staff will complete the weekly little used outlet flushing log and monitor monthly contractor visits.

Control and Management of Contractors

All schools employ contractors. They may work on the school site every day, e.g. cleaners and caterers; regularly, e.g. groundkeepers and window cleaners; or just occasionally e.g. electricians carrying out repair work, or a major building contractor constructing a whole new building.

In the first instance, only contractors who are CHAS (Contractors Health and Safety Assessment Scheme) registered or on the Trust's Approved contractors list can be used to carry out maintenance and construction work in the Trust.

Where this is not possible, and a contractor is to be employed without CHAS registration the Site Staff are responsible for seeking approval from the Director of Finance and Business or Headteacher. The Site Staff will then be responsible for liaising with the Contractor regarding on site risk assessment and method statements. Support is available from the Health and Safety SLA provider, Shropshire Council.

The work that contractors do may present risks to school staff and students. Whilst contractors will have been informed of the school's health and safety and safeguarding requirements it is important that all staff are vigilant and report any concerns to the Director of Finance and Business/Headteacher/Operations Coordinator or a member of the Site Team as soon as possible.

In order to reduce the risks, it may be necessary to cordon off the area in which contractors are working. Although this may be inconvenient, it is an important safety measure. You must **NOT** enter areas which have been cordoned-off or are marked 'contractors only'.

THE PRIORITY IS TO KEEP PUPILS AWAY FROM ANY AREA WHERE CONTRACTORS ARE WORKING

Reporting Repairs Required

Staff are responsible for reporting any repairs required to the Site Staff via the Every system. In particular, repairs to floor surfaces must be reported promptly and action taken to make areas safe on a temporary basis, until a permanent repair can be arranged.

Workplace Requirements

For guidance on areas such as temperature, space, toilet facilities, lighting etc. staff should consult the Education (Independent School Standards) (England) Regulations 2010 and the Workplace (Health, Safety and Welfare) Regulations 1990.

Management of Asbestos

A copy of the Asbestos Register is held within the Reception, Operations Coordinator's office and Site Manager's office, staff should make themselves aware of its content and may consult it for further information. There is no material in such a condition that it presents a risk to health. Staff must not disturb asbestos containing materials and if you have any concerns, you should report these immediately to the Headteacher, Health and Safety Coordinator or a member of the Site Staff, so procedures can be followed. Contractors should not start work on site before signing the register. The Admin/Site Staff will make the register available to contractors on their arrival. Contractors must sign the register, any contractor or any other person carrying out work in the school must consult the Asbestos Register and act in accordance with the procedures therein before commencing work.

All work involving asbestos must be carried out by an approved licensed contractor and under the advice and guidance of the Trust Director of Business and Operations.

The Health and Safety Coordinator, Headteacher and Site Manager are trained in Asbestos management procedures.

Playground Safety & Vehicle Movement on Premises

Whilst at work, you may come into contact with a variety of vehicles. These might include cars, minibuses and coaches, contractors' vans, delivery vehicles, tractors, ride-on lawn mowers etc.

Pupils use the designated outdoor areas as a playground and are supervised by staff at break times on a rota basis. All external recreational equipment is inspected by site staff and records kept of findings and actions if necessary.

Vehicles enter and leave the premises by use of the entrance gates. Systems are in place to prevent people being injured by a moving vehicle on the school premises. These include:

- Speed limits.
- Restricting car-parking in certain areas.
- Designated and protected pedestrian routes (Do not use vehicle routes).
- Clearly marked pedestrian crossings on school drives/roads.
- Designated areas for pupil pick-up/drop off at the start and end of the school day.
- Designated areas for minibuses and coaches to pick-up/drop off pupils.
- Restricting the times when delivery vehicles can enter the site.

Whilst on the school premises you must:

- Abide by all site rules, e.g. do not exceed speed limits or park on unauthorised areas or allow pedestrians to use vehicle exits.
- Be vigilant when driving around the school site, particularly at the beginning and end of the day, when lessons are changing over and at other times where the volume of pedestrians may be increased.
- Use footpaths and designated pedestrian routes when walking across the school grounds.
- Always remain at a safe distance from reversing vehicles.

All incidents resulting in injury and any near misses which involve vehicles must be reported to the school Health and Safety Coordinator to ensure that any issues can be dealt with effectively and quickly.

Should you have any concerns about vehicle and pedestrian segregation on your site, please contact the school H&S Coordinator.

Control of Noise Exposure

Exposure to excessive noise levels may occur from time to time where the premises staff are using grounds maintenance equipment. Exposure to excessive noise levels can result in temporary or permanent hearing damage.

