



**Murray Park School  
Health and Safety Policy  
&  
Procedures  
2023**

## **Statement of Local Health and Safety Intent Murray Park School**

Murray Park will strive to achieve the highest standards of health, safety and welfare consistent with their responsibilities under the Health and Safety at Work Act etc.1974 and other statutory and common law duties.

We will:

- ❖ Plan for health and safety within our school improvement planning activity.
- ❖ Ensure relevant safety actions are included during the staff appraisal process.
- ❖ Develop and maintain local arrangements and procedures that interpret health and safety legislation and guidance that apply to this school.
- ❖ Review with the Governing Body all progress against our plans and take appropriate action.
- ❖ Provide an environment in which school staff can carry out their tasks without fear of intimidation, harassment, violence or the negative aspects of stress.
- ❖ Assess and control risks to all school staff.
- ❖ Monitor accident trends throughout the school to further inform the health and safety aspects of the school improvement plan.
- ❖ Monitor our performance against plans.
- ❖ Copy this statement to all staff members.

Head Teacher:

Chair of Governors

Date:

Date:

## Murray Park – Health and Safety Policy

This document details the organisation and arrangements required to maintain and continuously improve our school's health and safety management system.

The contents include a list of our local procedures for this school and the document control system we use.

### **The Aim of the Policy is to:**

- Ensure that all reasonably practicable steps are taken to ensure the health, safety and welfare of all persons using the premises.
- Ensure that all reasonably practical steps are taken to ensure the health and safety of staff, students and other supervising adults participating in off-site educational visits.
- Establish and maintain safe working procedures amongst staff and students.
- Make arrangements for ensuring safety and absence of risks to health in connection with the use, handling, storage and transport of articles and substances.
- Develop safety awareness amongst staff, students and other supervising adults.
- Formulate and implement effective procedures for use in the event of fire and other emergencies.

### **To meet these responsibilities the Governors will pay particular attention to:**

The Governors of Murray Park School accept the aims and provisions of the Health and Safety at Work, etc. Act 1974 and any other health and safety legislation and codes of practice which related to the work of the school and, in particular, the Management of Health and Safety at Work Regulation 1999.

- The Governing Body recognises and accepts its responsibilities as an employer for setting out the overall policy for Murray Park School and for ensuring that it is effectively managed, and its performance is monitored and that any necessary amendments are made.
- The planning and implementation of the policy is the direct responsibility of the Head Teacher, ensuring staff at all levels fulfil their duties to co-operate with it.
- The Governors recognise the need to consult employees on health and safety matters and the need to consult individuals before allocating particular health and safety functions.
- The aim of the Governing Body is to provide a safe and healthy working and learning environment for staff, students and visitors. It is the Governors' policy to take all steps within their power to prevent personal injury, health hazards and damage to property. It is also the Governors' policy to protect students, contractors and members of the general public from foreseeable risk.

### **The Governors recognise their responsibility under the Health and Safety at Work Act so far as is reasonably practicable to:**

- (a) Provide plant, equipment and systems of work which are safe and without risks to health
- (b) Provide safe arrangements for the handling, storage and transport of articles and substances
- (c) Provide adequate training, information, instruction and supervision to enable all staff employed in the school and students to perform their work safely and efficiently
- (d) Promote the development and maintenance of sound safety, health and welfare practices
- (e) Provide a safe place for staff and students to work including safe means of entry and exit
- (f) Ensure sufficient funds are available to provide, as necessary, protective clothing/equipment to all staff employed in the school, for the safe use of machinery, equipment and substances.

- (g) Provide and maintain a working environment that is safe and without risks to health and adequate as regards welfare facilities for staff and students.
- The Governors will seek professional advice and information in health and safety matters, if required.
  - Health and safety at work are the continuing responsibility of both the Governors and the employees. Co-operation will be necessary in order to ensure that, so far as is reasonably practicable, it is carried out.
  - The Governors will require the Head to present an annual report on health and safety matters in order to determine the strengths and weaknesses and to determine the way forward.
  - This Policy Statement will be available to all staff. Copies of the full Health and Safety Policy will be available on Teachershare. Staff should be made aware of the following:
    - a) This policy
    - b) All other relevant health and safety matters
    - c) Instruction and training that is available to employees so that they may carry out their duties in a safe manner without placing themselves or others at risk

The responsibilities and duties for the management of health and safety within the scope of this policy are allocated as follows:

### **Head Teacher**

The Head Teacher is responsible and accountable to the Governing Body for the implementation of the schools' health and safety policy and for all matters relating to health, safety and welfare within the establishment. They will require the Head Teacher to take all necessary and appropriate action, so far as is reasonably practicable, to ensure that the requirements of all relevant legislation, codes of practice and guidelines are met in full at all times.

### **The Head Teacher Will Ensure That:**

- Be aware of the basic requirements of the Health and Safety at Work, etc, Act 1974, and any other health and safety legislation and codes of practice relevant to the work of the school.
- Ensure that all new, amended or updated material regarding health and safety matters is brought to the attention of the relevant personnel.
- Ensure that the school's safety policy is implemented and understood at all levels
- Ensure that the policy is regularly monitored, effectively controlled and revised as necessary
- Ensure that the agreed procedure for reporting all defects, hazards and problems regarding health and safety matters functions efficiently and effectively
- Approve the halting or modifying of unsafe operations or processes, where deemed necessary
- Report regularly to the Governing Body on matters relating to health and safety and notify them of environmental hazards and requirements which require significant action
- Set in motion measures to alleviate such environmental dangers
- Meet with professional association representatives on health and safety issues
- Meet with the Director of Finance & Support Services as necessary to resolve any H&S issues, to consider problems and/or recommendations and referrals to the Governing Body
- Inform the Governing Body of any H&S training on an annual basis
- Monitor the standard of H&S throughout the school, including all school based activities, and encourage staff, students and others to achieve the highest possible standards and take action with those who consistently fail to consider their own well-being or the health and safety of others.

## **The Facilities Manager**

The Facilities Manager is directly responsible to the Head for co-ordinating the implementation of approved safety procedures in the school.

### **In particular, the Facilities Manager will:**

- Be the first point of call for day-to-day reference on Health and Safety and will give advice or indicate sources of advice
- Bring to the attention of the Head matters calling for a policy recommendation
- Prepare as requested, instructions on safety procedures and statements on safety in the school
- Maintain and amend as required the school's Safety File, ensuring that all amendments/additions are brought to the attention of all interested parties
- Receive hazard reports from all staff on defects in plant or buildings
- Liaise with the caretaking staff on actions resulting from (e)
- Receive copies of accident reports that relate to H&S issues
- Carry out regular, normally annual, safety inspections in all areas of the school
- Maintain contact with outside agencies able to offer expert advice
- Identify training needs for H&S issues

### **Produce an annual report on Health and Safety issues which includes a summary of safety inspections conducted:**

- (i) A summary of safety inspections conducted
- (ii) Accidents and incidents which suggest high risk areas, with recommendations on the provision of improved working conditions and methods
- (iii) Advice on all health and safety matters, including recommended training.
- (iv) Be responsible for ensuring the annual testing of mains electrical equipment and a five year electrical survey

The Facilities Manager is responsible for ensuring that a chemicals register and an assessment record file of hazardous substances as required by the Control of Substances Hazardous to Health Regulations, 2002 (COSHH) is kept in the appropriate areas.

The Facilities Manager is directly responsible to the Head for co-ordinating all contractual work and maintenance carried out on school premises and whole site systems.

### **In particular, the Facilities Manager will:**

- Ensure that strict procedures are laid down for all building and maintenance work such as roofing, excavation and drainage, alterations to building structures, refurbishments and renovations or remodelling schemes
- Be responsible for health and safety matters regarding Grounds Maintenance
- Keep school registers for asbestos, emergency lighting, fire procedures and relevant safety certificates and present these to the governing body on an annual basis
- Be responsible for emergency procedures and evacuation procedures of school premises.

## **Directors of Teaching & Learning/Community and Line Managers**

DTL's are responsible and accountable to the Head for all matters relating to health, safety and welfare within their departments. Line Managers are similarly responsible and accountable in respect of areas and staff over which they have responsibility.

In particular, they will:

- Make themselves familiar with the requirements of the school policy and procedure and any other health and safety legislation and codes of practice which are relevant to the work of their area of responsibility.

- Ensure that the school's Health and Safety policy is implemented and understood by members of staff, students and others. In particular they should ensure that all staff receive appropriate information about their duties regarding health and safety matters
- Are adequately trained to carry out their duties efficiently and effectively
- Are made aware of any statutory notices, regulations and safety signs that are displayed as appropriate to their workplace (first aid, fire drill, protective clothing/equipment, registers, log books, etc)
- Are applying health and safety regulations, rules, procedures and codes of practice effectively
- Are acting in a positive, correct manner to ensure the health and safety of all staff, students and others
- Check before use that all plant, machinery and equipment is in good and safe working order, and adequately guarded
- Ensure that all reasonable, practicable steps are taken to prevent unauthorised or improper use of all plant, machinery and equipment
- Store, label and use toxic, hazardous and highly flammable substances correctly.
- Check that suppliers of machinery, equipment, substances, etc provide data sheets as required under Section 6 of the Health and Safety etc Act.
- Carry out regular safety inspections of their area
- Complete a maintenance request form for any health and safety concerns and take appropriate on-the-spot remedial action to minimise any risk.
- In areas of greater risk e.g. Science, Technology, PE, Combined Arts etc. produce their own departmental or area safety policy defining safe working arrangements and bring it to the attention of all relevant members of staff, including new entrants and supply teachers.

**DTL's in relevant areas should assist the Facilities Manager in complying with COSHH regulations by:**

- Providing an up-to-date register of chemicals
- Carrying out risk assessments, as requested

**Educational Visits Co-ordinator (EVC)**

Follow Employer Guidance (OEAP) Off-Site Visits where full responsibilities are outlined:

- Ensure staff involved in educational visits are aware of their responsibilities regarding the off-site visits policy and have ready access to it.
- Inform the Head Teacher of all non-routine visits.

**Radiation Protection Supervisor**

The School Radiation Protection Supervisor will ensure that:

- Local procedures are in place for the safe use, storage and disposal of radiation
- Follow the good practice guidance that is sent via CLEAPSS
- Liaise with the School's appointed Radiation Protection Advisor (RPA) & cooperate on health and safety matters.
- Source containers are suitably labelled/marked and identifiable
- Regular inspections and leak tests are carried out and the findings are recorded
- A check has been made that the total activity of the radioactive substances kept are within the limits allowed by the regulations
- An approval letter from the DCFS is on file and agrees with the number of sources kept.

**Class Teachers**

Staff timetabled to be in charge of classes have the following responsibility to assist the Head Teacher:

- To follow safe working procedures personally.

- To ensure the safety of students in classrooms and other areas of the school whilst in their charge.
- To be aware of and to adopt safety measures within their teaching areas.
- To request special safe working procedures, protective clothing, guards, etc, where necessary and ensure they are used.
- To make recommendations to the Head Teacher regarding the safety of equipment or tools, in particular any equipment or machinery which is potentially dangerous.
- To be aware of emergency procedures in respect of fire, bomb alert, first aid, accident etc. and to carry them out.

### **Employees General Responsibilities**

All employees have a general duty under the Health and Safety at Work Act 1974 to:

- Take reasonable care of their personal safety and that of other persons.
- Co-operate with the employer on health and safety matters to enable the employer to carry out their own responsibilities successfully.
- To use correctly any equipment provided for his/her safety.
- Report any defective equipment to his/her supervisor or other appropriate person, i.e., safety representative.
- Report accidents or dangerous occurrences at the earliest possible opportunity to their DTL or Line Manager.
- Be familiar with and observe at all times all safety policies and procedures.
- Take reasonable precautions to ensure the safety of all persons in their charge.

### **Governor H&S Representative**

The Governing Body will nominate an H&S representative

#### **He / She will be expected to carry out:-**

- An annual inspection of the workplace with the Facilities Manager. The findings of such inspections will be passed to the Finance and General Purposes Committee.
- Liaise with the Facilities Manager/Head Teacher in investigating any serious accidents, hazards or dangerous occurrences in the workplace.
- Investigate any complaints about health, safety and welfare at work as requested by the Governing Body.

### **Finance and General Purposes Committee**

#### **The terms of reference of the committee are:**

- To monitor the implementation of Health and Safety Policies and safety procedures throughout the school.
- To review safety measures and to advise the Head Teacher and Governing Body of any necessary changes to those measures.
- To advise on arrangements for the dissemination of information on health and safety matters to all staff and students.
- To receive reports of accidents and dangerous occurrences and to draw the attention of the Head Teacher and Governors to any necessary preventative/remedial action.
- To receive reports from safety representatives and external health and safety agencies.
- To advise on arrangements to protect the health, safety and welfare of staff, students and visitors to the school, and to review these as necessary.
- To receive auditing and monitoring reports and advise the Governors and Head Teacher of any necessary preventative and/or remedial action arising from those reports.
- To assist in the regular reviews of the Safety Policy.

### **Arrangements for Health and Safety**

(See local arrangements section)

## **Document Control**

We will develop and maintain local documentation. Changes including re-issues and deletions to local school documentation will be authorised by the Head Teacher.

## **Co-operation**

Local systems and documentation will be implemented following consultation through our health and safety governance meetings.

## **Communication**

Local systems and documentation will be held electronically and made accessible to staff members.

## **Competence**

The school has employed Elite Safety in Education as the competent persons to provide health and safety guidance to the school.

Staff members will continually develop their own competence through CPD activities including health and safety training on induction, refresher training and specific training where necessary, e.g. risk assessment techniques.

## **Planning & Prioritising (Setting Standards)**

### **Health and Safety Plans**

Health and safety planning will be part of our school improvement planning process.

Planning will be carried out at regular intervals and will involve objective setting, identification of expected outcomes and allocation of resources.

### **Risk Assessments**

Job and specific risk assessments will be carried out by line management within the team in accordance with the relevant local arrangements, e.g. manual handling, fire, hazardous substances, display screen equipment etc.

### **Local Arrangements**

We will develop and maintain a range of local arrangements to achieve specific actions required for health and safety in the school. (See local arrangements section)

## **Measuring H&S Performance**

### **Active Monitoring**

Our management team will oversee active monitoring to include workplace inspections in accordance with our local arrangement for this.

### **Reactive Monitoring**

The management team will oversee reactive monitoring to include accidents, near misses and hazard reports in accordance with our local arrangements and report relevant findings to our Governing Body.

### **Reviewing Health and Safety Performance**

Performance indicators used for the review of health and safety performance will include identification of areas where risk controls are inadequate or absent, the extent of achievement of specific health and safety objectives and an analysis of accident and ill-health data.

The health and safety performance will be reviewed by the school management team termly and reported to school Governors.

### **Auditing/Inspecting Health and Safety Performance**

Health and safety auditing/inspecting will be carried out on a regular basis by Elite Safety in Education, the Governors and senior management.



## Local Arrangements

- Appendix 1 - [Accident Reporting Procedures](#)
- Appendix 2 - [Arts](#)
- Appendix 3 - [Asbestos](#)
- Appendix 4 - [Contractors](#)
- Appendix 5 - [Control of Substances Hazardous to Health](#)
- Appendix 6 - [Display Screen Equipment](#)
- Appendix 7 - [Dogs in School Policy](#)
- Appendix 8 - [Engineering & Design](#)
- Appendix 9 - [Fire Evacuation and other Emergency Arrangements](#)
- Appendix 10 - [Fire Prevention, Testing of Equipment](#)
- Appendix 11 - [First Aid and Medication](#)
- Appendix 12 - [General Hazards](#)
- Appendix 13 - [Health and Safety Information and Training](#)
- Appendix 14 - [Health and Safety Monitoring and Inspections](#)
- Appendix 15 - [Induction Process](#)
- Appendix 16 - [Infection Control](#)
- Appendix 17 - [Legionella](#)
- Appendix 18 - [Lettings](#)
- Appendix 19 - [Lifting and Handling](#)
- Appendix 20 - [Lone Working](#)
- Appendix 21 - [Mini-Bus](#)
- Appendix 22 - [Mobile Phones/Technology](#)
- Appendix 23 - [New & Expectant Mothers](#)
- Appendix 24 - [Offsite Visits](#)
- Appendix 25 - [Physical Education](#)
- Appendix 26 - [Premises Work Equipment](#)
- Appendix 27 - [Risk Assessments](#)
- Appendix 28 - [Science](#)
- Appendix 29 - [Site Staff](#)
- Appendix 30 - [Stress](#)
- Appendix 31 - [Vehicles](#)
- Appendix 32 - [Violence](#)
- Appendix 33 - [Volunteers in School](#)
- Appendix 34 - [Work at Height](#)
- Appendix 35 - [Work Experience](#)



# Accident Reporting Procedures

## Accident Reporting Procedures

In accordance with the Governors accident/incident reporting procedure employees must report accidents, violent incidents, dangerous occurrences, and near misses on the relevant forms/books.

**Accident forms must be completed** if a member of staff has an accident at school or in connection with school – that is, something unexpected happens that could lead to them being injured or becoming ill. This also applies to **students and visitors on school site**

### When to complete an accident form (Staff and Visitors)

Any injury at work - including minor injuries - should be recorded in 'school's accident book'. All employers (unless under 5 employees) must keep an accident book. It's mainly for the benefit of employees, as it provides a useful record of what happened in case you need time off work or need to claim compensation later on. But recording accidents also helps your employer to see what's going wrong and take action to stop accidents in future.

### When to complete an accident form (Students)

Student Services record all visits made to the Medical Room by students in a medical book which forms School's central record. In the case of students, [minor injuries](#) sustained during normal participation and where there is no evidence of defective equipment or failings in the organisation and management of an event would not need to be recorded in the accident book.

[Major injuries](#) would need an accident form completing as well as being entered in the medical book. If the student was unable to complete the form before they left the medical room then the first aider would complete the form on their behalf and then ensure the student signs the form on their return to school.

**Minor Injuries** such as:

- Cuts,
- Abrasions,
- Mild knocks to the head,
- Muscle strain,
- Mild sprains,
- Minor medical event,
- Fainting

**Major injuries** such as a:

- Fracture other than to fingers, thumbs and toes
- Amputation.
- Dislocation of the shoulder, hip, knee or spine.
- Loss of sight (temporary or permanent).
- Chemical or hot metal burn to the eye or any penetrating injury to the eye.
- Injury resulting from an electric shock or electrical burn leading to unconsciousness or requiring resuscitation or admittance to hospital for more than 24 hours.
- Any other injury leading to hypothermia, heat-induced illness, or unconsciousness, or requiring resuscitation, or requiring admittance to hospital for more than 24 hours.
- Unconsciousness caused by asphyxia or exposure to a harmful substance or biological agent.
- Acute illness requiring medical treatment, or loss of consciousness arising from absorption of any substance by inhalation, ingestion or through the skin.
- Acute illness requiring medical treatment where there is reason to believe that this resulted from exposure to a biological agent or its toxins or infected material.

## Further reporting may be necessary

### Employees

**Deaths** and [major injuries](#) must be reported to RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations) if they occur as the result of an accident arising out of or in connection with work and in the case of injury leads to a worker being incapacitated for **more than seven consecutive days**. You must still keep a record of the accident if the worker has been incapacitated for more than three consecutive days.

An accident is a separate event to a death or injury, and is simply more than an event, it is something harmful that happens unexpectedly. When deciding if the accident that led to the death or injury has arisen out of or in connection to work, the key issues to consider are whether the accident or dangerous occurrence was related to:

- The way in the work was carried out
- Any machinery, plant, substances, or equipment used for work; and
- The condition of the site or premises where the accident happened.

### Students & Visitors

Student's & Visitor's accidents or major injuries must be reported if the person involved is killed or is taken from the site of the accident to hospital and the accident arises out of or in connection with work. Like fatal and major injuries to employees or dangerous occurrences, these accidents must be notified to HSE without delay. For examples see [appendix 1](#)

### Medical Book for Students (School's central record)

Student Services keep a medical book which records any first aid treatment given by first aiders and/or appointed person. The following information is recorded:

- Date, time, name, and form of the injured or ill person,
- Details of injury/illness and location in the event of injury, and what first aid was given,
- Details of what happened to the student i.e. Sent home, parents contacted, went to hospital, emergency services contacted
- Name and signature of the first aider or person dealing with the incident

First Aiders will report serious or significant incidents (see below for examples) to the student's parents/carers. This will be by way of a phone call in the first instance. If contact cannot be made the student will be given a form [\[appendix 2\]](#) explaining the nature of the injury and the treatment given.

### Treatments

- Minor grazes and cuts are cleaned with water / sterile cleansing wipes and, where deemed appropriate covered with a plaster. Details of student, date, time, injury, treatment, and signature of the attending member of staff are recorded in the 'medical book'. Staff are aware of the need for good hygiene practices when dealing with spillage of bodily fluids through attending first aid courses and personal protection equipment is provided (see medical room risk assessment)
- All students with minor bumps to the head are assessed and an ice pack is usually administered. Details of the accident are recorded as above. Parents are contacted, in the event of Student Services not being able to contact the parent a [medical form](#) is completed and given to the student.
- Students, who are assessed as having more serious bumps to the head, and possibly bleeding, are treated with an ice pack to stem the bleeding and try to relieve the swelling. The student will be monitored by a first aider whilst parents are contacted. At any point if there is cause for concern an ambulance will be called. When the parent/s collect the student. A member of staff will accompany the student until the student is with their parent/carer. Details of the accident (name, date, treatment) are recorded in the 'medical book'.

- Where a suspected broken bone or dislocation has occurred, Student Services will contact the parent. In extreme cases it may be necessary to call for the assistance of an ambulance.
- Where a child presents as unwell, they are assessed by a member of staff and the student's parent(s) only contacted if it is necessary for the child to go home. If it is established that the student is feeling dizzy, then the parent must come to collect the student.
- Where a student is physically sick, the parent(s) are contacted as a matter of course and asked to collect their child. The parent(s) are then asked to keep their child at home for at least 48 hours (from the last vomit). If parents are unable to be contacted the student will remain in the medical room.
- Where a student presents with a rash this is assessed and if deemed necessary the student's parent/s will be contacted to take the student home.

## **Appendices**

### **Appendix 1**

Examples provided by HSE

#### **Student falls over at school during sports day. Parent notified by first aider that the student may have broken their arm advised to take to hospital is this reportable under RIDDOR?**

The parent took the child home, then later on in the evening took them to hospital. No child didn't go to hospital from school and the injury wasn't due to defective equipment or failings in the organisation and management of the event.

#### **Are accidents to students sustained in PE lessons reportable under RIDDOR?**

Yes, but only if the student is killed or taken to hospital for treatment of the injury and the accident arose out of or was connected to the school's or college's work. For example, the accident arose because of poor organisation or supervision arrangements, the equipment or the condition of the premises, e.g. a potholed tarmac surface.

#### **Are sporting injuries reportable?**

No, if the injury arose out of the normal participation of the activity. Injuries should be reported if they were due to defective equipment or failings in the organisation and management of an event.

#### **What if the student is taken to hospital as a precaution but the examination shows no injury?**

No. RIDDOR only requires injuries to be reported, if the medical advice is that the student was not injured in any way then there is no need to report this.

#### **Do I need to know what treatment was given by the hospital before I report an injury to a student?**

There is no requirement to check that treatment is actually administered by the hospital. If the school is later told that the hospital could find no injury, not even a minor cut or abrasion, then you do not have to make a report as the law only requires you report injuries in these circumstances.

The key thing to remember when determining whether to report an incident to a student or other people who are not at work is if the accident that resulted in the death or injury that must be reported, arose out of or was connected with the work activity.

**Appendix 2**  
**Medical Room Note**  
**FAO: Parent/Carer**

..... has been in the Medical Room today and we thought it important to update you. We suggest that you monitor him/her and if you are concerned about his/her wellbeing that you seek medical assistance.

Date: .....  
.....

Student Name:

Time arrived at Medical Room: .....  
.....

Time left Medical Room:

Reason:

.....  
.....  
.....  
.....

Medical treatment given:

.....  
.....  
.....  
.....

Contact made with parent/carers:

.....  
.....  
.....

Student Services

## Appendix 3

**Always call 999 if someone is seriously ill or injured, and their life is at risk or if in any doubt.**

Examples of medical emergencies include (but are not limited to):

- Chest pain
- Difficulty in breathing
- Unconsciousness
- Possible neck or back injury
- Severe loss of blood
- Severe burns or scalds
- Choking
- Fitting or concussion
- Drowning
- Severe allergic reactions.

**! Additional information required by the operator**

! The patient's age, gender and medical history

! Whether the patient is breathing, conscious, bleeding seriously or has chest pains

! The type of injury and how it was sustained.

### References

Direct Gov website

[www.direct.gov.uk/en/Employment/HealthAndSafetyAtWork/DG\\_10026579](http://www.direct.gov.uk/en/Employment/HealthAndSafetyAtWork/DG_10026579)

Guidance on first aid for schools DFEE –

(<http://media.education.gov.uk/assets/files/pdf/g/gfas.pdf>)

Health & Safety Executive

(<http://www.hse.gov.uk>)

[Back to Appendices](#)



# Arts



### Arts

Murray Park is committed to teaching all practical subjects in a safe way. This policy outlines the processes and procedures for ensuring safe working in Arts.

Any activity taking place in practical rooms should comply with the recommendations of guidance and the Health & Safety at Work Act 1974.

Teaching staff are responsible for the maintenance of safe working conditions. They should anticipate potentially dangerous situations and act to prevent them from developing.

Staff should set an example in maintaining safe working and discipline within the classroom. Work needs to be well planned in order to prevent accidents.

Students must obey the school and classroom rules at all times and behave with thought and care when using materials and equipment.

### COSHH

Substances used in the workplace should be assessed with reference to the Control of Substances Hazardous to Health Regulations.

### Risk Assessment

All practical activities must be assessed for risk, and safety measures used to keep the risks low.

All risk assessment must be carried out BEFORE a practical activity is undertaken and the effectiveness of the risk assessment must be regularly monitored; if any new activities are to be undertaken, it is essential that a full risk assessment is carried out beforehand.

The activity must NOT be undertaken until the risk assessment has been completed and recorded.

Risk assessment should form part of lesson planning if any dangerous substances are to be used. Alternatives to hazardous substances should be sought.

Suppliers of substances covered by COSHH regulations will supply details in order to assist risk assessment.

### Room Safety

- All practical rooms must be locked when not in use
- Unsupervised students must not be allowed in hazardous rooms
- Staff are expected to leave workrooms in a safe condition.
- When starting practical lessons, staff should check that rooms are clear, all thoroughfares and room exits are free from obstruction, floors are dry and in a safe condition, and the lighting is adequate for the work being undertaken
- Fire doors must be unlocked, and clear only authorised staff are permitted to switch on the electricity and gas mains isolators. Students may not switch on these – not even under supervision.
- Students must not use utensils, tools, machines or other equipment until they have been taught how to use them correctly
- Only one person may operate a machine or piece of equipment at a time.
- A specialist room may only be used for other curriculum activities if the person supervising the students understands room hazards in the room and can prevent them.
- Supply or cover teachers must be given information on the room hazards; this could be a laminated A4 sheet for the room explaining the location and operation of main services such as electrical isolators, any local hazards, and where help can be obtained. Cover teachers must not supervise practical work unless they are

competent and experienced in the practical subject and understand the relevant safety procedures.

### **Safety Signs, Notices and Displays**

Each workroom must have a set of safety rules and the fire procedure displayed clearly. Cautionary notices and signs must be displayed where appropriate.

### **Clothing**

Protective clothing such as aprons or overalls must be used in any 'messy' practical work, or where hazardous materials are being used.

Do not use nylon or other plastic protective clothing in high-temperature work.

People wearing bandages on the hand or forearm are not permitted to use machinery which has exposed moving parts.

### **Eye Protection and Guards**

Eye protection must be used if there is any significant risk of eye injury in the work being carried out or observed. Do not overlook the risk when working with stretched materials. Eye protection must conform to **BS EN166**. Select the type of eye protection suitable for the practical work.

Eye protectors must be kept clean and scratch free. They must be periodically washed in a mild household disinfectant.

### **First Aid**

Each practical room must have easy access to a first-aid kit.

### **Storage**

- Storage must be kept well organised and tidy. Large items should not be stored high, and proper stepladders or similar must be available for reaching high shelves safely
- Standing on benches, chairs, tables etc. is not permitted
- Sharp tools and utensils must be stored so that accidental contact with the sharp part is unlikely and they must be securely locked when not in use
- All materials which are hazardous, for example they may be toxic, flammable or corrosive, must be clearly labelled. The labelling must state the material and the nature of the hazard(s)
- Keep all working quantities of these materials to a minimum
- Access to hazardous materials must be restricted to authorised staff only
- All hazardous materials must be stored away from direct access by students
- Stocks of flammable liquids must be stored in a lockable fire-resistant cabinet in a well-ventilated stockroom.

### **Shelving**

Make regular checks to ensure that shelving is in a safe condition.

Shelves must not be overloaded, and heavy materials must not be stored high up.

Ensure that the shelf space is used sensibly with no items stacked precariously.

Proper stepladders must be provided for access to shelving beyond easy reach from the floor.

### **Maintenance, Inspection and Testing of Equipment**

Health and safety law requires that equipment and machinery is maintained in a safe condition. To achieve this, equipment must be maintained, inspected and, where necessary, tested.

There are 3 levels of inspection, maintenance and testing of equipment which must be carried out. These are:

- A visual check by staff of equipment prior to its use or on a daily basis.
- A more formal visual inspection which should be carried out termly by staff. This requires checking equipment against an inventory using a checklist. Small items, e.g. hand tools, knives, can be banded together.

- Formal maintenance/inspection checks carried out by specialist contractors. This is normally undertaken annually, or for LEV equipment, every 14 months.

### **Training Records and Certification**

All practical work must be supervised by a suitably qualified teacher

It is every teacher's responsibility to ensure that his or her knowledge of Health and Safety is current.

Any perceived training needs should be discussed with their Line Manager.

[Back to Appendices](#)



# Asbestos

### Asbestos

The asbestos register is held in the Facilities Manager's office and will be made available to all staff and visiting contractors prior to **any** work commencing on the fabric of the building or fixed equipment.

The Asbestos monitoring person for the School is the Facilities Manager. Refresher training is required 3 yearly.

The school shall ensure:

- The asbestos log is maintained and that any changes are acted upon.
- All work on the fabric of the building or fixed equipment is entered in the permission to work log and signed by those undertaking the work.
- A visual inspection of asbestos containing materials on site will be carried out and recorded in the asbestos log.

Please note that even drilling a hole or pushing a drawing pin into asbestos containing materials may result in the release of fibres into the air.

Under **no** circumstances must staff drill or affix anything to walls without first obtaining **approval** from the Facilities Manager.

Any damage to materials known or suspected to contain asbestos should be reported to the Facilities Manager who will contact the relevant agencies.

Any contractor who is suspected to be carrying out unauthorised work on the fabric of the building should be reported to the Facilities Manager.

### Refurbishment & Demolition Surveys.

This type of survey will be required when a building (or part of it) is to be upgraded, refurbished or demolished and is required prior to any work commencing. This survey is used to locate and describe, as far as is reasonably practicable.

- All ACMs in the area that the refurbishment will take place
- For the whole building if demolition is planned.

The survey will be fully intrusive and involve destructive inspection, as necessary, to gain access to all areas, including those that may be difficult to reach.

During this type of survey consideration must be given to the risk of spread of debris including asbestos during aggressive inspection techniques such as:

- Lifting carpets and tiles,
- Breaking through walls, ceilings, cladding and partitions
- Opening up floors and void.

Refurbishment and demolition surveys should only be conducted in unoccupied areas to minimise the risk to students, staff and any third parties on the premises. Ideally the building should not be in service and all furnishings should be removed. This would only apply to working areas within a building for small refurbishment projects.

### Release of Asbestos Containing Materials

In the event of accidental release of known or suspected asbestos fibres, the area must be evacuated immediately and if possible sealed to prevent unauthorised access. A sign should be displayed to inform persons to stay out of the area.

The Facilities Manager must be contacted immediately who will contact the relevant agencies (asbestos registered contractors) to arrange for a sample to be taken and relevant remedial works carried out.

Any contractor who is suspected to be carrying out unauthorised work on the fabric of the building must be reported to the Facilities Manager.

[Back to Appendices](#)



# Contractors

### **Contractors**

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

All contractors must report to the office/reception where they will be asked to sign into school, wear an identification badge and issued with written guidance on fire procedures, local management arrangements, safeguarding information and vehicle movement restrictions. Contractors must provide proof of Disclosure and Barring checks if working in areas where students maybe or will be working on their own.

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

The Facilities Manager is responsible for agreeing a system of work with the contractors to meet Health and Safety standards and for monitoring the progress of work generally to ensure the agreed protective measures are in place.

All contractors will be made aware of the asbestos register and sign to acknowledge they have read it.

Before any contractor undertakes any high risk works a permit must be completed and all the precautions observed – if not the contractor will not be allowed to work on site.

### **School Managed Projects**

Where the school undertakes projects direct the Governing Body would be considered the 'client' and therefore have additional statutory obligations.

These are managed by the Facilities Manager who will ensure that consent has been obtained and, where applicable, all statutory approvals, such as planning permission and building regulations have been sought. This would include whether CDM<sup>1</sup> regulations will apply.

To ensure contractor competency the school will use recommended contractors.

Contractors will be asked to provide risk assessments and method statements specific to the site and works to be undertaken. The school, contractor(s) and any subcontractor(s) involved will agree the risk assessment and safe systems of work to be used prior to works commencing on site.

[Back to Appendices](#)

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<sup>1</sup> CDM refers to the Construction (Design and Management) Regulations 2015 and apply to any building, demolition, maintenance or refurbishment work.

Such projects are notifiable to the HSE where the project duration is longer than 30 days and will foreseeably have more than 20 workers on site at any one time, or the project duration will exceed 500 person days. In addition 2 specific and specialist roles of CDM Co-ordinator and principal contractor must be appointed.



# Control of Substances Hazardous to Health



## Control of Substances Hazardous to Health

Every attempt will be made to avoid, or choose the least harmful of, substances which fall under the "Control of Substances Hazardous to Health Regulations 2002" (the COSHH Regulations).

Within curriculum areas (in particular Science and D&T) the Heads of Department are responsible for COSHH and ensuring that an up to date inventory and model risk assessments contained in the relevant national publications (CLEAPSS, Association for Science Education's "Topics in Safety" etc.) are in place.

In all other areas the nominated person responsible for substances hazardous to health will be the Facilities Manager and responsible for ensuring compliance with the Control of Substances Hazardous to Health Regulations 2002 (COSHH), i.e.

- Identifying hazardous substances.
- Assessing the risks to health.
- Devising and implementing adequate control measures and communicating these to the persons involved before use.
- Recording sufficient information to justify the conclusion that the risks to health are adequately controlled.

PPE is to be provided free of charge where the need is identified as part of the risk assessment.

## COSHH

### Guidelines:

- Teachers should not keep their own small stocks of hazardous substances e.g. cleaning solutions. Staff room cleaning materials should be kept securely in the appropriate staffroom cupboard.
- Chemicals and cleaning chemicals should ideally be stored in their own container and clearly labelled with warnings showing clearly on the container.
- Never use food or drink containers to store chemicals.
- Keep only small quantities of the chemicals.
- Any spillages should be cleaned up at once.
- Teach students to recognise the red and black warning symbols (orange for older products), which they may come across on household containers, such as bleach, disinfectants, lavatory cleaners, oven cleaners, paint stripper's etc., and warn of the dangers.
- Ensure protective clothing is available when using chemicals.
- **COSHH** assessments must have been carried out before using chemicals and the user informed of the dangers and control measures to be in place for that chemical. There should also be suitable first aid arrangements available for treating chemical splashes.

## Radioactive Sources

The school follows CLEAPSS guidance L93 in Managing Ionising Radiations and Radioactive sources.

- Radiation Protection Officer is a nominated person.
- CLEAPSS provide the Radiation Protection Adviser. (RPA)
- Member of staff in charge of radioactive sources (RPS) is the Science Curriculum Leader and is responsible for ensuring all records pertaining to radioactive sources are maintained.

[Back to Appendices](#)



# Display Screen Equipment

## Display Screen Equipment (DSE)

All staff who habitually use computers as a significant part of their normal work (significant is taken to be continuous / near continuous spells of an hour at a time) e.g. admin staff, office manager and Head Teacher etc. shall carry out a self-DSE assessment.

All workstations, chairs, and associated equipment shall comply with the requirements of the Health and Safety (Display Screen Equipment) Regulations 1992 and current British Standards. School office staff will be responsible for checking this when ordering.

A designated person is responsible for coordinating display screen equipment assessments.

Where the results of an assessment indicate a risk to the user of such equipment, all reasonable steps are undertaken by the school to eliminate these risks or otherwise reduce them to avoid the adverse health effects.

Those staff identified as DSE users shall be entitled to a free eyesight test for DSE use every 2 years by a qualified optician.

Where necessary a contribution is made towards the cost of lenses. Details of this can be obtained from the Head Teacher.

Suitable training and information is given to users of display screen equipment to recognise the hazards associated with non-interrupted use of such equipment and the appropriate precautions to be taken.

Staff that meet the criteria given in the guidance of the above regulations are defined as 'users'. The School is responsible for arranging the following to comply with the Regulations:

- Health and Safety training for 'users'.
- Assessment of workstations.
- Planning work to include breaks or changes of activity.
- Eye tests and the provision of special spectacles where these are required for display screen equipment work

### Student Work Stations

Best practice guidelines will be adopted when setting up student workstations. Students use display screen equipment for short durations.

- Staff are responsible for connecting and disconnecting computers/iPads etc.
- Food and drink should not be consumed by students near the computers.
- Students are regularly reminded by staff of the importance of not spending too many hours in front of a monitor.

Any problems with the equipment should be reported to the ICT Network Manager

### Health and Safety and Computers:

Students should not be connecting or disconnecting electrical equipment without adequate supervision.

Staff should be aware of the dangers of epilepsy with flickering computer screens and make every effort to know of students who have experienced any problems (this information should be in their medical records). In addition, they should look out for any reaction within their lessons.

Food and drink should not be consumed by students near the computers.

Students should be reminded, whenever relevant, of the dangers of too many hours in front of a monitor.

Bags should be kept away from the computers to avoid damage.

Any problems with the equipment should be reported to the class teacher who should isolate the equipment and report the problem to the network manager.

All electrical equipment is checked once a year under the electrical audit.

All equipment must conform to Health and Safety Standards. In view of the fact that our students spend comparatively little time at a computer screen, we are not affected by the latest rulings on antiglare screen.

### **SEN Students and Computers**

Some SEN students may be provided with individual equipment. Teaching staff should liaise with the SEN department and ascertain the arrangements that have been set up with the student for printing etc. Where a student has physical disabilities, staff must be aware of any implications for computer work, before that work arises, to avoid any embarrassment for the student.

[Back to Appendices](#)



# Dogs in School Policy

## **Dogs in School Policy**

### **Introduction**

There is a considerable body of evidence that suggests that simply being with animals has a therapeutic effect, and an increasing number of organisations are using dogs to enhance wellbeing.

Working with dogs provides students with many benefits, including building confidence and self-esteem. Dogs are used to provide consolation, comfort and as a breathing space.

Students can, accompanied by the dog handler, take a dog for a walk within the school grounds or sit with the dog for a few minutes in a quiet space, as well as take part in any Emotional Support sessions.

Students cannot fail in any way in their relationship with the dog: the dog does not judge or condemn and offers unconditional affection. Students learn the principles of good pet ownership and are given a sense of responsibility and kindness through their contact with the dog.

The use of dogs is a key feature of Murray Park and has been endorsed by the Governors.

The school's insurance company have been informed of dogs being used as therapy for Students.

### **Health and Safety**

The dogs are fully socialised and trained.

Risk Assessments are completed for every aspect of bringing dogs into school and students are taught how to handle dogs safely and responsibly. Students are instructed to wash their hands after handling the dogs. Faeces removed and disposed of in a plastic bag.

All visitors are alerted to the fact that there are dogs in school on their arrival.

Dogs are kept on leads except when working on the school grounds or inside the school building.

Dogs are not allowed in areas such as the kitchens or dining hall.

Dogs are supervised by the owner or a nominated adult.

Selected students are allowed to handle dogs following a risk assessment process. Dogs are handled consistently and safely by a trained animal intervention mentor.

Dog handlers are aware of those staff and students who may be afraid of, or be allergic to, dogs.

Students who have known allergies to dogs will not be involved in the activity.

The welfare and wellbeing of animals is paramount, and dogs are provided with 'rest' periods during the school day to avoid any risk of stress in a designated area space away from students.

Dogs are healthy, fully vaccinated and wormed. All dogs have full insurance.

[Back to Appendices](#)



# Engineering & Design

## **Engineering & Design**

The School is committed to teaching all practical subjects in a safe way. This Policy outlines the processes and procedures for ensuring safe working in Engineering & Design.

Any activity that takes place in a school workshop situation should comply with the recommendations of British Safety Standards and CLEAPPS Guidance.

### **General Considerations**

All occupants of a workshop and similar rooms are in a potentially hazardous environment and must therefore be fully trained and instructed on Health and Safety matters. It is the teaching staff however, who carry the overall responsibility for the maintenance of safe working conditions. They should anticipate potentially dangerous conditions and act before they can develop. Their example in the handling of tools and equipment, wearing protective clothing and maintaining general workshop discipline will encourage a sense of responsibility in the students and an understanding of the importance of planning work in order to prevent accidents. In short, staff must see themselves as a role model for the students and act accordingly at all times.

Every student, on first entering a workshop (and at intervals thereafter), must be instructed on the rules of behavior including such matters as:

- Avoiding pranks, carrying and handling tools, tidiness, and the necessity for quiet and orderly movement.
- Not to stand too near other students operating machines, never to operate machines unless told to do so and the purpose of guards, controls and protective clothing.
- There should be appropriate warning notices on relevant machinery and the school learning plan should be prominently displayed in practical rooms.

All courses must continue to highlight the elements of safety involved, with particular attention being paid to: General Health and Safety. (B.S.4163: Page 28)

Before staff can instruct a student on any machine or workshop process, he/she must be experienced in the use of the machine or process and understand the dangers likely to arise in practice.

Only staff qualified under the Provision and Use of Work Equipment (PUWER) 1998, are permitted to use the circular saw or the planer.

Students; having been instructed in the safe and appropriate use of the machinery below; may use (with permission):

- Wood turning lathes (Non-composite materials only)
- Centre lathes
- Pillar drills
- Jig saw
- Brazing equipment

### **Students May Not Operate:**

- Circular saws
- Planers
- Millers
- Grind stones
- Students must not pour molten fluids

Close and constant supervision is vital if accidents are to be prevented and should the teacher be required to leave the workshop, he/she must ensure every machine is switched off and the master ignition key removed until his/her return.



- No teaching group should be so large as to be a risk to the Health and Safety of the group or staff involved.
- Certain machinery is fitted with guards and other safety devices. These are part of the machine and must be used correctly. Guards must be secured so that they cannot be removed without a tool or some other device. No machine must be operated if the necessary guards are missing, broken or out of position.
- The protection of eyes is of paramount importance and therefore a special warning notice should be fitted to each machine or in areas where protection is to be used.
- No unauthorised adjustment, modification or adaptation may be made to any item of machinery or equipment without reference to the manufacturers, the Head of Department and the Head Teacher.
- All activities undertaken within the department are to consider Health and Safety and appropriate information recorded in the schemes of work. Reference to the BS.4163: may also be useful.