HSE - The Control of Noise at Work Regulations 2005 states:

“The level at which employers must provide hearing protection and hearing protection zones is now 85 decibels (daily or weekly average exposure) and the level at which employers must assess the risk to workers' health and provide them with information and training is now 80 decibels”.

Where there is any reason to suspect that statutory limits of 80db (A) & 85db (A) may be exceeded, advice on control measures should be sought from the Health and Safety external provider.

Pregnant Workers

Pregnancy is a part of normal everyday life. Many women work during pregnancy and may return to work while they are still breast-feeding. However, there may be some hazards in the working environments which, although normally acceptable, could affect either the health of the women, the developing foetus, or the newborn child whilst the mother is breast-feeding. Consequently, the Management of Health and Safety at Work Regulations include regulations to protect the health and safety of expectant and new mothers who work. ‘New mothers’ are those who have given birth within the previous six months, or who are breast-feeding.

Female members of staff who discover that they are pregnant should advise their line manager, in writing, in order that a maternity risk assessment can be undertaken, and suitable control measures discussed and agreed. The Health and Safety Coordinator will carry out a risk assessment and offer advice for managing workloads for all pregnant workers to ensure they are not exposed to any significant risks.

The risks which should be considered when carrying out a maternity risk assessment should include the physical aspects of the mother's role, any risk of exposure to hazardous substances

deemed unsuitable during pregnancy and the mother's normal working conditions. Common risks include:

- Lifting/carrying of heavy objects.
- Design of workstations.
- Long working hours.
- Exposure to hazardous chemicals and radioactive material, e.g. in science departments.
- Prolonged periods of sitting or standing.
- Extremes of cold and heat.
- Work related stress.

Female members of staff, who wish to express and store their milk whilst they are at work, should be provided with a clean and healthy environment for this purpose.

Environmental Issues and Waste

As a nation we are becoming more aware of environmental issues and the effect that human ways of life can have on the environment, i.e., pollution and climate change. By making small changes to our way of life we can make a contribution towards protecting the environment for future generations.

Small things that YOU can do:

- Turn off lights if you are the last person to leave the room.
- Use natural light when this is light enough.
- Dispose of empty toner cartridges for printers via recycling facilities.
- Ensure taps are not left running.
- Only fill the kettle with enough water for the drinks required, i.e., do not overfill the kettle when making only one cup of tea.
- Cycle to work or take public transport where possible.
- E-mail documents rather than send hard copies, if practicable to do so.

Hazardous Waste

Where substances contain hazardous properties, they are classified as 'Hazardous' and may be subject to Hazardous Waste (England and Wales Regulations 2005).

COSHH Assessments will determine what procedures should be followed when disposing of hazardous waste substances. The regulations are not exclusive to substances as such and other items which could be deemed as hazardous waste include electrical items, fluorescent light tubes and clinical waste.

Instructions on packaging and information on Material Safety Data Sheets should always be followed when disposing of hazardous waste. Where necessary, specialists in hazardous waste removal and disposal should be used.

For school specific waste procedures and recycling initiative, please contact the Health and Safety Co-ordinator.

Maintenance Inspections

Lightening Protection

IEC/BS EN 62305 – Protection against lightning

IEC/BS EN 62305-1 provides the general principles for the protection of structures, their people, contents and electrical installations, against the damaging effects of lightning.

Inspection is carried out on an annual basis.

Stage Equipment

Equipment that raises or lowers loads, such as lighting or scenery bars, must be inspected annually (and in some cases six-monthly). Whether your venue contains complex flying systems or simple winch bars, and curtain tracks they all need to be inspected. This is carried out on an annual basis by a specialist company.

Kitchen Equipment

All Kitchen equipment is carried out on an annual basis except for the gas equipment testing which is 6 monthly.

Chimney Inspection

A chimney inspection will help identify nests and the condition of the brickwork and flue. This is carried out annually by Steeplejack Specialists.

PE Sports Equipment

It is of the utmost importance that all physical education equipment is maintained in a fully safe condition. This is carried out by an AFPE registered contractor on an annual basis.

Pest Control

Pest control is the process of managing and preventing pests, such as insects, rodents, and other animals, from causing damage to crops, buildings, and other areas. There are a variety of pest control methods, including physical methods such as traps and barriers, and chemical methods such as pesticides. This is carried out by BPCA registered contractors on an 8 Weekly cycle.

Solar Panels & Equipment

It is recommended that the system is: Monitored, electrically condition tested, mechanically checked, visually checked and cleaned at certain intervals depending on the type of system. The Solar Panels are owned by Shropshire Council and are inspected on an annual basis by a qualified electrician.