## **COSHH**

Control of Substances Hazardous to Health (2002)

- Substances used in the workplace must be assessed with reference to COSHH and be stored in a locked metal cupboard.
- A risk assessment should be carried out in the normal course of lesson planning, which takes place in the academic year prior to lessons being delivered either by the writing of new modules or by the review of existing modules. Such risks should be identified on Lesson Planning Sheets.
- Alternatives to the hazardous substance should be sought and used if possible.
- Chemicals used in the workplace can be assessed with reference to HAZCARDS.
- Suppliers of substances covered by COSHH regulations will supply details in order to assist risk assessment.
- A central record of identified substances should be maintained and updated. It is the responsibility of all department staff to co-operate in this process and assist with the identification and assessment of such substances.

## **Risk Assessment**

All practical activities must be assessed for risk, and safety measures used to keep the risks low.

All subjects will use the relevant Model Risk Assessments provided by CLEAPSS.

Where significant, these MRAs will be adapted by the individual subject leaders to take account of the local circumstances of the school.

All risk assessments must be carried out BEFORE a practical activity is undertaken and the effectiveness of the risk assessment must be regularly monitored; if any new activities are to be undertaken, it is essential that a full risk assessment is carried out beforehand. If a model risk assessment does not exist the subject leader should contact the CLEAPSS helpline. The activity must NOT be undertaken until the risk assessment has been completed and recorded.

## **Safety Signs, Notices and Displays**

Each workroom must have a set of safety rules and the fire procedure displayed clearly. Cautionary notices and signs must be displayed where appropriate.

## **Clothing**

Protective clothing such as aprons or overalls must be used in any 'messy' practical work, or where hazardous materials are being used

Do not use nylon or other plastic protective clothing in high-temperature work

People wearing bandages on the hand or forearm are not permitted to use machinery which has exposed moving parts.

## **Eye Protection and Guards**

Eye protection must be used if there is any significant risk of eye injury in the work being carried out or observed. Do not overlook the risk when working with stretched materials. Eye protection must conform to **BS EN166**. Select the type of eye protection suitable for the practical work.

Eye protectors must be kept clean and scratch free. They must be periodically washed in a mild household disinfectant.

## **First Aid**

Each practical room must have easy access to a first-aid kit.

## **Chemicals used in Engineering & Design**

Certain chemicals are presently in general use within Engineering & Design. All members of staff should be aware of the very real hazards that exist in relation to these chemicals.

If any new chemical is borrowed from another department, then the following should be undertaken:

- Read the relevant HAZCARDS available.
- Make a Risk Assessment and signify that you are aware of the dangers.
- Give 24 hours' notice of your intention to use the chemical. (At the latest by afternoon break of the day before you intend use).

## **Food Technology**

### **Storage**

- Food should be stored appropriately, either in cupboards, refrigerators or freezers, according to the labels on the food.
- Food should be wrapped and kept according to the sell-by date.
- Food should not be left out in school unless it is in use of for a display (it must not be allowed to grow mould unless in a closed container).

### **Preparation**

- Wash hands beforehand.
- Don't lick fingers while cooking.
- Ensure that equipment is clean, and tables sterilised before use.
- Cooked foods must be kept separate from raw foods.

### **Cooking**

- Students must be supervised at all times.
- The correct temperature must be used for cooking.
- Correct Health and Safety procedures and correct equipment must be used when handling hot food.
- Food or boiling liquids cooking on the hob must not be left unattended.
- Cool foods quickly unless the recipe says otherwise.

### **Cleaning Up**

- Washing up must be carried out safely (no sharp knives to be placed in the sinks)
- All food rubbish must be put in black plastic sacks and tied up.
- Cookers must be cleaned after use.
- Tables should be sterilised.

### **Eating the Food or Transporting It Elsewhere**

- Food should be put in a clean container with a lid.
- Food should not be left out in school uncovered.
- Students must inform the teacher if they are intolerant or allergic to certain foods or ingredients.

[Back to Appendices](#)



# Fire Evacuation & Emergency Procedures

**Fire Evacuation & other Emergency Procedures**

Fire prevention is part of everyone's duties. In particular, attention should be paid to checking the school before leaving at night to ensure nothing has been left which could lead to a fire developing whilst the premises are unoccupied.

All electrical equipment that need not be left on, such as, computers, photocopiers and kettles are to be switched off. Equipment needed to be left on should be kept clear of combustible material in case of a fault developing when unattended.

Combustible rubbish is to be regularly disposed of and flammable liquids are to be stored properly in order to reduce the risk of fire.

Inspections of the school are carried out by the Fire Service and Fire Consultants. It is the policy of the school to implement all the recommendations from these inspections.

The Facilities Manager is required to participate actively with the Fire Service/Consultant during these inspections and ensure that any necessary remedial work is carried out.

Evacuation procedures have been devised and notices are posted throughout the premises.

The Facilities Manager, after consultation with the Head Teacher is responsible for organising evacuation practices each term and for completing the record sheet.

The Head Teacher is responsible for ensuring the fire risk assessment is undertaken and implemented. The fire risk assessment is located in the Facilities Manager office and reviewed on an annual basis.

**Fire Instructions**

These documents are made available to all staff and included in the school's induction process.

An outline of evacuation procedures are made available to all contractors/visitors and are posted throughout the site.

Emergency exits, fire alarm call points, assembly points etc are clearly identified by safety signs and notices.

**EMERGENCY PROCEDURES****Fire and Evacuation**

Fire and emergency evacuation procedures are detailed below.

These procedures will be reviewed at least annually.

**Fire Drills**

Fire drills will be undertaken termly, and a record kept in the fire log book.

**Fire Fighting**

Under no circumstances should anyone attempt to tackle a fire, evacuation of the buildings is paramount to all persons on the site.

Ensure the alarm is raised BEFORE attempting to tackle a fire. (Trained Staff Only)

Staff should be made aware of the type and location of portable firefighting equipment and receive basic instruction in its correct use.

Details of chemicals and flammable substances on site are kept by the Facilities Manager & Heads of Department as appropriate, for consultation.

## **EMERGENCY PROCEDURES**

### **FIRE EVACUATION**

#### **IF YOU FIND A FIRE OR ONE IS REPORTED TO YOU:**

Staff discovering a fire or other emergency for which the buildings should be evacuated should activate the alarm using the nearest available break glass call point. They should then if possible notify the block checker of the exact location of the incident, but not delay leaving the building.

#### **ON HEARING THE FIRE ALARM:**

- When the alarm sounds the students should remain calm and must listen to instructions from the teacher.
- The students will leave the building via the nearest exit as indicated by the teacher who will be the last person to leave the classroom.
- The fire assembly point is the **Hard Courts** alongside the field and Humanities classrooms.
- Registers will be taken to the assembly point by Admin staff for Form Tutors to check and report to their Director of Community, who in turn will report to the Head or most senior member of staff on duty.
- The visitor's book and list of support staff will be taken to the assembly point by Reception staff and checked
- On hearing the alarm Site staff will identify the source, investigate and report to the Head or most senior member of staff on duty.
- Under no circumstances should any one re-enter the building until permission to do so has been given by the Head or most senior member of staff on duty.
- If the alarm is sounded during the course of an examination, the clock should be stopped and students and staff should, in the first instance, remain where they are until further instruction is received. In the event that the area needs to be evacuated the assembly point will be in the staff car park.

In the event of a bomb threat follow the evacuation procedures as above.  
The Regulatory Reform (Fire Safety) Order 2005

### **GENERAL EVACUATION FOR PEOPLE WITH SPECIAL NEEDS**

#### **Mobility Impairment**

Those people who require only limited assistance should evacuate the building using the nearest exit. If they have to move at a slower pace they should allow other persons to exit the building before them and then continue their evacuation to a place of safety. A responsible member of staff will be nominated to escort those who need assistance from the building.

Staff or students with significant mobility impairments must go to a refuge point.

#### **Visual Disability**

People with a visual disability will usually require the assistance of one person, on stairways the helper should descend first with the persons hand on their shoulder, on level surfaces they should take the helpers arm and follow them.

#### **Hearing Disability**

People with a hearing disability should be escorted out of the building by staff. In the event of staff with a hearing impairment joining then they may require additional means of being warned in the event of an alarm e.g. pager that vibrates when alarm is activated, flashing beacon linked to alarm etc.

[Back to Appendices](#)



# Inspection & Maintenance of Emergency Equipment

## **Inspection/Maintenance of Emergency Equipment**

### **Testing of the Fire Alarm System**

Fire alarm call points will be tested weekly in rotation by the site staff and a record kept in the fire log book.

Any defects on the system will be reported immediately to the alarm contractor/ electrical engineer.

A fire alarm maintenance contract is in place and the system will be tested periodically.

### **Inspection of Fire Fighting Equipment**

An approved competent contractor undertakes an annual maintenance service of all firefighting equipment.

Monthly checks are carried out to ensure that all firefighting equipment is available for use and operational and for any evidence of tampering.

Defective equipment or extinguishers that need recharging should be taken out of service and reported direct to the approved contractor.

### **Emergency Lighting**

These systems will be checked for operation monthly by the Facilities Manager and an annual inspection undertaken by a competent contractor.

### **Green Door Release Boxes**

It is the responsibility of the Facilities Manager to ensure these are tested monthly by the site team.

### **Emergency Red Pull Cords**

These will be tested monthly by the site team.

Test records are located in the site's fire log book.

### **Means of Escape**

Daily checks for any obstructions on exit routes are carried out and all final exit doors are operational and available for use.

[Back to Appendices](#)



# First Aid & Medication



## First Aid & Medication

A first aid box stocked with the contents recommended in the Approved Code of Practice to the Health and Safety (First Aid) Regulations is kept in the Medical Room.

Additional first aid boxes are available in various locations throughout the school.

Student Services are responsible for ensuring that the contents of the first aid boxes are replaced as necessary.

First aid boxes are to be taken on trips, and the person in charge is appointed to be responsible for the first aid box and for taking charge of the situation, i.e., calling assistance if a serious injury or illness occurs.

### First Aiders:

The school has sufficient numbers of first aiders (includes Initial First Aid at Work and Emergency First Aid)

A list of first aiders is displayed around the school.

Mini bus drivers will check that any vehicles are properly equipped with first aid boxes before they are used.

### Transport to Hospital:

If the first aider or Head Teacher considers it necessary, the injured person will be sent directly to hospital (normally by ambulance). Parents and/or guardians will also be informed. No casualty should be allowed to travel to hospital unaccompanied and an accompanying adult will be designated in situations where the parents cannot be contacted.

### Location of First Aid Boxes:

- Science Practical rooms (including eye wash)
- Staffroom (including eye wash)
- Reception
- Student Services - Medical Room (including eye wash)
- Design & Technology
- PE
- Art
- Sports Hall
- Minibuses

### Administration of Medicines

All medication will be administered to students in accordance with the DfE document [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/484418/suporting-pupils-at-school-with-medical-conditions.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/484418/suporting-pupils-at-school-with-medical-conditions.pdf)

The only medication kept and administered are those prescribed specifically for a student at the request of the parent/guardian and with the consent of the Head Teacher.

There is no legal obligation for teaching staff to administer medications. You will however find that designated staff are more than happy to administer medication, provided that parents have complied with this guidance.

Records of administration of medicines will be kept by Student Services.

No member of staff should administer any medicines unless a request form has been completed by the parent/guardian.

All medications kept are securely stored in the medical room.

Where students need to have access to emergency medication, i.e. asthma inhalers, adrenaline pens etc., it will be kept with them at all times.

The school has an Emergency Salbutamol Inhaler and an Emergency Adrenalin Pen. These will be stored in the medical room and will be accessible by all staff.

### **Health Care Plans**

Health care plans are in place for those students with complex medical needs e.g. chronic or on-going medical conditions (e.g. diabetes, epilepsy, anaphylaxis etc.)

These plans are reviewed annually, and written precautions/procedures made available to staff.

Staff undergo specific training related to health conditions of students and administration of medicines (e.g. diabetes, epilepsy, anaphylaxis etc.) by a health professional as appropriate.

[Back to Appendices](#)



# General Hazards

## General Hazards

Workplace accommodation standards are regulated by the Workplace (Health, Safety and Welfare) Regulations 1992 as amended in 2002. It is the policy of the school to comply with the standards for cleanliness, overcrowding, temperature, ventilation and lighting that are detailed in these Regulations and Approved Code of Practice. In particular staff shall ensure that areas are not overcrowded, and that furniture and equipment is arranged to allow unobstructed passage to all areas and exit doors.

Under no circumstances should staff use tables, chairs or any other item of furniture to stand on to work at height. If a stepping stool or step ladders have been provided they must be inspected before each time they are used. A fully detailed risk assessment must also be completed and agreed with the H&S group.

Ladders are not to be used without a fully completed risk assessment which has been agreed. Ladders are stored with the site staff and may only be used if that person has received the relevant training.

### **STUDENTS MUST NOT BE ASKED TO WORK AT HEIGHT UNDER ANY CIRCUMSTANCES.**

In general, heavy items should be stored at waist level to reduce the risk of injury from falling and handling. Filing cabinet drawers shall not be overloaded and staff must not open more than one drawer at once as this presents a toppling hazard. Desk and cabinet drawers are to be closed immediately after use and not left open.

Damaged or defective furniture and equipment is to be reported to the Facilities Manager. Also any sharp edges which may cause injury and/or damage to clothing must also be reported.

Running is not permitted within the premises and care is necessary when using doors, particularly those without viewing panels. Doors must not be opened without regard for someone coming from the opposite direction.

A high standard of housekeeping is expected to reduce the risk of accidents. Furniture and equipment shall be kept tidy and not allowed to pile up so as to cause a toppling hazard. Unwanted items are to be cleared out and not allowed to accumulate in such ways as to congest the working areas. Students' bags are not to be left in walkways or areas where they create tripping hazards.

Specific attention is to be given to avoid slipping and tripping hazards such as trailing cables, damaged floor coverings, slippery floor surfaces. Staff are expected to rectify these situations where possible or report them to the Facilities Manager.

No knives or similar item are allowed on site for whatever reason. Any student who is suspected of carrying such articles must be dealt with immediately.

### **Disposal of Waste Materials**

All waste material that could cause harm to any member of staff, student or other persons should be properly packaged to prevent injury and disposed of (i.e. all glass should be wrapped in newspaper and securely taped).

Hazardous materials such as chemicals require specialist disposal (Site Staff should be contacted).

[Back to Appendices](#)



# Health and Safety Information & Training

## **Health and Safety Information and Training Consultation**

The Finance and Premises committee meet termly and discuss health, safety and welfare issues affecting staff, students or visitors as part of the agenda. Action points from meetings are brought forward for review by management.

The Health and Safety Law poster is displayed within the school.

Elite Safety in Education provides competent health and safety advice for our school.

## **Health and Safety Training**

Health and safety induction training will be provided and documented for all new employees by Heads of Departments.

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

All employees will be provided with:

- Induction training in the requirements of this policy.
- Update training in response to any significant change.
- Training in specific skills needed for certain activities, (e.g. use of hazardous substances, work at height etc.)
- Refresher training where required.

Training records are held by the relevant departments. SLT are responsible for co-ordinating health and safety training needs and for including details in the training and development plan. This includes a system for ensuring that refresher training (for example in first aid) is undertaken within the prescribed time limits. The SLT will be responsible for assessing the effectiveness of training received.

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

[Back to Appendices](#)



# Health and Safety Monitoring and Inspections

## **Health and Safety Monitoring and Inspection**

A general inspection of the site will be conducted termly and be undertaken/co-ordinated by the Facilities Manager.

Monitoring inspections of individual departments will be carried out by Heads of Department or nominated staff.

The person(s) undertaking such inspections will complete a report in writing and submit this to the Head Teacher. Responsibility for following up items detailed in the safety inspection report will rest with various Heads of Departments and the Facilities Manager.

A named Governor will be involved / undertake an inspection on an annual basis with Elite Safety in Education and report back to both the relevant sub-committee and full Governing Body meetings. This Governor monitoring will also cover management systems in addition to inspecting the premises.

Inspections will be conducted jointly with the schools health and safety representative(s) if possible.

[Back to Appendices](#)





# Induction Procedures

## Induction Procedures

All new Staff to the school will be required to be involved in an induction process. This will cover a large number of topics and the relevant policies and procedures. This will include:-

- Employers H&S statement.
- Risk Assessment – reporting and recording process.
- Security and personnel protection – internal communication.
- Discipline of students.
- Care and control of students
- Child protection issues – identification of SENCO.
- Off-site activities – risk assessment required.
- Administration of medication.
- First Aid – identification of first-aiders, position of first aid kits.
- Dealing with drug related incidents
- Fire safety and fire drill.
- Emergency procedures
- Accident reporting (RIDDOR and other in house requirements)
- Identification of H&S representatives and committee structure.
- Environmental concerns – heating, lighting, furniture etc.
- Cleaning, reporting failures and inadequacies.
- Good housekeeping – tidy workspaces etc.
- Use and safety of PE equipment.
- Work experience.
- Use of personnel protective clothing.
- Disability, sex and race discrimination policies.
- Safe Handling.
- Stress.
- Sickness and absence policy.
- Employee facilities including toilets, medical room and drinking water.
- Safety signs.
- Equipment instructions – generally made available on or near equipment.
- Safe routes to school.

[Back to Appendices](#)



# Infection Control

## **Infection Control**

### **Introduction**

This policy has been written following guidance from UK Health Security Agency guidance on infection control and winter readiness.

### **Aim and Objectives**

This policy aims to provide the school community with guidance when preparing for, and in the event of an outbreak of an infection such as pandemic influenza or any contagious illness.

### **Principles**

The school recognises that infections such as influenza pandemics are not new. No-one knows exactly when the school will be faced with having to deal with a potentially contagious illness amongst its community.

We recognise the need to be prepared. Infections are likely to spread particularly rapidly in schools and as children may have no residual immunity, they could be amongst the groups worst affected. We recognise that closing the school may be necessary in exceptional circumstances in order to control an infection. However we will strive to remain open unless advised otherwise. Good pastoral care includes promoting healthy living and good hand hygiene. School staff will give students positive messages about health and well-being through lessons and through conversations with students.

### **Planning and Preparing**

In the event of the school becoming aware that a student or member of staff has an infectious illness we would direct their parents to report to their GP and inform UK Health Security Agency. During an outbreak of an infectious illness such as pandemic influenza the school will seek to operate as normally as possible but will plan for higher levels of staff absence.

The decision on whether school should remain open or close will be based on medical evidence.

This will be discussed with the Health Protection Agency and the Government.

It is likely that school will remain open but we recognise the fact that both the illness itself and the caring responsibilities of staff will impact staff absence levels.

The school will close if we cannot provide adequate supervision for the children.

### **Infection Control**

Infections are usually spread from person to person by close contact, for example

Infected people can pass a virus to others through large droplets when coughing, sneezing.

Through direct contact with an infected person: for example if you shake or hold their hand and then touch your own mouth, eyes, nose without first washing your hands. Or even talking at a close distance.

Viruses can also survive longer on hard and soft surfaces.

### **Staff and students are given the following advice about how to reduce the risk of passing on infections to others:**

- Wash hands regularly, particularly after coughing, sneezing or blowing your nose.
- Minimise contact between your hands and mouth/nose
- Cover your nose and mouth when coughing and sneezing or in crook of elbow.
- Do not attend school if you have an infectious illness.

These messages are promoted through posters around the school, in assemblies and through Personal and Social Education lessons.

# HAND WASHING IS THE SINGLE MOST IMPORTANT PART OF INFECTION CONTROL IN SCHOOLS

## Minimise Sources of Contamination

- We will ensure staff have received training or competent in food handling.
- We store food that requires refrigeration, covered and dated within a refrigerator at a temperature of 5°C or below
- We wash hands before and handling foods
- Food is brought from reputable sources and used by recommended date.

## To Control the Spread of Infection

- We ensure good handwashing procedures (toilet, handling animals, soil food)
- Children encouraged to wipe and blow their own noses and dispose of soiled tissues in waste bins.
- We wear protective clothing when dealing with accidents and incidents.

## Personal Protective Equipment (PPE)

Disposable non-powdered vinyl or latex-free CE-marked gloves, face coverings (if advised) and disposable plastic aprons are worn where there is a risk of splashing or contamination with blood/body fluids (for example, nappy or pad changing) by all staff.

## Cleaning of The Environment

Cleaning throughout the school is frequent and thorough including the cleaning of all toys and equipment in class. Cleaning of the environment, cleaning equipment such as buckets are colour coded and cleaned and replaced as needed. Cleaning contracts are monitored regularly and ensure cleaners have access to PPE.

## Cleaning of Blood and Body Fluid Spillages

All spillages of blood, faeces, saliva, vomit, nasal and eye discharges are cleaned up immediately (with staff wearing PPE). When spillages occur, they are cleaned using a product that combines both a detergent and a disinfectant to be effective against bacteria and viruses and suitable for the surfaces used on. Mops are never used for cleaning up blood and body fluid spillages – disposable paper towels are used and waste is disposed in secure bins along with nappies.

## Vulnerable students

Some medical conditions make students vulnerable to infections that would rarely be serious in most students, these include those being treated for leukaemia or other cancers, on high doses of steroids and with conditions that seriously reduce immunity.

The school will have been made aware of such students.

These students are particularly vulnerable to chickenpox, measles or parvovirus B19 and, if exposed to either of these, the school will contact the parent/carer and inform them promptly and further medical advice sought. It may be advisable for these children to have additional immunisations, for example pneumococcal and influenza.

## Female Staff – Pregnancy

If a pregnant woman develops a rash or is in direct contact with someone with a potentially infectious rash, this should be investigated according to UKHSA guidelines by a doctor. The greatest risk to pregnant women from such infections comes from their own child/children, rather than the workplace. Some specific risks are:

**Chicken Pox** can affect the pregnancy if a woman has not already had the infection.

Report exposure to midwife and GP at any stage of exposure.

The GP and antenatal carer will arrange a blood test to check for immunity. Shingles is caused by the same virus as chickenpox, so anyone who has not had chickenpox is potentially vulnerable to the infection if they have close contact with a case of shingles.

**German Measles** (rubella). If a pregnant woman comes into contact with German Measles she should inform her GP and antenatal carer immediately to ensure investigation. The infection may affect the developing baby if the woman is not immune and is exposed in early pregnancy. Measles during pregnancy can result in early delivery or even loss of the baby. If a pregnant woman is exposed she should immediately inform whoever is giving antenatal care to ensure investigation.

**Slapped Cheek Disease** (parvovirus B19) can occasionally affect an unborn child. If exposed early in pregnancy (before 20 weeks), inform whoever is giving antenatal care as this must be investigated promptly.

This advice also applies to pregnant students.

In school we follow the guidelines set by the Health Protection Agency, regarding the recommended period of time that students should be absent from school.

Detailed information about many conditions is available at: <http://www.hpa.org.uk/>.

It is important to note that the school are unable to authorise absence on medical grounds or illness for conditions where the guidelines state that no period of absence is recommended, e.g. head lice.

### **Meningitis**

Meningitis most commonly affects babies, young children and teenagers, but can also be harmful to older people and adults with lower immunity. It can be very serious, even fatal, if it is not treated quickly, as it infects the protective membranes surrounding the brain and spinal cord. It can cause blood poisoning and permanent brain and nerve damage.

Symptoms may include a high temperature, vomiting, headaches, a rash that does not fade when rubbed over with a glass, stiff neck, an aversion to bright lights, drowsiness and fits. These symptoms may occur in any sequence and sometimes not all of them will be experienced at all.

Bacterial and virus meningitis are contagious and can be spread through sneezing, coughing, kissing, sharing cutlery and utensils, and spending considerable time with an infected person, so schools are one of the prime locations where the infection can spread. It can be caught from people who carry the virus or bacteria but are not ill themselves.

Vaccinations are available for several types of meningitis but practicing good personal hygiene (washing hands and coughing/sneezing into tissues etc), and not sharing drinks and cutlery will also help reduce the risk of contagion.

### **Coronavirus Disease – COVID-19**

Coronavirus disease (COVID-19) is an infectious disease caused by a newly discovered coronavirus.

Most people infected with the COVID-19 virus will experience mild to moderate respiratory illness and recover without requiring special treatment. Older people and those with underlying medical problems like cardiovascular disease, diabetes, chronic respiratory disease, and cancer are more likely to develop serious illness.

The best way to prevent and slow down transmission is to be well informed about the COVID-19 virus, the disease it causes and how it spreads.

Protect yourself and others from infection by washing your hands or using an alcohol based rub frequently and not touching your face.

The COVID-19 virus spreads primarily through droplets of saliva or discharge from the nose when an infected person coughs or sneezes, so it's important that you also practice respiratory etiquette (for example, by coughing into a flexed elbow).

[Back to Appendices](#)



# Legionella



## Legionella

The school complies with advice on the potential risks from legionella as identified in guidance from the HSE.

A legionella water risk assessment of the school has been completed by a competent contractor.

The Facilities Manager is responsible for ensuring that all operational controls are being carried out and recorded in the legionella control log book. The Facilities Manager will be responsible for undertaking basic operational controls in lieu of a Legionella water risk assessment being conducted.

This will include:

- Identifying and flushing rarely used outlets on a regular basis and during/after school holiday periods.
- Disinfecting/descaling showers, or other areas where water droplets are formed at least termly.
- Monthly Temperature checks.

Thermostatic Mixing Valves are inspected annually by an approved contractor.

[Back to Appendices](#)



# Lettings

## **Lettings/Shared use of Premises**

Lettings are managed by the Facilities Manager following guidance laid down by Governors.

Prior to any agreement for letting out of the school premises/equipment a written contract detailing the terms and conditions must be signed by the hirer.

Information will be given to the hirers regarding the emergency procedures.

The hirer is responsible for ensuring they have sufficient first aid arrangements in place.

[Back to Appendices](#)



# Lifting & Manual Handling

## Lifting & Handling

Generic risk assessments for regular manual handling operations are undertaken and staff provided with information on safe moving and handling techniques.

Significant manual handling operations are required as part of the site staff duties.

**Staff should ensure they are not lifting heavy items unless they have received training and/or equipment in order to do so safely.**

All manual handling activities which present a significant risk to the health and safety of staff will be reported to the Facilities Manager and where such activities cannot be avoided, a risk assessment will be conducted to ensure such risks are adequately controlled. A copy of this assessment will be provided to employees who must follow the instruction given when carrying out the task.

Staff shall not attempt to lift or move anything they consider to be too heavy or awkward for them. If help is not at hand the matter should be reported to the Facilities Manager.

Staff shall use the trolleys and barrows provided for the movement of televisions, boxes of books and paper.

Special care is to be exercised where students are involved with the moving of objects, e.g. moving trampolines or pianos. Staff are required to assess these operations and only allow students to be involved where they will not struggle, and adequate precautions are taken to prevent injury.

## Moving and Handling

All staff who move and handle students have received appropriate training (both in general moving and handling people techniques and specific training on any lifting equipment, hoists, slings etc. they are required to use.)

All moving and handling of students has been risk assessed and recorded by a competent member of staff.

Equipment for moving and handling people is subject to inspection on a 6 monthly basis by a competent contractor.

## Chair and Table Moving

Measures to reduce the risk of injury:

- Using correct lifting techniques.
- Carrying no more than 3 chairs at a time.
- Moving no more than 1 table at a time (single tables).
- Obtaining assistance where the timescale involved could lead to over-exertion.

## Miscellaneous Packages and Items

- Using correct lifting techniques.
- Using the trolleys and barrows provided.
- Obtaining assistance where the weigh/size of load is beyond individual capacity.

## Furniture, Lockers, Display Boards etc.

Measures to reduce the risk of injury

- Using correct lifting techniques.
- Using the trolleys and barrows provided.
- Obtaining assistance in proportion to the weight, size and distances involved.
- Wearing protective equipment such as gloves and safety footwear.

[Back to Appendices](#)



# Lone Working

## Lone Working

Lone working can be defined as a wide variety of situations including:

- Travelling alone - on foot, by car or public transport
- Peripatetic (mobile) working - visiting people in their homes, visiting business premises, attending meetings or even work on the highway
- Use of interview rooms - effectively, working alone.
- Arriving at or leaving premises - the first person in/last out is in effect working alone
- Out of hour's activities - cleaning, maintenance, etc.

Lone working is undesirable but in some circumstances, it cannot reasonably be avoided.

Suitable risk assessments of working practices will be carried out to determine the level of risk for each member of staff lone working.

### Definition of Lone Working

Where staff are engaged in work (either outdoors or indoors) where there are no other people who could reasonably be expected to come to their immediate aid in the event of an incident or emergency.

It is the responsibility of the Head Teacher to ensure members of staff are aware of the risks of Lone Working.

Hazards identified will be evaluated by the Head Teacher for the likelihood of the hazard causing harm. Measures will be introduced if the assessment shows that existing precautions are inadequate to eliminate or adequately control the hazard. The risk assessment will be subject to review to ensure it is relevant and current to the workings of the school.

### Controls

Staff should seek the permission of the Head Teacher to work alone in the building outside of normal school hours.

The experience and training of all staff and the activities to be undertaken will be taken into consideration before allowing lone working. Lone workers must be considered capable of responding correctly in an emergency situation.

Whenever possible it is recommended that staff work with a colleague.

A staff member must seek permission to work alone and contact the Head Teacher by e.g. text message, the staff member must receive a response before lone working. If a reply is not received from the Head Teacher the member of staff must ideally contact another member of staff or a family member as the default position.

Good practice would be to liaise with other staff during school holidays, but in the absence of doing so, the member of staff should ensure a family member is aware s/he will be working alone on the school premises. At weekends and during school holidays, it is the staff member's personal responsibility to ensure someone is aware. If exceptions to this are identified then the policy will be reviewed. The staff attendance log in must be maintained.

Staff should not enter the school premises if there are signs of intruders but are advised to immediately call the police.

Staff should lock the outer doors when lone working and ensure that areas of the school not in use are kept secure. Staff must not place themselves in danger by challenging intruders or vandals but should call the police for assistance.

Staff should not work alone if they have medical conditions that might cause incapacity or unconsciousness.

All lone working staff should establish their own checking in and out system with either family, friends or work colleagues. It is advised that lone workers provide a relative or friend with a telephone contact number (Head Teacher's or SLT's mobile phone numbers) to call if the lone worker fails to return home at the expected time.

It is not normally practicable for the Head Teacher to periodically visit and visually monitor people working alone.

Staff will receive information and/or training to help ensure they understand the risks associated with lone working and to minimise these risks. All lone workers, in an otherwise unoccupied building, should follow the school's Fire and Emergency Procedures. Staff have a responsibility for making themselves familiar with and following the school's safety procedures and location of safety equipment.

Contractors should have access to their own first aid kit suitable for treating minor injuries.

If staff rely on mobile phones they must ensure that their network has good reception within school. Although phones can give extra reassurance, they do not provide complete protection and staff should still be alert for their own personal safety at all times.

In the situation where two or more people are working in isolated areas of an otherwise unoccupied building, personnel should keep each other informed about their movements.

Lone workers should not undertake activities that involve the handling of money, working at height, any task that has been identified as medium or high risk or which are potentially hazardous given their own level of experience and the nature of the task.

All school personnel are reminded about the importance of maintaining a healthy work/life balance.

It is the responsibility of all school personnel and contractors to adhere to the lone working procedures and to report any difficulties, failure of equipment or general concerns on health and safety to the Head Teacher. If members of staff fail to follow procedures designed to protect their safety, this could result in a disciplinary matter as they will have contributed to their injury and any compensation claims for damages or unfair dismissal may be reduced accordingly.

The School respects the right of the employee, under the Health and Safety at Work etc. Act 1974, to refuse to carry out work where there is a serious and imminent risk of danger. They also can advise others to do the same without being dismissed as a result. Staff should be proactive in bringing to the attention of Head Teacher any aspect of work related risks.

The Head Teacher will regularly monitor the implementation of these procedures. Following any incident an investigation will be carried out and its findings used to inform change to procedures and working practices.

[Back to Appendices](#)





# Minibus

## Minibuses

The Facilities Manager will maintain a list of nominated drivers who have received training (MIDAS) in order to drive a minibus and will conduct an annual check of their driving licence.<sup>2</sup>

The site staff will carry out a weekly check of the minibus. Drivers are responsible for checking the vehicle prior to use.

Risk assessments have been carried out on the use of the minibus and all checks are carried out prior to using the vehicle.

## Occupational Driving & Driving the School Minibus

### Introduction

This document describes the procedure for the management of occupational driving. NB This does not include hired transport and drivers.

### Minibus

#### Introduction

These procedures are designed to give guidance but are not exhaustive. In essence the school must ensure that its vehicle is operated safely and complies with all the relevant legislation governing transport operations.

It is a requirement that the school's procedures are followed by all employees. Failure to do so may result in action being taken under the school's Conduct and Discipline Procedure. If you are in any doubt you must seek advice from the School Business Manager or the Head Teacher.

#### Responsibilities

The vehicle must not be used for "hire and reward"

The minibus will only be driven by staff who have a Cat D1 licence and comply to all other conditions.

The vehicle must be used only for the purposes of school business; this includes transporting students to and from local sports fixtures and occasionally on educational visits, unless authorised by the Head Teacher.

The school will be responsible for ensuring the vehicle is correctly taxed, MOT'd and insured. Any defects in the vehicle should be reported to the Facilities Manager.

Approved drivers must be medically fit to drive and are required by law to inform the DVLA at once if they have any disability which is or may become likely to affect their fitness as a driver unless they do not expect it to last for more than three months. They must also inform the School Business Manager/HR.

Approved drivers must inform the School Business Manager/HR if they receive any endorsements on their driving licence.

Approved drivers are responsible at all times for the operational safety and legal requirements of their vehicle, and must check the following before taking the minibus out on the road:

- Lights, horn, stop lights and reflectors
- Brakes and steering
- Windscreen washers and wipers

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<sup>2</sup> All drivers must hold a full Category B (car) licence and must have held this for at least two years. Employees who first obtained a Category B (car) licence after 1 January 1997 must additionally obtain Category D or D1 by passing a medical and the Passenger Carrying Vehicle (PCV) theory and practical driving tests. This also applies to all drivers with pre-1997 licences if they intend to drive a minibus abroad.

- Visually inspect the tyres for damage and wear
- That there is no damage to the body of the vehicle that is likely to cause harm
- Seat belts are working correctly
- The interior is safe, and luggage is appropriately stowed

Drivers must adhere to the current speed limits

All fines and fixed penalty tickets are the responsibility of the driver of the minibus

If the minibus is involved in an accident the driver of the bus should obtain all details including weather conditions, witnesses and third parties.

## **Responsibilities**

### **Business Manager will:**

- Review driver's driving licence for inspection at annual intervals.
- Drivers may purchase the appropriate amount of fuel and obtain a dated receipt which must be handed to the finance office.

### **The Facilities Manager will:**

- Follow up any incidents/accidents and where appropriate

### **All staff who drive on behalf of school will:**

Online booking form through the school's intranet for booking out mini bus.

- Sign keys in and out in reception office (including mileage on return)
- From the risk assessment findings, take appropriate corrective actions where identified and record the action taken
- Report any endorsements, impending endorsements and disqualifications to School Business Manager
- Carry out the pre-start checklist attached at the start of your journey when driving on school business.
- Where the journey time is more than 1 hour, a second person should accompany the driver, or where the findings of a risk assessment indicates an additional member of staff is required to accompany the trip.
- Take a 15 minute break away from the wheel when you drive continuously for more than 2 hours.
- Wear seat belts at all times unless they hold a medical exemption.
- Not use mobile phones when the vehicle's engine is running, whether the vehicle is moving or not.
- Not drive under the influence of drugs or alcohol
- Not eat, drink or use a mobile phone whilst driving
- Drive in accordance with the highway code

### **In the event of an R.T.C, obtain the following information:**

- Stop; and check whether you need the emergency services.
- Are there any witnesses? If so, record their details.
- Exchange details with other drivers.
- Call for further assistance if required and inform SLT
- In the event of breakdown the details of our breakdown cover and contacts are in the bus, this should be checked by the driver before any journey.
- Make a sketch drawing/take photograph of the accident site.

[Back to Appendices](#)



# Mobile Phones

## Mobile Phones

### Aim

To inform all members of our school community about the appropriate use of mobile phones and to outline the procedures and processes of this policy.

### Staff

During teaching time, while on outside duty and during meetings, mobile phones ideally will be switched off or put on 'silent'.

Except in urgent or exceptional situations, mobile phone use is not permitted during the school day, while on outside duty and during meetings. These situations must be agreed in advance by the Head Teacher or a member of the SLT, should the Head Teacher be unavailable.

Should staff need to take photographs whilst on the school site, they should seek the Head Teacher's approval in advance and must utilise the school's own equipment. The I-pads should not be used for personal communication of social networking sites during teaching time.

Disciplinary measures can and will be taken, should staff be deemed to have used social networking sites inappropriately. Contravening The Data Protection Act, bringing the school into disrepute, disclosing information about the school and/or its' personnel constitute inappropriate use.

### Students

The Head Teacher and Governors of Murray Park recognise that many students and their families own a mobile phone. We also recognise that some parents/guardians may request that their children bring a mobile phone to the school for before and after school safety/security reasons.

Our core business of teaching and learning needs to be conducted in an environment free from unnecessary distractions or disruptions. Therefore, the use of mobile phones or mobile technologies must comply with the rules displayed throughout the school.

In general, students should not bring valuable items to the school, as they can be easily lost or stolen.

Students remain responsible for all their personal effects whilst in the school. When students enter the school grounds the school takes no responsibility for mobile phones. As such, mobile phones are brought to school entirely at the owner's risk. The school accepts no responsibility for replacing lost, stolen or damaged mobile phones.

Parents are reminded that in cases of emergency the school office remains a vital and appropriate point of contact and can ensure their child is reached quickly and assisted in any appropriate way.

### Sanctions

For those students who fail to follow the above guidelines, the following sanctions may be applied:

Confiscation of the mobile phone (handed back at the end of the day).

Communication with parents/guardians regarding mobile phone use when at school.

### Inappropriate Use

Generally, a mobile phone will be deemed to be used inappropriately if it:

- disrupts or is likely to disrupt the learning environment or interfere with the operation of the school
- threatens or is likely to threaten the safety or well-being of any person; or is in breach of any law
- distracts from the performance of duties

Inappropriate use of mobile phones will include students using them to bully, intimidate or otherwise harass other people through any SMS or text message, photographic, video or other data transfer system available on the phone.

It should be noted that it is a criminal offence to use a mobile phone to menace, harass or offend another person. The school may consider it appropriate to involve the police.

### **Related Technology**

The procedures applying to the inappropriate use and security of mobile phones, apply equally to the inappropriate use of portable computer games, Ipods and similar devices.

### **Parents/Performances and Events**

The school actively promotes the taking of photos and videos. However, on occasions, it may not be possible for these to be taken when the performance is taking place, for a variety of reasons. The Head Teacher will inform parents prior to the performance if this is to be the case. Parents will still have the opportunity to take photos and videos of their child/children after the performance.

Parents will be reminded that photographs and videos of other students must not be posted on social networking sites without permission.

### **Exemptions**

Exemptions of this policy can only be approved by the Head Teacher and then only in exceptional circumstances.

[Back to Appendices](#)



# New & Expectant Mothers

## New & Expectant Mothers

This covers new or expectant mothers who are employees who are pregnant or who have given birth within the previous six months or who are breast feeding. Pregnancy places extra strain on new or expectant mothers and closer attention needs to be given to their health and safety at work. It is both a moral duty and a legislative requirement under the Managements of Health and Safety at Work Regulations 1999 Regulation 16 relating to risk assessment for new and expectant mothers, that employers take particular account of the risks to expectant mothers at work.

All the normal rules relating to risk assessment apply for expectant and new mothers though, because certain hazards present more significant risks for this group, the law requires employers to follow a slightly stricter regime of preventative or precautionary measures. The table below briefly summarises the main points. The same general principles apply in relation to students who are expectant or new mothers and, though the employer's legal duties do not specifically apply in such situations, our policy is that risks must be assessed. Appropriate precautions must be taken to protect people to whom we owe a duty of care.

The majority of simple risks are already covered by advice based on generic risk assessments. However, there are circumstances in which the school must always undertake specific risk assessments; for example when a member of staff notifies the school that she is pregnant. The school will produce a risk assessment specific to her. The law requires that adjustments are made to an employee's work and/or environment where these are necessary to ensure that the woman and the baby remain healthy and safe. These adjustments may have to be varied as a pregnancy progresses as the woman's capabilities and tolerances are likely to change. Remember that, even after giving birth, certain risks may still need to be controlled to ensure the safety of the new mother and, if she is breastfeeding, the safety of her baby.

In certain cases it may be necessary to move the member of staff to alternative work or, in extreme cases, grant paid leave. If an employer fails to protect the health and safety of their pregnant workers, it is automatically considered to be sex discrimination.

**Some risks (some chemicals, physical risks such as radioactive substances and some biological risks) may have more significance very early on in the pregnancy. The risk of damage to the foetus and of miscarriage may be greater and it is therefore important that expectant mothers in some occupations (school lab technicians, for example) give the school as much notice as possible so that adjustment can be made.**

Heads of Departments/Line Managers must ensure they explain the matter to their female staff of childbearing age. It is important also not to exaggerate the risks, which are generally quite low in the school setting, to avoid creating unnecessary anxiety. The school will consult the [CLEAPSS](#) guidance for more specific advice on these issues.

### Responsibilities

Risks to employed expectant and new mothers must be adequately assessed and controlled.

### The Business Manager Will:

- Carry out a risk assessment when notified of a pregnancy taking into account the risk areas identified in the guidance note and arrange for rest areas within the school.
- Take appropriate corrective actions where required.
- Review the risk assessment regularly during the pregnancy and update once the employee is a new mother and returns to work.



- Where new mothers return to work and wish to express milk, discuss arrangements for use of an appropriate rest area.
- Refer to Occupational Health where considered appropriate.

### **All School Employees Will:**

- Notify their manager as soon as possible if they become pregnant.
- Complete the appropriate local authority maternity leave application form and forward to HR to authorise the leave of absence.
- Modify their practice in line with the risk assessment agreed with the School Business Manager e.g. such personnel must not work at height.

Written risk assessments must be produced as soon as the member of staff has notified the employer that she is pregnant. Schools must create and keep up to date records of the control measures in force.

- In the interests of their own health and safety and that of their unborn child, employed women must inform their employer as soon as possible when they are pregnant. The Head Teacher is responsible for ensuring the risk assessment is completed and for informing women in the school about the need for notification.

### **Pregnant Students**

The school will produce a similar risk assessment when it is notified that a student is pregnant. As students may be unaware, or reluctant to inform the school, of being pregnant teachers should be alert to the possibility and respond to clues. Participation by a pregnant student in routine PE and educational visits will need to be reviewed by the school, the student's parent/guardian and medical adviser.

### **Notifying the Employer**

It is sensible for the expectant mother to consult her doctor (or other competent adviser) at an early stage of the pregnancy and discuss how the pregnancy may affect her while she works. The adviser should help the employee to decide how soon the employer needs to know about the pregnancy – as a general rule this should be as soon as possible, though for very low risk work and conditions this may not be essential. As soon as the school is made aware it will start the process of risk assessment specific to the woman and her work. The school may require a member of staff to produce a doctor's certificate confirming the pregnancy.

### **Risk Assessment**

Remember that it is necessary to assess risks arising from work activities and those presented by the workplace. It is not necessary to assess risks which arise which are incidental to work, such as those occurring during travel to or from work at the start or end of the normal working day. However, risks arising in travel **during** work should be assessed.

As a general rule, employer's risk assessments are only needed where the risks associated specifically with work would generally be considered to be greater than the risks encountered in normal day to day life outside the work situation. This is particularly relevant in connection with the risk of infections that may exist in the workplace. For example, when considering such risks, pregnant or breastfeeding mothers may well be exposed to infections from other staff, just as they might from their friends and family outside the workplace. Control of these infection risks is not the school's responsibility. However, schools must bear in mind the following **significant** factors:

- Close proximity to large numbers of children who may continuously present a wide range of infection risks (especially chicken pox or rubella).
- School visits to farms, etc.
- Work in biology and other sciences.

- Students with special needs may present unusual infection risks (as well as risks related to uncontrolled, unexpected or aggressive behaviour).

**Other Factors Include:**

- Exposure to chemicals with potentially significant risks and/or radioactive materials may occur in some schools.
- The movement of large numbers of children around a school or the lifting of equipment, etc. may pose physical hazards.
- Assessors need to bear in mind student, visitor and colleagues’ behaviour and the possible need for restraint or other physical interventions.
- Temporary or intermittent hazards such as slippery floors, trip hazards, display screen equipment work, environmental conditions, or prolonged standing need to be noted.

Pregnancy may affect the expectant mother’s ability to continue with existing work patterns; fatigue and other factors may require that schedules are adjusted or are more flexible. In lone worker situations additional support or cover may be required to enable the expectant mother to work successfully and safely. Pregnancy may also affect the woman’s tolerance to environmental factors such as noise, smells, temperature and humidity. Where this is the case the school may be able to make adjustments but, when that is not feasible or successful, changes to working patterns may be required. The table below summarises the main factors:

<p><b>Working conditions</b></p> <ul style="list-style-type: none"> <li>▪ Work patterns, shifts and schedules</li> <li>▪ Facilities (including rest rooms)</li> <li>▪ Mental and physical fatigue</li> <li>▪ Stress (including postnatal depression)</li> <li>▪ Passive smoking</li> <li>▪ Temperature (including extremes of heat or cold)</li> <li>▪ Working with computers and display screen equipment</li> <li>▪ Working alone or at height</li> <li>▪ Travelling</li> <li>▪ Violence or excessive hustle and bustle in school</li> <li>▪ Work equipment (requiring standing or awkward posture)</li> <li>▪ Personal protective equipment, including comfort and fit</li> <li>▪ Night work or extended working days</li> </ul>	<p><b>Physical risks</b></p> <ul style="list-style-type: none"> <li>• Movements and postures</li> <li>• Manual handling and/or restraint</li> <li>• Noise, vibration and shocks</li> <li>• Radiation (ionising and non-ionising)</li> <li>• Slip, trip or fall hazards</li> </ul> <p><b>Chemical risks</b></p> <ul style="list-style-type: none"> <li>• Toxic chemicals, including Mercury</li> <li>• Antimitotic (cytotoxic) drugs</li> <li>• Pesticides</li> <li>• Carbon monoxide</li> <li>• Lead</li> </ul>
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**Biological & Infection Risks**

A wide range of microbes cause infections in the human population and may also infect pregnant women. They may or may not have an adverse effect on the baby. These include: Chlamydia psittaci, Cytomegalovirus, Hepatitis and HIV, Listeria monocytogenes, human Parvovirus, Toxoplasma, **Rubella**, Varicella-zoster (**chickenpox**), Borrelia burgdorferi (Lyme disease); Goxiella burnetii (Q fever); Campylobacter and Salmonella (gastroenteritis); Lymphocytic choriomeningitis virus (LCM), Mycobacterium tuberculosis (TB).

Exemplary hygiene practice and standard first aid procedures should minimise risks from these organisms. In some cases (farm visits) it may be better for vulnerable staff not to participate.

## Definitions

The phrase '**expectant or new mother**' means an "employee who is pregnant; who has given birth within the previous six months; or who is breastfeeding;"

'**Given birth**' is defined in the Management of Health and Safety at Work Regulations as "delivered a living child or, after 24 weeks of pregnancy, a stillborn child;"

The term '**controls**' is used in Health and Safety Executive publications as a shorthand term for preventative and precautionary measures. The two terms may be used in this guidance and are interchangeable without affecting the meaning of the sentence.

## Solutions

To risks in schools that may affect new and expectant mothers include: A reduction in the amount, or type of, manual handling and similar work.

It is impossible to specify a specific weight that new or expectant mothers should avoid moving or lifting. The normal rules relating to manual handling risks should be applied first, which will mean unnecessary lifting and handling tasks should be avoided and that handling aids, such as trolleys, should be employed where possible. The woman's medical adviser(s) may be able to provide more specific advice about her capabilities.

However, where there is any doubt it is sensible to work within the limits to which the woman says she feels capable and confident.

PE teachers will need to be more careful about their active involvement in some activities in class, but as a general rule, there should be no need for them not to continue teaching as long as they feel able and the medical adviser agrees.

- Variation in workload or type of work to reduce pressure and stress.
- Changes to workplace layout or workstation including seating, etc. to allow for altered mobility and other physical changes to the expectant mother as the pregnancy progresses.
- A reduction or cessation of work with radioactive substances.
- For pregnant teachers and other classroom staff (and students), flexibility with or alteration to routines so that she can avoid moving around the school between normal lesson change times –avoiding the busiest times in corridors etc.
- Alteration to the hours of work to compensate for early onset of fatigue and other effects associated with the pregnancy.
- Swapping a classroom to enable quick access to a toilet or other privacy may prove helpful.
- Arrangements to ensure lone working activities are more closely monitored.

In all cases, the pregnant woman should keep the school informed of any advice she receives from her medical adviser(s).

[Back to Appendices](#)



# Off-Site Educational Visits

## Educational Visits

### 1. Aims

Educational visits are activities arranged by, or on behalf of, our school, which require pupils to leave the school premises, having been authorised to do so by the headteacher or other designated member of staff.

Murray Park School aims to offer a broad and balanced range of exciting and stimulating educational visits. The opportunities have a positive impact on raising standards, being a valuable and important part of the learning process for people of all ages.

They serve to:

- Bring breadth to the learning experience
- Stimulate enquiry
- Encourage tolerance and quality in relationships between all involved
- Extend, enlighten and enrich the curriculum and the student's learning experience

This policy sets out our approach to planning and operating educational visits, to ensure the health and safety of our pupils and staff, and to make sure that our visits are available to all pupils. It sets out the roles and responsibilities of staff, pupils and volunteers when it comes to visits.

This policy applies to activities taking place within and outside of normal school hours, including weekends and holiday periods. This includes (but is not limited to):

- Visits to places of interest in the local area
- Day visits to places such as museums and other cultural and educational institutions
- Sporting activities
- Adventurous and recreational activities
- Residential trips organised by the school
- Trips abroad organised by the school

### 2. Legislation

This policy is based on the Department for Education's guidance on [Health and Safety on Educational Visits](#), and the following legislation and statutory guidance:

[Equality Act 2010](#)

[SEND Code of Practice](#)

[Keeping Children Safe in Education 2022](#)

### 3. Roles and Responsibilities

#### 3.1 Role of the Governing Board

The Governing body is responsible for:

- Making sure there is an appointed member of the school staff to be the Educational Visit Coordinator (EVC)
- Ensuring that the school complies with all health and safety regulations and procedures

#### 3.2 Headteacher

The headteacher is responsible for:

- Approving staff requests for educational visits, including having final authority to approve any educational visit of less than 24 hours
- Making sure staff, including the educational visits co-ordinator, have received any necessary training
- Working with the governing body to approve residential trips of more than 24 hours
- Working with the Governing body if the event has a high risk factor

### **3.3 The educational visits co-ordinator (EVC)**

Their role is to:

- Oversee and guide other staff to arrange and organise educational visits
- Assess the ability of other staff to lead visits and a designate suitable trip lead for each visit
- Assess outside activity providers
- Advise the headteacher and governing board when they're approving trips
- Access the necessary training, advice and guidance
- Evaluate all visits once complete, from planning to the visit itself, and use this to improve future arrangements

### **3.4 Trip lead**

Every educational visit will have 1 member of staff designated as the trip lead. The trip lead will:

- Plan the proposed visit, taking into account the health and safety risks to pupils, staff and volunteers
- Complete Evolve which will be sent to the EVC to check before being sent to the Headteacher
- Send all activity information and Evolve to the EVC at least two working weeks before the activity takes place.
- Make sure Cover have been informed and are aware of any implications
- Assign staff and volunteer roles, as needed
- Make sure the school has accurate and up-to-date information about the trip destination, to be used in risk assessments
- Make sure the needs of everyone taking part are considered, including co-ordinating any additional support needed
- Make sure parents and carers are given accurate information about educational visits, including any costs or necessary equipment not supplied by the school or a third party
- Communicate key details about the visit and all locations to staff, pupils and parents/carers, including roles and responsibilities and expected behaviour
- Make sure staff are capable and able to fulfil their roles at all times while responsible for pupils and others.

### **3.4 Staff**

Staff have a responsibility to make sure all pupils and staff who take part in visits are kept safe and understand the proper way to prepare for trips, as well as how to act while taking part. Staff will:

- Seek and obtain approval for all educational visits from the headteacher
- Carry out any required risk assessments and work with the trip lead
- Communicate with parents and carers and make sure trips are inclusive of all pupils' needs
- Look out for the health and safety of themselves and those around them
- Help manage pupil behaviour and discipline as required while on the visit
- Share any concerns or worries with the trip lead and others, as appropriate
- Set any necessary work in your absence

### **3.5 Parents and carers**

By agreeing that pupils can take part in educational visits, parents/carers agree that they will:

- Provide all information required, such as emergency contact details and health/medicine information if applicable

- Sign and return consent forms and any other documentation required in a timely manner
- Share any concerns or information about the pupil that may affect or impact their ability to safely take part in the trip
- Attend planning and information meetings held by the school before any residential or overseas visit takes place

### **3.6 Volunteers**

Volunteers attending school trips, including parent volunteers, agree to:

- Follow the directions of staff and act accordingly
- Behave appropriately and model good behaviour for pupils
- Report any concerns to the trip lead or other staff present as soon as possible
- Make sure pupils under their supervision are acting safely and appropriately, and raise any issues with staff as soon as possible

### **3.7 Pupils**

Our school behaviour policy also applies to all educational visits. This includes the expectation that pupils will:

- Follow instructions given to them while on the trip
- Dress and behave as expected for the length of the trip
- Take responsibility for their own safety and the safety of others, reporting any concerns to a staff member or trip supervisor
- Pupils will always be reminded of our behaviour expectations before going off-site for a visit and will be expected to uphold the school's behaviour policy at all times.

## **4. Planning and Preparation**

The decision on whether or not a visit will take place will be made by the Headteacher, and based on factors including:

- Cost (including any potential cost to parents/carers)
- Timing in the school year and any potential clashes
- Educational purpose and value
- Disruption to the normal running of the school
- Health and safety considerations
- Staff-to-pupil ratio
- Any other factors deemed appropriate and relevant

### **See appendix 1 for the costing sheet**

As part of the planning stage, information will be gathered by staff proposing the visit, including:

- Location and travel distance
- Travel plans or options
- Implications for cover
- Full cost breakdown, including multiple options where available
- Cost of using ParentPay
- Resources, including staffing, volunteer, and physical supplies
- Accommodation options, where needed
- Insurance detailed, where needed
- Risk assessment plans and first aid provision
- What safety measures can be put in place in order to reduce any risks
- Add any additional minimum standards, depending on the age of the children

The EVC and Student Services are available to support with the planning stage.

#### 4.1 Special Event Request

A **Special Events Sheet must be** completed **every time** you wish to plan an activity or event that disrupts the pupil's normal school timetable or takes place outside of school hours.

**All Curriculum trip requests for the following academic term must be submitted by the end of the current academic year.** A list of visits will be published for parents at the beginning of the new academic year.

Special event requests should be used for:

- Off-site visits
- International visits
- School Photographs
- Sports Day
- Particular sporting events
- Field Trips
- Guest Speakers
- Visiting Artists
- Careers Events
- Extra rehearsals for large school productions

A Special Events request sheet needs to be completed so that SLT can assess the curriculum area that is impacted, and that the activity will not impact too greatly on the learning of the students.

Staff need to be aware that when they are agreeing that an event can go ahead, they are saying that they will:

- Let pupils out of their class
- Cover staff in their absence

Once the request has been submitted the Headteachers PA will then take the request to SLT for discussion. You will then be informed of SLT's decision. **Once the trip has been approved you will need to inform student services, finance and cover.**

If the event has serious cover implications and classes need to be collapsed, then this should be taken into consideration too. The trip lead must pass information over to the Lead Cover Supervisor and School Support Co-Ordinator.

See **appendix 2** for our trip information chart for the planning and approval of a visit.

#### 4.2 Student Services and Finance

- Inform student services that your trip has been approved
- Student services are able to support with booking coaches and tickets. Please send all emails regarding visits to [trips@murraypark.derby.sch.uk](mailto:trips@murraypark.derby.sch.uk)
- Parent Pay will be used for all trips. Finance will need to know who to open the trip up to
- Include the cost of using ParentPay in the total cost price
- Student services and finance will be able to check the trip letter to ensure details are correct. A copy of the letter should also be sent to the EVC to be checked before it is sent out to parents
- Finance will provide a financial assistance application that will need to be included with any trip letters
- Finance will send a weekly update that will include a list of student names and payment information
- Consent forms and medical forms will be completed on ParentPay and will be printed by student services



### **4.3 Inclusion**

All pupils, regardless of background or abilities, should be able to take part in every aspect of our school life, including visits.

Additional risk assessments may be carried out to ensure the safety of all staff and pupils.

**Please see the SEN policy and the Accessibility and Disability Equality policy for further details.**

### **4.4 Finalising details**

Before a visit takes place, all information must be logged on Evolve and the leaders should have the following:

- A risk assessment(s) based on a pre-visit (if possible)
- Accommodation details, if required
- The year group and pupil numbers
- Pupil names
- Contact details
- Emergency contact details
- Parent consent forms
- Medical records
- The number of adults
- DBS checks of parent helpers (if required)
- Adult pupil ratio
- Insurance
- Coach firm and contact details
- Travel arrangements
- Itinerary of visit
- Medical and first aid kit
- Emergency procedures

## **5. Risk Assessment**

### **5.1 Carrying out Risk Assessments**

A risk assessment needs to be carried out for all trips, activities on or off site.

“Risk assessment and risk management are legal requirements. 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.”

We will carry out a full risk assessment at least 2 weeks before the start of all trips.

This will be completed using Evolve and will be approved by the EVC and the Headteacher.

The risk assessment will include any specific medical issues and allergies (for staff and pupils), the role of additional support on the visit, specified activities to be carried out, as well as risks associated with transport to and from the destination.

Where practical, staff may make a preliminary visit to the trip destination as part of the planning and risk assessment process, but this is not mandatory.

Trip leads will raise any concerns or questions about potential risks and safety measures with the headteacher and, where appropriate, third party vendors.

Every risk assessment will be approved by the headteacher, and a copy taken on the visit and another copy left with the EVC.

When completing evolve you must consider:

**Generic Activity Risk Assessments** - likely to apply wherever or whenever the activity takes place.

- Travel entails a risk of injury in a road accident. Control measures would include qualified driver; number of drivers; maximum periods of driving; seat belts being worn; supervision, etc.

**Visit/Site Specific Risk Assessments** - these will differ from place to place and group to group.

- Medical need of pupils
- Behaviour of pupils
- Weather
- Crossing roads, rivers etc.
- Group management-meeting points code of conduct etc.

**Ongoing Risk Assessments** - for example consider:

- Illness of staff or pupils
- Change of weather
- Availability of preferred activity
- Tiredness or illness

**Five Steps to Risk Assessment:**

- Step 1: Look for the hazards
- Step 2: Decide who might be harmed and how
- Step 3: Evaluate the risks and decide whether the existing precautions are adequate or whether more should be done
- Step 4: Record your findings
- Step 5: Review your assessment and revise it if necessary

## 5.2 Use of External Organisations

As part of the risk assessment process, we will check that any external organisations providing an activity have appropriate safety standards and liability insurance.

This includes checking that organisations hold the Learning Outside the Classroom (LOtC) Quality Badge. Where an organisation does not, we will check additional details as outlined in the DfE's guidance on [Health and Safety on Educational Visits](#) to make sure it's an appropriate organisation to use.

## 5.3 Staff Ratios and First Aid

Risk assessments for each visit will ascertain the safe level of supervision required. On all educational visits, we will make sure:

- At least 1 male and 1 female supervising adult is present (for mixed pupil groups)
- All supervising adults will be made aware of any medical issues or allergies at the start of the trip
- The trip lead will take regular headcounts and/or rollcalls

Please refer to the First Aid Medical Policy for further information regarding first aid and trips.

We will use the following adult/pupil ratios:

- Journeys in Great Britain 20 pupils
- Journeys overseas (majority under 16) 10 pupils
- Home to Home exchange 20 pupils

## 6. Communication and Consent

We will contact the parents and carers of pupils invited to take part in an educational visit at least 1 month before the proposed date of the trip. Communication will be via letter and

the Murray Park App and information provided will include the date, travel times, destination and any relevant information.

We will also communicate:

- Times and details of travel, including drop-off and pick-up times and location
- Clothing and equipment required, and whether this is provided by the school
- Expected behaviour and consequences of pupils' failure to meet these standards

Where required, parents/carers will be asked to provide written consent for educational visits by signing and dating a consent form on ParentPay.

Parents/carers will also be asked to provide current and relevant medical information as well as emergency contact numbers where they can be reached. A medical form must be completed on ParentPay.

In the case of overseas trips, they will be asked to provide passport information and European Health Insurance Card or UK Global Health Insurance Card information, if available.

## **7. Emergency Procedures and Incident Reporting**

Generally, emergency planning will be defined as planning for:

- Serious and unexpected risk
- Serious and life-threatening injury
- Individuals going missing
- A serious breach of safeguarding expectations

Please see section 4 and 5 on the Emergency Plan policy for further information on what to do if there is an emergency or incident during a visit.

## **8. Links With Other Policies**

This policy links with the following policies and procedures:

- Behaviour policy
- Charging and Remissions Policy
- Equal Opportunity Policy
- Safeguarding Child Policy
- Medical and First Aid Policy
- Special Educational Needs Policy
- Pupil Premium Policy
- Accessibility and Disability Equality Policy
- Cover Policy

[Back to Appendices](#)

## Appendix1 Estimated Trip costing

	Calculation	Total
<b>Mode of Transport</b>		
Coaches		
Cost of using minibus		
Millage (35p per mile)		
Fuel (£6.44 per gal)		
Cost of Using Staff Vehicles		
Cost of Using Taxi		
<b>Admission Costs</b>		
Theatre ticket price		
Admission costs of any venue		
Additional day trips on residential trips		
<b>Hotel Costs</b>		
Cost of hotel stay		
Damage deposit		
Single room supplement		
<b>Food</b>		
Cost of any refreshments provided		
Costs of any meals required		
<b>Parking</b>		
Cost of parking at any venue		
Cost of parking at any stop off point		
<b>Trip Merchandise</b>		
Hoodies		
Lanyards		
Pocket Money included in price		
<b>Sundries</b>		
Use of school mobile phones		
Covid testing		
<b>Contingency</b>		
Any contingency costs to allow for shortfall in numbers or unforeseen Circumstances e.g. emergency food, medical treatment, taxis etc		
<b>Parentpay</b>		
Admin charge at 1.327% of total trip cost		
	<b>Toal</b>	<b>0</b>

[Back to Appendices](#)

## Appendix 2

PLANNING THE Activity This page charts the stages the process follows

1.	Want to run a trip? Speak to the EVC and Student services. Email <a href="mailto:trips@murraypark.derby.sch.uk">trips@murraypark.derby.sch.uk</a>	
2.	Fill in Special Events sheet electronically on Microsoft Teams	
3.	Is activity authorised? Start EVOLVE Pass information of trip to finance and cover to check of any possible clash	
4.	How many students are you taking? How many staff will you need?	
5.	Book coach/minibus/tickets etc (check minibus regs) Coaches and tickets to be reserved using student services.	
6.	Complete a costing sheet. Remember to include ParentPay fees.	
7.	Set up trip on parent pay (Payment, Permission Slip and Medical Consent Form)	
8.	Letter to parents/carers (get it checked by EVC)	
9.	When the trip is full and you have a student list, send to cover. Have you checked student list with SENDCO and HOY?	
10	Rules of behaviour/dress/discipline (pupils/parents/carers informed)	
11	Insurance Cover (personal Accident/Public Liability covered under School's own Insurance. Some longer journeys – operator's insurance applies)	
12	Evolve must be completed two weeks before the activity takes place.	
13	First Aid Cover/Kit	
14	Set work for absence (if applicable)	
15	Inform kitchens (one week before) if necessary	
16	Emergency procedure/contacts	
17	Send all details to attendance and ensure attendance has been informed of any absences on the day of the trip.	

Signed (Trip Leader): .....

Signed (EVC): .....

TAKE A COPY OF THE DETAILS WITH YOU.

For all School Journeys/Visits/Trips you should

- Complete the 'School Journey Checklist'.
- Complete EVOLVE

[Back to Appendices](#)



# Physical Education

## Physical Education

### Safety in Physical Education & School Sport

#### Introduction

Safe practice in physical education should be an integral feature of all aspects and in all phases of education, from the very early years of playgroup and reception through to adult, further and higher education.

Teachers and others in positions of responsibility have a duty of care for those in their charge to ensure that planning and implementation include recognition of safety as an important element.

Young people should learn about the principles of safety as applied to themselves and to the care and well-being of others. This should be a planned and intentional aspect of the curriculum.

Comprehensive guidance and advice for schools and outdoor education groups is to be found in the following publication:

‘Safe Practice in Physical Education and School Sport’ published by the Association of Physical Education.

<http://www.afpe.org.uk/>

ISBN 1 902523 68 7

#### Duty of Care

In loco parentis forms the basis for duty of care which all teachers must operate when they have children in their care. This applies to all activities within the school curriculum, to extra-curricular activities during or outside normal school hours and whether undertaken on or away from school premises.

#### Risk Assessment

Hazards in PE are reduced through effective management, i.e. by balancing appropriate challenge and acceptable risk. The school has created and maintained a risk assessment for each PE work area.

Significant hazards and their control measures should also be included in “schemes of work” as appropriate.

The school ensures that stringent checks, including DBS checks, are made before allowing any unsupervised access to children.

Refer to AfPE guidance.

#### Class Sizes in Physical Education

In determining the size of teaching groups in physical education, Head Teachers and teachers take into account of the.

- Nature of the activity
- Age, experience and developmental stage of student/students
- Requirements of National Curriculum

#### General Health and safety Issues in PE

##### Manual Handling and Storage of Equipment

Where possible manual handling tasks should be avoided, or the risk of handling injury minimised by appropriate task design or the use of handling aids (e.g. trolleys). The layout of storage areas should minimise the need to stretch, reach, bend or twist the body excessively to reach frequently used or heavy items. This can be enhanced by ensuring that storage areas are kept tidy and well organised.

##### Apparatus Handling by Students

It is an integral part of the subject to involve students in apparatus handling, particularly in gymnastics and trampolining. However, this must be carried out in such a way as to reduce risk to students as far as is reasonably practicable. The school has arrangements in place to enable students to learn how to handle equipment safely according to their age and strength.

### **Inspection of Equipment**

All PE facilities (gymnasiums, halls, sports halls, multi-gyms etc.) and equipment is inspected regularly.

The school makes arrangements with competent contractors to inspect PE equipment at least annually.

PE department staff carry out pre-use visual checks of equipment to identify obvious defects; this includes a visual sweep of playing areas prior to use to ensure any hazardous objects are removed.

Games posts are kept in good condition, lighter portable posts secured to prevent them falling over, free standing posts secured, and all posts checked regularly.

### **Hazards and Equipment Defects**

It is the responsibility of everyone in the PE department to inform the teacher in charge of any hazards, e.g. defects to equipment, so that appropriate action can be taken. If the teacher in charge considers a defect to be a significant threat to health and safety, the equipment must be taken out of use until the defect has been remedied. Such equipment should also be labelled indicating that it is faulty and must not be used.

### **First Aid**

The school have suitable numbers of trained first aiders available. A travelling first aid kit and clear, effective procedures for contacting the emergency services is in place.

There are procedures to address the needs of injured students and the remainder of the group if anticipated, in particular on visits away from school premises.

### **Concussion**

No-one should return to competition, training or Physical Education (PE) lessons within 24 hours of a suspected concussion. Anyone with a suspected concussion should NOT drive a motor vehicle (e.g. car or motorcycle), ride a bicycle, operate machinery, or drink alcohol within 24 hours of a suspected concussion. Follow Guidance from UK Government "if in doubt sit them out" UK Concussion Guidelines for non-elite (grassroots) sport.

### **Incident Reporting**

Any injuries to staff arising out of PE or school sports activities and those to students resulting in significant injury/first aid attention should be reported immediately.

It should be noted that accidents and incidents that happen in relation to curriculum sports activities and result in students being killed or taken to hospital for treatment are also reportable to the Health and Safety Executive (HSE).

In these circumstances the teacher should complete both an F2508 and an Incident Report.

### **Clothing and Footwear**

This must be appropriate to the activity.

For indoor activities (dance, gymnastics etc.) it is not acceptable to work in stocking feet because they do not grip the floor. Bare foot work is acceptable when floor conditions are suitable, i.e. smooth, clean and without splinters. If the condition of the floor does not allow bare feet, then soft soled plimsolls provide the best alternative.

Wherever possible, clothing allowing freedom of movement should be worn, appropriate to the activity.

### **Personal Effects (Jewellery etc.)**



Jewellery, i.e. watches, rings, earrings, bracelets, necklaces etc. (including jewellery worn through the ears, nose, eyebrows, lips and other exposed areas of the body) should not be worn whilst participating in PE lessons.

In addition, belts with metal buckles should not be worn and long hair should be secured as appropriate to the activity. Students should be consistently reminded of these requirements and a check carried out to ensure compliance before activity begins. The school includes a section in the prospectus outlining the school policy on this issue.

When ears, etc. are newly pierced, studs and rings cannot be removed for a period of around four to six weeks while the piercing heals. In such cases AFPE guidance should be followed, i.e.

- All personal effects should be removed; if they cannot be removed, the adult in charge should take action to make the situation safe (e.g. adjust the activity for the individual student or group); if the situation cannot be made safe, the individual student should not actively participate.
- Some students may need to wear personal effects such as glasses or hearing aids. In these circumstances, the adult in charge should determine whether it is more hazardous for them to actively participate wearing such items, both in terms of their own safety and that of the other students.

Taping over ear studs is sometimes used to make the situation safe. However, the adult in charge should be confident that this strategy will be effective.

Teachers must not remove or replace earrings. They cannot be responsible for the consequences of removing or replacing earrings. Parents cannot transfer this responsibility to teachers.

## **Specialist Activities**

### **Athletics**

Athletics embraces a range of tasks, activities and events for the teaching of/coaching children in secondary school. Guidelines for secondary physical education specialists covering the use of equipment, landing areas and facilities can be found in 'Safe Practice in Physical Education and School Sport'.

### **Gymnastics**

The essence of gymnastics is the development of skilled movement under control, on the floor and using apparatus. A child, who learns to lift correctly, carry, assemble and check apparatus in the gymnasium or hall, is acquiring fundamental knowledge about safe practice which will translate in a general way to safe and competent movement in the wider environment.

A variety of different forms of gymnastics have been developed, however they are largely divided into two groups.

Thematic approaches in which tasks are set to which varied individual responses are made and for which support is not generally applicable. (With this approach a teacher will give help and encouragement where appropriate).

A formal approach where provision of support in some activities is essential. (This approach should only be used by the teacher/coach with the relevant knowledge and skills and where appropriate the Governing Body award)

### **Rugby**

The strenuous and physical contact nature of rugby means that safety must be given paramount importance. Teachers have a good up to date working knowledge of the game.

### **Trampolining**

All teachers of trampolining are knowledgeable on fundamental skills and techniques, including the assembly and dismantling of equipment. Teachers must hold a British

Gymnastics trampoline award/ qualification as a minimum and keep themselves apprised of new developments through relevant in-service training.

When not in use trampolines should be secured (e.g. chained and padlocked) to prevent unauthorised use or removed from the area.

### **Clothing**

For all physical activities students must be suitably dressed to ensure their safety at all times.

For example, when using climbing equipment hazards can arise from - unfastened coats, woollen gloves, scarves, ties, etc.

Appropriate footwear must be worn. Hazards arise from - slippery soles, open toed and sling back sandals, heels and untied laces, etc.

[Back to Appendices](#)



# Premises & Work Equipment

## **Premises & Work Equipment**

### **Statutory Inspections**

Regular inspection and testing of school equipment is conducted by appropriate contractors according to timescales specified by regulations/guidance available. Records of such monitoring will be kept by the Facilities Manager.

The Facilities Manager is responsible for identifying all plant and equipment in an equipment register and ensuring that any training or instruction needs, personal protective equipment requirements are identified, and relevant risk assessments conducted.

All staff are required to report any problems found with plant/ equipment to the Facilities Manager. Defective equipment will be clearly marked and taken out of service by storing in a secure location pending repair / disposal.

### **Curriculum Areas**

Heads of department are responsible for ensuring maintenance requirements for equipment in their areas are identified and implemented.

### **Gas Safety**

All gas appliances will be inspected and tested on an annual basis by a "Gas Safe" registered contractor.

### **Electrical Safety**

All staff should monitor the condition of plugs, cables and electrical equipment and conduct a quick visual inspection prior to use.

All portable items of electrical equipment will be subject to PAT (portable appliance testing) as required and carried out by site staff.

Personal items of equipment (electrical or mechanical) should not be brought into the school without prior authorisation and will be subjected to the same tests as school equipment.

Major fixed wiring circuits will be checked at least once every five years.

### **PE Equipment**

Equipment will be checked daily or before use for any apparent defects (PE Staff)

The P.E. equipment will be inspected on an annual basis by an approved inspector of P.E.

### **Smoking**

The site is kept as a non-smoking site this also includes the use of all forms electronic cigarettes.

### **Air Conditioning Units**

All Air Conditioning Units will be inspected and tested by an approved contractor following guidance from the manufacturer/supplier.

[Back to Appendices](#)



# Risk Assessments

## General Risk Assessments

We believe it is essential that risks to the health and safety of our students, staff, buildings, school grounds, visitors and school events must be controlled through regular risk assessments.

The school risk assessments (for all activities, teaching and non-teaching and premises) will be co-ordinated by Elite Safety in Education and the school. And are held electronically on Elite Safety H&S Portal and on the school shared drive.

### Conduct of Risk Assessments

Risk Assessments should be carried out by either:

- The Head Teacher
- Members of the senior management team
- Heads of department
- The Facilities Manager
- Other responsible staff

### Features of Risk Assessments

Risk Assessments should identify the following:

- Hazards
- The persons who might be affected
- The level of risk
- What effective control measures that can be put into place?

All risk assessments will be written on a set form.

### Frequency of Risk Assessments

Risk Assessments must take place annually although checks to equipment should take place more frequently.

### Reporting Procedures

Where relevant risk assessments should be reported to:

- The Health and Safety Committee
- The full Governing Body
- Teaching and support staff
- Students
- Visitors

### Newly Identified Hazards

Once a new hazard has been identified then the following procedure takes place:

- A thorough risk assessment is undertaken
- All relevant school personnel are notified of this

### Publication of Risk Assessments

Risk Assessments will be displayed in the following ways:

- Staff handbook
- Staffroom folder
- Notice boards
- Appropriate areas of the school building

### Individual Risk Assessments

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

It is the responsibility of staff to inform their line manager of any medical condition (including pregnancy) which may impact upon their work. Such risk assessments will be reviewed on a regular basis.

### **Curriculum Activities**

Risk assessments for curriculum activities will be carried out by relevant Heads of Department or subject teachers using the relevant codes of practice and model risk assessments developed by national bodies.

The school has a subscription to CLEAPSS (through the LA) in science and DT their publications<sup>3</sup> can be used as sources of model risk assessment.

### **Effectiveness**

We believe this policy will be effective only if we ensure consistency across the school by regular monitoring.

[Back to Appendices](#)

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<sup>3</sup> CLEAPSS Science and D&T publications CD Rom or via [www.cleapss.org.uk](http://www.cleapss.org.uk)  
Elite Safety in Education



**Science**



## Science Department Health and Safety

### 1. Introduction

This Science Department Health and Safety Policy should be read in conjunction with the employer's general Health and Safety Policy and, where separate, the detailed arrangements for implementing that policy in this school. The purpose of this document is to record the arrangements made in the science department to implement the policy in accordance with any Code of Practice or Guidance issued by the employer.

**THIS DOCUMENT IS MAINTAINED BY THE SCIENCE DEPARTMENT. IT IS KEPT AVAILABLE FOR CONSULTATION BY STAFF AND FOR INSPECTION BY VISITING HSE INSPECTORS OR A REPRESENTATIVE OF THE EMPLOYER.**

A copy of this document has been saved under the shared area on the computer network. The file is administered by the ICT Department.

This document recognises the right of any or every trade union in the workplace to elect health and safety representatives for their members and their right to require a safety committee to be set up in the school. The science department will cooperate with any union health and safety representative to promote health, safety and welfare and will address any matters raised by or through such a representative in a manner appropriate to the level of risk.

### 2. General Aims

It is the duty of all members of the science staff, i.e. teachers, staff who work in the department occasionally, technicians and other support staff (e.g. special needs and bilingual staff):

- To take reasonable care for the health and safety of themselves and other persons who may be affected by their acts or omissions during work.
- To be familiar with this health and safety policy by periodic reference to it.
- To look out for any revisions.
- To follow its provisions, and
- To co-operate with other members of staff in promoting health and safety.

### 3. Duties and Functions or Tasks

The employer, Murray Park School, has the ultimate duty to ensure the health and safety of employees and others on the site.

The task of overseeing health and safety on this site has been delegated by the employer to the Health and Safety Committee and the Facilities Manager.

Within the science department, this task is further delegated to the Head of Department who has the particular function of maintaining this policy document. See Appendix 1 for the names of the staff members currently with these functions.

This policy is reviewed annually during the summer term

### 4. Risk Assessments

Every employer is required under various regulations<sup>4</sup> to supply employees with a Risk Assessment before any hazardous activity takes place. (Hazardous activities, common in science departments, are listed in the publications described in Appendix 2.) Because

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<sup>4</sup> Risk assessments are required by the *Control of Substances Hazardous to Health Regulations* 2002, the *Management of Health and Safety at Work Regulations* 1999 and others. *The Radioactive Material (Road Transport) (Great Britain) Regulations* 2002 (changed from 1996)

it is impracticable for the employer to write risk assessments for each of the many activities in school science, this employer follows the HSC recommendation to adopt published 'model' or 'general' risk assessments which school science departments adapt to their local circumstances. See Appendix 2 for the list of publications adopted by this employer.

Whenever a new course is adopted or developed, all activities (including preparation and clearing work) are checked against the model risk assessments and significant findings are incorporated into the scheme of work. See Appendix 1 for the member of staff with the task of overseeing this process (described in CLEAPSS guide L196, *Managing Risk Assessment in Science*).

If a model risk assessment for a particular operation involving hazards cannot be found in these texts, a special assessment is obtained, following the employer's instructions, from CLEAPSS. In order to assess the risks adequately, the following information is collected:

- Details of the proposed activity.
- The age and ability of the persons likely to do it.
- Details of the room to be used, i.e. length, width and height, availability of services and whether or not the ventilation rate is good or poor.
- Any substance(s) possibly hazardous to health with concentrations of solutions.
- The quantities of substances hazardous to health likely to be used.
- Class size, and
- Any other relevant details, e.g. high voltages, heavy masses, etc.

### **See appendix 13 for Generic Risk Assessment**

Since the scheme of work has been checked against the model risk assessments, staff should not deviate from it, unless their proposed activities have been agreed with Head of Department.

Where an activity must be restricted to those with specialist training, or receiving that training (Appendix 6), that restriction is included in a note on the point-of-use text.

## **5. Equipment and Resources**

### **5.1 Fume Cupboards**

The COSHH Regulations 2002 require the regular testing of fume cupboards (maximum interval 14 months) with a quick check before use. The Head of Department has the function of seeing that this happens. The school has arranged a contract who will be allowed access to carry out the tests. The regular tests will be carried out by a trained technician from a company using a suitable air-flow meter and equipment for testing filter saturation where necessary. For details see Appendix 3. Copies of test certificates are kept in the equipment folder, which is stored in the preparatory laboratory, available for staff reference and for inspection by the employer's representative or an HSE Inspector.

All fume cupboards are labelled clearly to show the date of previous and upcoming equipment test dates.

All users have been trained to carry out a quick check that a fume cupboard is working before use.

### **5.2 Electrical Testing**

To meet the requirements of the Electricity at Work Regulations 1989, this employer requires portable electrical equipment to be inspected and tested regularly. The Head of Department has the function of seeing that this happens within the science department.

This work will be carried out by the trained site staff using a proper earth-bonding and insulation test set. Completed schedules are kept in the site staff office and are available

for staff reference and for inspection by the employer's representative or an HSE Inspector.

See Appendix 1 for the names of the staff members currently with these functions.

All users have been trained to carry out a quick visual inspection before using mains-powered equipment.

### 5.3 Radioactive Sources

The employer's *Radiation Protection Adviser* (RPA) is identified in Appendix 1.

The schools *Radiation Protection Supervisor* (RPS) is identified in Appendix 1.

This school follows the provisions of AM 1/92, the use of ionizing radiations in education establishments in England and Wales.

The Local Rules for the use of ionizing radiations (Appendix 5) have been drawn up in consultation with the RPA and it is a function of the RPS to see that they are adhered to.

The History of the Radioactive Sources (i.e. authority to purchase, record of delivery, details of events in the life of the source and eventual certificate showing method of disposal) is kept in the radioactive substances file (stored in the main preparatory room) with a copy held by the school safety officer.

The Use Log (showing the times that any sources are removed from and returned to their store) is kept on top of the radioactive materials cupboard in the storeroom in E1.

The Record of Tests of the radium source(s) for 'leakage' (self-contamination) is kept in the radioactive substances file.

Copies on the local rules, use log, monitoring record, source history and transport document are attached in appendix 5.

#### Sources held at Murray Park

Name/ref. of source	Radionuclide/ chemical name	Original activity/mass	Model Risk assessment number
Radium Box 3	Ra226	5 $\mu$ Ci	8a
N/A	Uranyl nitrate	50g	9b
30557	Uranyl zinc nitrate	25g	9b
N/A	Protactinium generator	37g	9a
Thorium welding rod	Th232	Very low	15
Cloud chamber	Alpha source unknown	Very low	5
Cobalt box 5	Co60	5 $\mu$ Ci	8a
Strontium box 5	Sr90	0.125 $\mu$ Ci	8a
Americium box 5	Am243	0.125 $\mu$ Ci	8a
Cobalt box 4	Co60	5 $\mu$ Ci	8a
Strontium box 4	Sr90	0.125 $\mu$ Ci	8a
Americium box 5	Am243	0.125 $\mu$ Ci	8a
Radioactive rocks	various	unknown	1
Plutonium box 2	Pu239	0.1 $\mu$ Ci	8a
Cobalt box 1	Co60	5 $\mu$ Ci	8a
Plutonium box 1	Pu239	0.1 $\mu$ Ci	8a
Strontium box 1	Sr90	1 $\mu$ Ci	8a

### Staff authorised to use/handle radioactive sources at Murray Park

The following members of staff have been authorised by the RPS (Schools) to handle and/or use radioactive sources from the date shown. (To be updated each September to add newly trained staff and remove staff who have left)

Name	Date	Name	Date

### 5.4 Pressure Vessels

Autoclaves, pressure cookers and model steam engines need periodic inspection under the Pressure Systems Safety Regulations 2000(PSSR).

In accordance with this employer’s Code of Practice, the examination is carried out by the inspector employed by an insurance company who uses a written scheme of examination provided by insurance company. Records of examinations are kept in the equipment folder in the main preparatory laboratory.

### 5.5 Animals, Plants and Microorganisms in Schools

The hazards associated with the use of animals, plants and microorganisms are discussed in texts listed in Appendix 2 which also give advice on controlling them. This advice will be followed, and any queries referred to the senior biologist (see Appendix 1).

### 5.6 Equipment Safety

All staff selecting equipment for purchase will check that it is safe and suitable for the intended purpose (to comply with the *Provision and Use of Work Equipment Regulations 1998*). Equipment listed by specialist educational equipment suppliers is taken to meet these Regulations but all other equipment, especially gifts, is treated with caution and carefully assessed. Advice on safety and suitability is sought from CLEAPSS, through publications and directly.

Equipment restricted to those users who have received or are receiving special training (see 8, Training Policy and Appendix 6) is labeled accordingly.

Any user who discovers a hazardous defect in an item of equipment must report it to the Senior Technician.

### 5.7 Personal Protective Equipment

The employer accepts the duty to provide eye protection, gloves and laboratory coats for employees where the risk assessment requires them (*Personal Protective Equipment at Work Regulations 1992*). Prescription safety spectacles are to be ordered from any optician and the employer will meet the full cost of the safety features. Laboratory coats are supplied by the employer and laundered by the staff.

Safety spectacles are provided for general use, with a set of goggles or face shields used whenever the risk assessment requires them. The condition of the eye protection is checked regularly (see 10, Monitoring and Appendix 14).

### 5.8 Chemicals

Offers of gifts of chemicals are viewed with extreme caution to ensure that stocks are not increased unduly and that no unwanted chemicals are included.

The task of arranging safe storage of chemicals, including highly-flammable liquids, is given to the Senior Technician who will see that labels are readable and that a spill kit is to hand and properly replenished.

See Appendix 1 for the name of the staff member currently with this function.

Hazardous activities involving chemicals restricted to those who have received or are receiving special training (see 8, Training Policy and Appendix 6) are identified on the point-of-use texts as part of the risk assessment (see 4, Risk Assessments).

### **5.9 Manual Handling**

All regular operations involving lifting or carrying equipment, pushing trolleys, etc will be assessed to see if any may give rise to risks of injury (*Manual Handling Operations Regulations 1992*) by the school's Health and Safety Group. Occasional (ie, one-off) manual-handling operations will be assessed by the staff members before attempting them. Problems will be reported to the Head of Department.

See Appendix 1 for the names of the staff members currently with these functions.

### **5.10 Security**

Access to laboratories and preparation rooms will be controlled to comply with the *Management of Health and safety at Work Regulations 1999*. Storerooms are to be kept locked at all times except when in use. Laboratories and preparatory rooms are to be kept locked during lunch and break times. It is the task of the staff member leaving such a room to see that the room is empty, and that the door is locked. All laboratories which are left open are cleared of all hazards, including shutting-off all services when supervision by a qualified science teacher comes to an end. No class is allowed to be in a laboratory without adequate supervision. Any non-science staff who are to supervise any class in a laboratory will be asked to familiarise themselves with the laboratory rules posted on the wall of each laboratory in the school before taking class. No non-science staff are permitted to conduct any experimental or practical work in the absence of a qualified science teacher. See also Appendix 11.

### **5.11 Concern for Others**

All science areas are made safe for cleaners or contractors to work in before these persons are allowed to proceed.

### **5.12 Outdoor Activities**

When planning any field trips etc, staff consult the employer's code of practice and the *CLEAPSS Laboratory Handbook*.

### **5.13 Local Code of Practice**

Staff will follow instructions from the employer, whether temporary or long term as expressed in the employer's Code of Practice. Copies of temporary instructions are attached to this policy in Appendix 7 as are recently-rescinded (lifted) instructions.

## **6. Emergency procedures**

### **6.1 Fire**

Science staff will follow the normal procedures in case of major fires. All science staff are trained to deal with minor bench fires, clothing fires and hair fires (see Appendix 8). This training is supported by regular drills arranged by the Health and Safety Committee.

See Appendix 1 for the names of the staff members currently with this function.

Advice on fire-fighting is given in section 4 of the *CLEAPSS Laboratory Handbook*].

### **6.2 Spills**

Spills of any volume which do not give rise to significant quantities of toxic or highly-flammable fumes ('minor spills') are dealt with by teachers or technical staff using a 'spill kit'

prepared for this purpose. Advice on dealing with spills is given in section 7 of the *CLEAPSS Laboratory Handbook*.

Major spills are those involving the escape of toxic gases and vapours or of flammable gases and vapors in significant concentrations. (Small volumes can be 'major spills' if spilt in small rooms.) Staff are trained in the appropriate procedures (see Appendix 9). This training is supported by regular drills arranged by the Senior Laboratory Technician. See Appendix 1 for the name of the staff member currently with this function.

### **6.3 Injury**

Science staff will follow the normal procedures in cases which require first aid (see Appendix 10). They will carry out immediate remedial measures, while waiting for first aiders, after the accidents which occur in science. See Appendix 8 and the *CLEAPSS Laboratory Handbook* section 5

See Appendix 1 for the name of the person responsible for coordinating training in remedial measures.

### **6.4 Reporting Procedures**

Dangerous occurrences, injuries or suspected injuries to a student or a member of staff and instances of damage or theft will be reported using the standard procedures.

See Appendix 10.

### **7. Science Department Rules**

The **Guidelines for Science Staff** are contained in Appendix 11 and the **Rules for Students** in Appendix 12.

### **8. Training Policy**

The person with the task of seeing that training is provided is the Head of Department. Particular training functions are delegated as follows:

- **Induction of newly-appointed technicians** - The Senior Technician
- **Training of newly-qualified teachers** - The Senior Technician/Mentor
- **Safety of students on teaching practice** - The Head of Department
- **Safety of non-science teachers using laboratories** - The Head of Department
- **Manual handling for all staff using laboratories** - The Senior Technician
- **Safe procedures for cleaners** - The Facilities Manager
- **Training in the use of specialist equipment, chemicals or procedures** - The Senior Technician
- **Safety training of non-science support staff** - The Senior Technician.
- **Regular update training** - covering new or changed regulations, new equipment etc. The Senior Laboratory Technician.

Records of the training received by members of the science staff are kept in the Safety Check File.

### **9. Communications**

It is acknowledged that communication of safety information is of the greatest importance and is the task of the Head of Department

In this department, all staff are issued with this Policy and Appendix 1 and Appendix 11 whenever it changes. The main copy is kept in the main prep room.

Appendix 8 is posted on the wall in all laboratories and preparation rooms while Appendix 12 is posted on the wall of all science laboratories and time is spent at the beginning of each academic year going through the rules.

Any new instructions, restrictions or rescinded (lifted) restrictions made by the employer are communicated to all staff in writing as well as being attached to this policy (Appendix 7).

## 10. Monitoring

The employer expects the science department to monitor the implementation of this policy and the employer's Code of Practice for Science. Records of monitoring are kept by the main prep room.

Termly and annual monitoring is done by the Senior Technician. Copies of the checklists for termly and annual monitoring are given in Appendix 14.

Records of monitoring are kept in the Safety Check File.

### Appendix 1

#### Names of Staff with Particular Functions

Title	Name	Telephone No/ extension
The Health and Safety Manager		
Within the science department, the duty of overseeing health and safety is given to the Head of Department.		
Senior Laboratory Technician		
Biology specialist		
Physics specialist		
Chemistry specialist		
The function or task of overseeing the checking of activities against the model risk assessments and recording significant findings is held by the Head of Department		
Detailed checking of activities against the model risk assessments is further delegated by KS3		
Detailed checking of activities against the model risk assessments is further delegated by KS4		
The fume cupboards are tested by trained technicians on an annual basis		
Electrical inspection and testing		
Radiation Protection Advisor		
Radiation Protection Supervisor		

Chemical Storage		
Manual Handling		
Lead First Aider		
The person with the task of arranging drills on immediate remedial measures		
The union health and safety representatives		

## Appendix 2

### Publications to be used as Model Risk Assessments

The employer has endorsed the use of the following publications as sources of model (general) risk assessments.

CLEAPSS, *Hazcards*, CLEAPSS<sup>1</sup>, 1995 or later

CLEAPSS, *Laboratory Handbook*, CLEAPSS<sup>2</sup>, 1997 or later

ASE, *Safeguards in the School Laboratory*, ASE, 1996 (10th Edition), ISBN 0863572502

ASE, *Topics in Safety*, ASE, 1988 (2nd edition), ISBN 0863571042

### These Publications, Where Available, May Be Useful for Reference:

Other guidance issued from time-to-time by:

The Department for Education and Employment

The Association for Science Education

The CLEAPSS School Science Service

For example, on ionizing radiations:

CLEAPSS, *Ionising Radiations and Radioactive Substances*, CLEAPSS, 1992, Ref L93

On more general matters:

CLEAPSS, *Monitoring the implementation of science safety policies*, CLEAPSS, Aug 1997, Ref No PS 30

DfEE, *Fume Cupboards in School's* (Building Bulletin 88), HMSO, 1998, ISBN 0112710271 (Replaces Design Note 29)

Regular updates on safety matters are contained in the CLEAPSS *Bulletin* and the ASE's *Education in Science*.

## Appendix 3

### Monitoring Fume Cupboards: Guidance Notes and Forms

This employer holds a contract to test the fume cupboards on an annual basis.

The test certificates are located in the Equipment file, stored in the main preparatory laboratory.

## Appendix 4

### Notes and Schedule for the Examination and Testing of Portable Mains Operated Equipment

This employer requires staff to inspect and test portable electrical equipment used in the science department.

<sup>1</sup> CLEAPSS School Science Service, Brunel University, Uxbridge, UB8 3PH.  
Tel: 01895 251496; Fax: 01895 814372; E-mail: science@cleapss.org.uk



Details and a suggested schedule are in the CLEAPSS *Laboratory Handbook* Section 6 and Chapter 3 of *Topics in Safety* (based on guidance from the HSE). Later guidance from this source (IND(G)160L 2/94) allows the frequency of testing to be adjusted in the light of experience: items which suffer much wear or abuse need testing more frequently than once per year while items which are never moved or used only rarely can be tested less frequently.

The records of the portable electrical equipment tests are held in the site staff office.

## Appendix 5

### Local Rules for the Use of Radioactive Sources

<b>Name of school</b>	
<b>Name of Radiation Protection Supervisor (RPS)</b>	
<b>Location of secure store for radioactive substances</b>	
<b>Laboratories/rooms where radioactive sources are used</b>	

#### Introduction to Local Rules

The local rules are written to ensure that radiation doses and risks of contamination are minimised. Following them, in addition to normal laboratory rules and procedures should ensure safe preparation and procedures for teaching about radioactivity.

Should you have any uncertainties about these rules or what you have been asked to do, please clarify the position with your Radiation Protection Supervisor (RPS) before you begin work?

#### 1 Local Rules for Science Department Staff

All activities involving sources of ionising radiation must be carried out or closely supervised by a member of the staff who has satisfied the RPS that he or she is competent. In addition to these local rules, the RPS will ensure that appropriate written instructions<sup>1</sup> and training are provided for all those who handle radioactive substances.

The security of all radioactive substances is vital. In the event of a source being lost, an immediate search must begin and the RPS must be informed at once. If the source cannot be found, the RPS will inform the RPA who will agree the next course of action.

Before work begins with any radioactive source, the member of staff in charge must be familiar with the correct procedure for its safe use. This includes the procedures required in the event of a source being dropped or spilt, i.e., containment, clearing up and contamination testing. A working Geiger-Müller (G-M) tube and scaler and an appropriate spills kit must be to hand during all activities.

In the event of any incident resulting in contamination, the RPS must be informed as soon as possible and must be satisfied that decontamination has been successfully completed. If appropriate, the RPS must implement any further control measures to avoid spreading contamination. The RPS will consult the RPA if there is any uncertainty.

Whenever a radioactive source is removed from, or returned to, the secure store, the use log must be completed. The person signing the use log must check that the sources are

<sup>1</sup> For example, CLEAPSS guide L93, *Managing Ionising Radiations and Radioactive Substances* includes model risk assessments for school radioactive sources.

actually present in their containers. Where stocks of a radiochemical are used up, the approximate mass should be recorded.

Once sources have been removed from their secure store, they must never be left unattended by a member of staff, unless temporary, secure storage has been arranged. Sources should be returned to the normal secure store as soon as possible after use.

When carrying sources (even in their containers), the handling time should be minimised. A clear, uncluttered route to the destination, without students milling around, is essential. Where the journey is likely to take more than a couple of minutes, the source may be placed in an additional container (e.g. a plastic bucket) to keep it away from the body.

Whenever students carry out work with radioactive sources, full training and, where appropriate, written instructions, must be provided. Close supervision by a member of staff is essential at all times.

In non-advanced classes that may contain students under the age of 16, most work with radioactive sources must be performed by teacher demonstration only. Work undertaken by these students must use no radioactive sources other than those in:

- Small cloud chambers (the source must remain inside the chamber);
- Watches with luminous dials (or equally-sealed instruments);
- Radioactive geological specimens (kept in suitable containers).

Responsible students, aged 16 years and above, may use other sealed sources in addition to those listed in paragraph 1.9. As well as the requirements of paragraph 1.8 above, each student must be given a copy of section 2 and/or section 3, as appropriate, of these local rules.

A member of staff must check sources immediately after use by students. Any suspected damage must be reported to the RPS who will decide if further action or monitoring is required. A record of any unusual incident involving a source should be kept with the source history.

Local rules for the use of sealed sources  
(Staff and supervised students aged 16 years and above)

Each source should be carried in its storage container and kept there until it is required. The container should not be handled for longer than necessary.

Only one source at a time should be used in any one investigation.

The source should be handled with a tool, which keeps the fingers at least 10 cm away.

The source should be kept well away from the eyes.

The investigation should be completed in the shortest time possible, consistent with good results.

The source should be returned to its normal container immediately after the investigation is completed.

The member of staff in charge must check all sources for signs of damage on return.

Any event in which a source is dropped or may have been damaged must be reported immediately to the member of staff in charge.

The hands must be washed thoroughly, immediately after working with any radioactive source.

Local rules for the use of sealed sources for half-life investigations (Staff and supervised students aged 16 years and above)

i.e., use of protactinium and radon-220 (thoron) generators<sup>1</sup>.

Protactinium generators should be kept upright in a sturdy, plastic container with a secure lid.

Radon-220 generators should be kept in a sturdy, sealable, plastic bag.

Before use, the generator bottle should be visually checked for any sign of damage.

During use, the generator bottle should be placed on a tray in order to contain the contents in the unlikely event of a spill.

Under no circumstances should the user remove the top of a generator.

An appropriate spills kit must be readily available. Should a spill occur, it must be reported immediately. Staff must follow special procedures and the local rules for unsealed sources must be applied.

The hands must be washed thoroughly, immediately after working with any radioactive source.

Local rules for unsealed sources (staff only)

e.g. during preparation of protactinium or radon-220 generators and disposal of radio-chemicals.

Work should not be carried out with unsealed sources (such as radio-chemicals) if there are any open or partly-healed wounds on the hand.

A lab coat and disposable plastic gloves must be worn. Eye protection will be required if other hazardous chemicals are in use (such as concentrated hydrochloric acid used in the protactinium generator).

Where the radiochemical is a fine powder (e.g. thorium compounds used in the radon-220 generator), the working area must be draught-free (a fume cupboard with the fan switched off is often suitable). Wear a disposable dust mask<sup>2</sup>.

The work area should be prepared as follows.

The bottom layer must be impervious to liquids (e.g. an enamel tray or polythene on a wooden bench). Above this, two or more layers of absorbing paper towel should be used to catch spills. All glassware, test-tube racks and source containers should be placed on the paper. A box of tissues should be immediately to hand. All other equipment should be kept off the paper, but within reach.

If operating equipment (such as a balance), a clean tissue should be held in the gloved hand so that the knobs etc. cannot be contaminated.

The member of staff who carries out any procedure with unsealed sources must clear up immediately after the work is complete. He or she must:

- Flush liquid residues down a fast-flowing sink using plenty of water
- Wash all glass and plastic ware in a bowl and wash with detergent.
- Place all paper, tissues, dust mask, gloves etc. in a strong, unlabelled plastic bag, which is tied for disposal in the refuse.
- Place the bag directly into a main waste bin outside the building, which will be emptied by a refuse contractor.

The times of issue and return of radioactive substances should be recorded in the use log. The mass of any radiochemical used should also be recorded.

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<sup>1</sup> Some employers do not permit the use of radon-220 generators.

<sup>2</sup> European Standard EN149 category FFP2S.

The hands must be washed thoroughly, immediately after working with any radioactive source.

### 5. Local Rules, Documentation

Documentation	Location
Radioactive source history	
Use log for radioactive sources	
Monitoring record for radioactive sources and store	

### 6. Local Rules, Contact Details

<b>Radiation Protection Adviser (RPA)</b>	<b>Name:</b>
	<b>Address:</b> <b>CLEAPSS</b> <b>Brunel University, Uxbridge, UB8 3PH</b>
	<b>Telephone: 01895 251 496</b>

<b>Local hospital from which advice may be sought or to which casualties should be referred in the event of a radiation incident causing apparent or potential injury.</b>	



## Radioactive Source History

This should be updated annually. Enter *Not Applicable*, *Not known* or *Uncertain* where information is not available, (e.g. where records of purchase are not available but purchase date has been estimated, or where serial number is unclear or not present).

<b>Unique name/reference number</b>	
<b>Radionuclide/chemical name</b>	
Either the <b>original activity</b> (37 kBq = 1 $\mu$ Ci)	kBq $\mu$ Ci
or, for a radiochemical, the <b>original mass</b>	g
<b>Delivery date</b> (attach original paperwork if possible)	
<b>Supplier</b>	
<b>Supplier catalogue number</b>	
<b>Source serial number</b>	
<b>Source manufacturer</b>	
<b>Disposal date</b>	
For a radiochemical, <b>mass used up or disposed of</b>	
<b>Disposal to</b> (include name and address and attach original paperwork if possible)	
Indicate significant blemishes, scratches etc. with dates when these were noted. A sketch of the source may be useful here. (Inspect foils with a mirror.)	



## Transport Document

The Radioactive Material (Road Transport) (Great Britain) Regulations 2002

Consignor and carrier (Address of school sending the package)	
Telephone number (of school sending the package)	
Contact name (RPS or authorised teacher)	
Consignee (Address of school receiving package)	

Shipping name	RADIOACTIVE MATERIAL, EXCEPTED PACKAGE LIMITED QUANTITY OF MATERIAL
United Nations Class Number	7
United Nations Number	UN 2910
Nuclide (name of radioactive material)	
Activity/quantity	
Physical/chemical form (solid or liquid)	

### DECLARATION

I hereby declare that the contents of this consignment are fully and accurately described above by proper shipping name and are classified, packaged, marked and labelled, and are in all respects in proper condition for transport by road according to the applicable international and national governmental regulations.

Signed by (RPS)	
Date of commencement of journey	

Vehicle registration number	
Name and signature of driver	





## Appendix 6

Equipment or activities restricted to those users who have received or are receiving special training

This employer permits the following activities to be carried out only by persons who have received appropriate (in-house) training.

- Use of centrifuges.
- Chemical reactions with particular hazards: i.e. using alkali metals, phosphorus, and the Thermit reaction, the reduction of copper oxide with hydrogen or magnesium.
- Demonstrations involving an air rifle or pistol.
- Equipment supplying or using high voltages: e.g. all mains-powered equipment, HT power supplies, high-voltage electrophoresis apparatus, the power line demonstration.
- Glass working with oxygen or high-pressure air.
- High pressures: e.g. pressure cookers, autoclaves, steam engines and compressed-air systems.
- Human physiology equipment: e.g. sphygmomanometers and spirometers.
- Low pressures: e.g. vacuum systems.
- Manual handling: e.g. carrying boxes of books, or heavy trays of equipment.
- Power tool use.
- Technician tasks, e.g. diluting strong acids, handling strong alkalis, clearing up spills, disposal of residues, glass handling, fitting mains plugs and regular inspections of electrical equipment, microbiology: preparation tasks and disposal procedures.
- Use of microorganisms at levels 2 and 3.

## Appendix 7

### Local Instructions from the Employer

There are currently no local instructions attached.

## Appendix 8

Remedial measures for science staff

### IMMEDIATE REMEDIAL MEASURES

#### What Science Staff should do while waiting for first aid

The First Aid Regulations do not necessarily require there to be a qualified first aider among science staff, yet this is clearly desirable. Nevertheless, all staff have a duty to carry out remedial measures immediately while waiting for first aid or professional medical treatment. The following advice covers common laboratory accidents and is intended as a supplement to any local guidance on dealing with non-laboratory events, e.g. epileptic fits.

#### Chemical splashes in the eye

Immediately wash the eye using an eye wash bottle for at least 10 minutes and for much longer in the case of alkalis. The flow should be slow, and eyelids should be held back. Afterwards, the casualty should be taken to hospital (with irrigation continuing during the journey for an alkali in the eye).

#### Chemical splashes on the skin

Wash the skin for 5 minutes or until all traces of the chemical have disappeared. Remove clothing as necessary. If the chemical adheres to the skin, wash gently with soap.

#### Chemicals in the mouth, perhaps swallowed

Do no more than wash out the casualty's mouth. After any treatment by the first aider, the casualty should be taken to hospital.

#### Burns

Cool under gently running water until first aid arrives.

#### Toxic gas

Sit the casualty down in the fresh air.

#### Hair on fire

Smother with a cloth.

**Clothing on fire**

Smother by pushing the casualty to the ground, flames on top. Spread a thick cloth or garment on top if necessary. A fire blanket is ideal but use only if very close by.

**Electric shock**

Taking care for your own safety, break contact by switching off or pulling out the plug. If it is necessary to move the casualty clear, use a broom handle or wooden window pole or wear rubber gloves. If casualty is unconscious, check that airways are clear and begin artificial ventilation if necessary.

**Severe cuts**

Lower the casualty to the floor and raise the wound as high as possible. Apply pressure on or as close to the cut as possible, using fingers or a pad of cloth. Protect yourself from contamination by blood. Leave any embedded large bodies and press round them.

Notes on this table      Chemical splashes in the eye. More advice on washing is given in [the CLEAPSS Laboratory Handbook Section 3]

Chemicals in the mouth. Sometimes attempts are made to administer an 'antidote'. This is likely to do more harm than good and should not be attempted.

**Appendix 9 Emergency Procedures**

If a major spill of a fuming substance occurs, the staff will ask the fire service to deal with it, warning that breathing apparatus will be needed.

These numbers are displayed near the telephone[s]:

<b>Emergency</b>	<b>Body</b>	<b>Telephone number</b>
<b>Serious accident</b>	<b>Ambulance</b> <b>First aider</b>	<b>9 999</b>
<b>Chemical spill</b>	<b>CLEAPSS</b>	<b>9 01895 251496</b>
	<b>Head of Department</b>	
<b>Radiation accident</b>	<b>Hospital</b> <b>RPA</b>	

## **Appendix 10**

### **Injury Reporting Procedure**

Following an injury, so that the Regulations (RIDDOR) can be complied with, the accident must be reported to Student Support and the accident book filled in as quickly as possible.

### **Theft**

All equipment (especially high risk of injury equipment) must be counted out and counted back in and recorded on the relevant forms.

## **Appendix 11**

### **Guidelines for Science Staff**

#### **All Teachers, Technicians and Support Staff**

1. Teachers and technicians have a general duty to take reasonable care for the health and safety of themselves, of other members of staff and of students. They have specific duties: to be familiar with this health and safety policy, its updates, appendices and the safety texts it refers to. They must observe the requirements of this policy and fulfil any special responsibilities it gives them. They must co-operate with colleagues in their specific safety duties. They have a duty to report to local management any failure of equipment which has a safety function.
2. Staff practice must set a good example to students and be consistent with student laboratory rules, e.g. over the wearing of eye protection.
3. Staff must be familiar with emergency drills and familiar with the location in each science room of the escape route; fire-fighting equipment; the nearest first-aid box; the eye wash station; the main gas cock; the main electricity switch and the spill kit.
4. Laboratories must be left safe. Special arrangements must be made for equipment which has to be left running overnight and hazardous equipment which has to be left out. In general, all gas taps should be completely turned off and all mains-operated apparatus switched off. At the end of the day, if practicable, gas should also be turned off at the laboratory main gas cock and electricity at the laboratory main switch.
5. Eating, drinking, smoking and the application of cosmetics should not take place in laboratories, preparation rooms or storage areas.
6. A teacher or technician must assess the risks very carefully before conducting any practical operation in the laboratory when alone in the science department. Nothing should be done which could lead to an accident needing a remedial measure. (See Appendix 8.)
7. In general, students must not be left unsupervised in a laboratory. Staff needing to leave a class briefly must assess the risks of doing so, perhaps arranging for temporary supervision by a neighboring member of staff. Special arrangements may be needed for senior students doing project work depending on the hazards involved.
8. Storerooms are to be kept locked at all times except when in use. Laboratories and preparatory rooms are to be kept locked during lunch and break times. It is the task of the staff member leaving such a room to see that the room is empty, and that the door is locked. Laboratories should not be used by teachers who are not scientists for teaching or registration. They should be available for teacher-supervised club activities only by special arrangement.
9. All equipment (especially high risk of injury equipment must be counted out and counted back in and the relevant forms completed)

#### **Teachers**

1. At the beginning of each school year, teachers must make sure that their classes have access to copies of the student rules and issue them if necessary.
2. Teachers must enforce the student laboratory rules, reminding students of them often enough for them to be familiar. With new students, time should be spent explaining them, with appropriate demonstrations.

3. Lesson preparation should be adequate and include checking on risk assessments and, where necessary, the safety precautions required. Time should be allowed for consulting more senior colleagues where there is any doubt and to try out experiments, particularly those involving hazard. Teachers should check that activities not on the scheme of work have a risk assessment carried out for them. Teachers should explain precautions to students as part of their health and safety education.
4. Open-ended investigations must be so organised that the teacher can assess any risks and lay down precautions before any hazards are met.
5. If, because of large class size or indiscipline, safety cannot be maintained during certain practical work, the work should be modified or abandoned. This decision should be reported to the Head of Department.
6. A teacher is responsible for the safety of any of his/her classes taken by a student teacher. If the normal class teacher is absent, another science teacher must be given this responsibility by the Cover Supervisor.
7. Teachers in charge of courses are responsible for ensuring that technicians are familiar with the appropriate precautions needed to control any hazards which might be encountered in preparing equipment for their lessons and in clearing the equipment away. Class teachers may need to repeat such warnings.

## **Appendix 12**

### **Rules for Students during Science Lessons**

1. You must not enter a laboratory unless instructed to do so by a teacher.
2. You must not do anything with equipment or materials unless told to do so by a teacher. You must follow instructions precisely.
3. You must wear eye protection when told to do so and keep it on until told to take it off when *all* practical work, including clearing away, is finished.
4. When instructed to use a Bunsen burner, make sure that hair, scarves, ties etc. are tied back or tucked in to keep them well away from the flame.
5. When working with liquids, normally stand up; then you can move out of the way quickly if there is a spill.
6. Never taste anything or put anything in your mouth when in the laboratory unless your teacher tells you to do so. This includes sweets, fingers and *pencils* which might have picked up dangerous chemicals from the bench.
7. If small amounts of chemicals or microbiological cultures get on your hands or any other part of the body, wash them off. Wash your hands after work with chemicals or with animal or vegetable matter.
8. Put waste solids in the correct bin, never in the sink.
9. Report any accident to the teacher. This includes burns or cuts and chemicals in the mouth, the eyes or on the skin.
10. Keep your bench clean and tidy, with bags put in a place where people will not trip over them. Wipe up small splashes with a damp cloth and report bigger ones to the teacher.
11. Eating, drinking, smoking and the application of cosmetics should not take place in laboratories, preparation rooms or storage areas.

## Appendix 13

### Risk Assessment Grid

	<b>Activity</b>	<b>Materials and Procedures</b>	<b>Group Size and Venue</b>	<b>Group Dynamics</b>
1	Practical activity within the experience of the individual	Physical, Chemical and Electrical hazards within the everyday experience of that particular age group and ability range	Small group with adequate working area.	Well behaved, mature group
2	Outside the everyday experience of the individual but tasks have familiar aspects	Physical, Chemical and Electrical hazards similar to those encountered in the day-to-day routines of the particular age group and ability range	Large group with adequate working area	Generally well behaved. Most of group have a mature attitude
3.	Outside the everyday experience of the individual, sufficient training/ demonstration given	Physical, Chemical and Electrical hazards peculiar to science disciplines that are covered by Health and Safety at work regulations, COSHH and Electricity at work regulations, but are not specifically mentioned in the Hazcards or Laboratory Manuals	Small group with restricted working area	Group requires strict classroom management. Will act appropriately when reminded/cautioned
4	Outside the everyday experience of the individual, training given for certain aspects only	Electrical hazards peculiar to science disciplines that are covered by Health and Safety at work regulations, COSHH and Electricity at work regulations and are mentioned specifically in either the Hazcards or Laboratory Manuals	Large group with restricted working area	Group with many discipline problems. Some members lack maturity and respond slowly to the warnings and sanctions

5	Outside the everyday experience of the individual, no training given, or the individual is not able to retain satisfactorily instructions/information given	Electrical hazards peculiar to science disciplines that are covered by Health and Safety at work regulations, and are mentioned specifically in either the Hazcards or Laboratory Manuals and have a high level of associated risk e.g. concentrated acids, heating to high temperatures	Insufficient work space. Room too small for the group size, and/or not furnished appropriately	Badly behaved, immature group
6	Practical activity within the experience of the individual	Physical, Chemical and Electrical hazards within the everyday experience of that particular age group and ability range	Small group with adequate working area.	Well behaved, mature group

1. Select the descriptor that matches the lesson being planned for each category.
2. Add the values of each descriptor to give a Risk Assessment total.
3. Refer to table below for decision.

<b>Low Risk 4 – 6</b>	<b>Medium Risk 7 - 12</b>	<b>High Risk 13 - 16</b>	<b>Caution 17 – 20</b>
The possibility and nature of an accident occurring are not substantially different to those encountered in everyday experience.	The hazards encountered are outside the groups' experience but adopting principles of safe practice should bring them to an acceptable level.	Individuals in a group may need special handling. Extra emphasis must be placed on classroom management and safety protocol.	Would this be safer as a demonstration? Could the same point be taught another way? There could be serious consequences if an accident results.





<b>END OF TERM SAFETY CHECKS</b>														
	<b>F1</b>	<b>F2</b>	<b>F3</b>	<b>F4</b>	<b>B5</b>	<b>B6</b>	<b>E1</b>	<b>E2</b>	<b>E3</b>	<b>E4</b>	<b>E5</b>	<b>F PREP</b>	<b>B PREP</b>	<b>E PREP</b>
<b>Test Circuit breakers</b>														
<b>Safety rules notice</b>														
<b>Stools: remove broken ones (complete maintenance form for repair)</b>														

<b>END OF YEAR LABORATORY MAINTENANCE: Date</b>					
<b>Task</b>	<b>Min No</b>	<b>F1</b>	<b>F2</b>	<b>F3</b>	<b>F4</b>
Eye protection - check and replace scratched and broken ones.	32				
Check Bunsen burners.	15				
Check Bunsen tubing, replenish if necessary	15				
Check sinks are clean, plug holes are unblocked					
Check all taps					
Brush out cupboards					
Check all electrical sockets with a lamp. Seal and mark broken ones, report to site staff					
Check all test tube racks; remove or repair broken ones	15				
Check clamp stands; remove and replace broken parts	15				
Check gauzes; throw away damaged ones	15				
Check heat-proof mats; throw away damaged ones	15				
Evaporating dishes, replenish if necessary	15				
Equipment trays - empty, wash out and refill.					
Check plastic funnels, throw away damaged ones and replenish if necessary					
Remove badly chipped or cracked glassware. Fill up from stock					
Tongs and test-tube Holders, replenish if necessary	15				
Measuring cylinders	15				

Equipment labels on cupboards and trays; replace missing ones					
Clean benches if necessary					
Floor, ceiling, windows – report faults to site staff					
<b>END OF YEAR LABORATORY MAINTENANCE</b>					
Move plants into coolest room and water well					
<b>Task</b>	<b>Min No</b>	<b>F1</b>	<b>F2</b>	<b>F3</b>	<b>F4</b>
Clean fume cupboards					
Check all safety apparatus in place using end of term form					
<i>Technician areas</i>					
Remove rubbish					
Empty glass bin					
Tidy room					
Clean benches and sinks					
Clean fume cupboard					

<b>END OF YEAR LABORATORY MAINTENANCE:</b>			
<b>Date</b>			
<b>Task</b>	<b>Min No</b>	<b>B5</b>	<b>B6</b>
Eye protection - check and replace scratched and broken ones.	32		
Check Bunsen burners.	15		
Check Bunsen tubing, replenish if necessary	15		
Check sinks are clean, plug holes are unblocked			
Check all taps			
Brush out cupboards			
Check all electrical sockets with a lamp. Seal and mark broken ones, report to site staff			
Check all test tube racks; remove or repair broken ones	15		
Check clamp stands; remove and replace broken parts	15		
Check gauzes; throw away damaged ones	15		
Check heat-proof mats; throw away damaged ones	15		
Evaporating dishes, replenish if necessary	15		
Check plastic funnels, throw away damaged ones and replenish if necessary.			
Equipment trays - empty, wash out and refill.			
Remove badly chipped or cracked glassware. Fill up from stock			
Tongs and test-tube Holders, replenish if	15		

necessary			
Measuring cylinders	15		
Equipment labels on cupboards and trays; replace missing ones			
Clean benches if necessary			
Floor, ceiling, windows – report faults to site staff			
<b>END OF YEAR LABORATORY MAINTENANCE</b>			
<b>Task</b>	<b>Min No</b>	<b>B5</b>	<b>B6</b>
Move plants into coolest room and water well			
Clean fume cupboards			
Check all safety apparatus in place using end of term form			
<i>Technician areas</i>			
Remove rubbish			
empty glass bin			
Tidy room			
Clean benches and sinks			
Clean fume cupboard			

END OF YEAR LABORATORY MAINTENANCE: Date						
Task	Min No	E1	E2	E3	E4	E5
Eye protection - check and replace scratched and broken ones.	32					
Check Bunsen burners.	15					
Check Bunsen tubing, replenish if necessary	15					
Check sinks are clean, plug holes are unblocked						
Check all taps						
Brush out cupboards						
Check all electrical sockets with a lamp. Seal and mark broken ones, report to site staff						
Check all test tube racks; remove or repair broken ones	15					
Check clamp stands; remove and replace broken parts	15					

Check gauzes; throw away damaged ones	15					
Check heat-proof mats; throw away damaged ones	15					
Evaporating dishes, replenish if necessary	15					
Equipment trays - empty, wash out and refill.						

END OF YEAR LABORATORY MAINTENANCE						
Task	Min No	E1	E2	E3	E4	E5
Check plastic funnels, throw away damaged ones and replenish if necessary						
Remove badly chipped or cracked glassware. Fill up from stock						
Tongs and test-tube Holders, replenish if necessary	15					
Measuring cylinders	15					
Equipment labels on cupboards and trays; replace missing ones						
Clean benches if necessary						
Floor, ceiling, windows - report faults to site staff						
Move plants into coolest room and water well						
Check all safety apparatus in						



place using end of term form						
<i>Technician areas</i>						
Remove rubbish						
Empty glass bin						
Tidy room						
Clean benches and sinks						

(Suggested lists are in ASE, *Topics in Safety*, ASE, 1988 (2nd Edition) pp 4 & 5

The procedures used for monitoring the implementation of this policy are as follows.

- Departmental meetings: safety is a regular item on the agenda for meetings of the science department.
- Lesson observation: opportunities are made for formal and informal lesson monitoring by senior staff.
- Checklists are used for detailed monitoring.
- Informal talk: both colleagues and students draw attention to failings informally.
- Records: The Safety Check List and resource requisitions reveal inadequacies.
- 'Purges': a particular aspect of safety is subject to a 'purge' each year in that all staff and students are asked to make a special note of any problems for a period of one week.

[Back to Appendices](#)



# Site Staff

## Site Staff

### General responsibilities

- The maintenance of floor surfaces to ensure that there are no tripping hazards or slippery surfaces.
- Deal with any stray animals that come onto the school grounds and contact the local authorities as required.
- Erecting temporary warning notices on any floors that become slippery from cleaning operations, leaks or spills etc.
- The maintenance of fixtures and fittings, i.e. replacing light bulbs, tubes and broken door handles etc.
- Reporting faults to the Facilities Manager.
- Carrying out any necessary testing of fire alarm and emergency lighting batteries and testing the operation of any automatic emergency boiler fuel cut off devices.
- Keeping storage areas tidy and ensuring that any highly flammable liquid, e.g. petrol is stored in safe areas.
- Keeping the boiler house and plant rooms clean, tidy and free from accumulations of combustible materials and flammable liquids.
- Ensuring that boiler house ventilators are kept free of obstruction.
- Operating the boilers and plant in accordance with the manufacturer's advice and for ensuring the relevant instruction notices are posted.
- Isolating the electricity supply before changing light bulbs or tubes or carrying out any maintenance or repairs on equipment.
- Putting warning notices on isolated switches and equipment.
- Wearing appropriate personal protective equipment e.g. PVC gloves when handling fuel oil, safety shoes at all times, respirators when involved in dusty work, eye protection when hammering, chiselling or drilling etc.
- Storing all cleaning substances in accordance with the manufacturer's advice and where there are significant risks to health, following the control measures detailed in the COSHH assessments.
- The routine inspection of access equipment such as ladders, stepladders, tower scaffold etc.
- Ensuring that all access equipment is suitable for the work involved and is used in accordance with the manufacturer's advice.
- Obtaining assistance to foot ladders and steady steps when climbing more than 8 rungs high.
- Not approaching the edge of flat roofs nearer than 2 metres (except at ladder access point where this must be at least more than 1 metre above the roof).
- Cleaning any shower heads and running hot and cold-water services prior to the school re-opening after more than 5 days closure.

[Back to Appendices](#)



# Stress

## **Stress/Wellbeing**

The Governing Body (GB) is responsible for the health, safety and welfare of its employees while they are at work. We recognise the importance of protecting our employees' mental well-being as well as their physical health. The School is committed to giving managers and employees the necessary procedures, information and support they need to:

- Recognise and understand the nature and causes of stress
- Take positive measures to manage stress effectively.

### **Commitment to best practice and legal compliance**

The GB accepts the Health and Safety Executive, HSE, definition of work-related stress, which is:-

'The adverse reaction people have to excessive pressures or other types of demand placed on them.'

The GB acknowledges its general duty of care for its employees under the Health and Safety at Work Act 1974. Similarly, the GB accepts the need to consider the risk of stress-related ill health when meeting its obligations under the Management of Health and Safety at Work Regulations 1999.

The GB acknowledges that anyone can get work-related stress. It is not an illness but, if prolonged or very intense, can lead to health problems. This Policy, and the guidance that supports it, is based on the latest information available from the HSE. It includes and promotes the Management Standards approach recommended by them.

### **Policy Aims**

The School aims to reduce harmful levels of stress by:

- Attempting to identify the risk of workplace stress
- Taking reasonable measures to reduce stress
- Monitoring identified incidents of workplace stress
- Providing employee support

### **Policy Review**

The GB reviews policies on a regular basis. This policy will be reviewed on a regular basis in line with the GB policy review cycle. More frequent reviews may be triggered by information from managers and employees following an incident, or by new guidance.

### **Accountability**

#### **Scope of policy**

All employees come within the scope of this policy. Recognising and managing stress is an important role for all staff. This policy is primarily concerned with stress arising from the work environment. However, issues outside work can also affect employees' well-being. Often, home and work life is so interwoven that we may not be able to identify any single cause of stress. This means we need to help all employees who are experiencing stress, whatever the cause.

### **Commitment**

This policy is an integral part of the School's daily business. To make sure this happens, the Head Teacher, the Senior Leadership Team and all staff with a Leadership and Management role will take reasonable steps to ensure that:

- Colleagues receive appropriate support where necessary
- Engage in regular dialogue with staff for whom they have responsibility
- Make sure that the policy is implemented in all departments

## **Responsibilities**

All managers must:

- Provide sensitive leadership and management
- Make sure they are able to identify the early signs of stress in colleagues and offer support
- Follow the Ill Health Procedure in cases of stress. Any employee who has been absent from work for three weeks due to stress will be referred to the Local Authority Occupational Health Team.
- Inform the Head Teacher, if stress is a contributory factor to absence, who will liaise with other employees and/or trade union representatives where appropriate.
- Attempt to make initial contact with any employee absent due to stress

## **Employees' Responsibilities**

All employees must:

- Discuss their own stress-related issues with their manager as soon as possible.
- Take steps, where possible, to minimise their own stress and to change their behaviour if it is causing stress to others
- Help managers to minimise the effects of workplace stress
- Ensure that their line manager is kept up to date with progress

This policy acknowledges that any employee could experience stress. The School believes that seeking help and support is a positive action and not a sign of weakness. We encourage this approach to help others in similar situations.

## **Monitoring and Record Keeping**

Documentation

The Head Teacher should ensure that accurate and up-to-date records, including details of:

- Any work activity where stress is a significant risk
- All meetings or other communications about an employee with work-related stress issues.

## **Preventing Stress**

The Head Teacher should take a proactive approach to preventing work-related stress. S/he is responsible for identifying possible causes of workplace stress and taking practical steps to reduce its causes. The Head Teacher should also make sure that, wherever possible, employees are not subjected to unnecessary pressures that are likely to cause them harm.

The Head Teacher should provide training and support that allows employees to do their job competently and confidently, which helps them avoid stress. The employee has a responsibility to identify appropriate training needs and discuss this with their line manager. The Head Teacher should communicate and listen effectively, and managers must make sure that communication channels are genuinely open at all levels. This includes consulting employees on significant health matters that might affect them.

The School has established work life balance procedures, which may ease stress problems for some employees

## **Access to Support**

Internal resources

The school will access Occupational Health services that can offer advice and support both to managers and employees.

## **Occupational Health Service**

The Occupational Health service will give advice to the Head Teacher on stress issues. They will also advise on treatment and rehabilitation for those individuals who have

suffered ill health as a result of stress. The service will arrange for external counselling or other therapies, if appropriate.

### **Support During Rehabilitation**

Employees returning to work after lengthy absences may need help while they build up their fitness and adjust to work routines. The Head Teacher should take an active role in this by:

- Asking the employee what support they will need. This may include making minor adjustments to work routines or providing help for certain tasks
- Arranging a phased return to work wherever possible. This should be done in consultation with the Personnel Officer, the Occupational Health service and the employee's trade union representative, where appropriate
- Regularly checking that any measures are implemented and effective

The Personnel Officer will liaise with any absentee while they are on sick leave, but the aim is to help them return to work as soon as possible.

Any member of staff absent for 6 months will be subject to the Ill Health procedure.

[Back to Appendices](#)



# Vehicles on Site



## **Vehicles on Site**

Vehicular access to the school is restricted to staff and visitors only and not for general use by parents/guardians when bringing students or collecting them.

The maximum speed limit entering the car park is 5 miles per hour.

The access from the road shall be kept clear for emergency vehicles.

The electronic gates are accessed for staff by a code system. Visitors are requested to press the external intercom system and they will have their identity verified by office staff prior to being granted permission to enter the car park.

The main vehicle access gate incorporates a designated pedestrian walkway for students, staff and visitors.

If an event is being held outside of normal activities for which this is the sole access, then all due care must be taken to ensure the safety of those passing through this entrance.

[Back to Appendices](#)



# Violence

## **Violence**

Murray Park will not tolerate violent behaviour from parents, visitors or others who enter the school.

The school has a responsibility to protect, so far as is reasonably practicable, the safety of all employees who work for the school.

### **Prevention:**

To reduce the risk of violence staff should consider the following guidance:

- Consider the working environment e.g. exits, space available
- Do not meet parents when colleagues are not in the near vicinity
- There may be individuals who have a reputation for aggression. This information should be shared confidentially within the school. Consult with SLT if this is the case. Always have another member of staff present.
- If there is a confrontation try to calm the situation, staff should be aware of their stance and tone of voice etc.

[Back to Appendices](#)



# Volunteers in School

## Volunteers in School

### Introduction

At Murray Park, we define a volunteer as: any adult who agrees to undertake, without pay, designated tasks which support the work of the school. This can include working alongside teaching and teaching support staff in the classroom or working in a support capacity within another area of school to. A volunteer should not be viewed as a substitute for a paid member of staff, but an additional supplement to school's resources.

Murray Park values volunteers and the contribution that they make to the sustained success of the school. We hope that the association will be a mutually beneficial partnership between the school and the volunteer; that the benefits to be gained by the school in terms of community participation will be mirrored by the development gained by the volunteer from their experiences in school.

### Safeguarding

Murray Park is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All adults who volunteer for working at Murray Park will require an Enhanced Disclosure & Barring Check prior to starting their placement in school. This must be confirmed with The Head Teacher recorded on the central record by the Business Manager.

Providers must understand the legal obligations upon the Governors and Head Teacher are the ones who decide on who may come into the school as speakers and service providers.

There are some exceptions:

Law enforcement officers in certain circumstances.

HM Chief Inspector of Schools (Section 4 of Part 1 of Chapter 1 of the Education Act 2005).

LA Authority

Standards and Framework Act 1998).

It is the responsibility of the school to ensure that its child protection policy is adhered to at all times.

### Organisation

- Volunteers will not be asked to undertake certain duties:
- Those which would normally fall within a Teacher's responsibility under loco parentis
- Covering for staff absence within the classroom.
- Unsupervised 1:1 work with children.
- Those which would normally be undertaken by a contractor engaged by the school or the Local Authority (LA).
- Those requiring full financial or budgetary responsibilities.
- Any administrative tasks involving highly confidential or sensitive information.

Volunteers will be allocated a supervising member of the school's staff, although they may be working with other staff on a day-to-day basis. The line manager will be responsible for induction of the volunteer and will be the point of contact for any queries or problems. The deployment of volunteers should not involve any substantial addition to the workload of staff; however, it is hoped that every effort will be made to ensure that the volunteer is adequately inducted and is given every assistance to perform the duties required of them.

Volunteers will be given a schedule of the tasks and scope of the role that is expected of them, these to be agreed with the supervising person in view of any skills, experience, and training and development needs of the volunteer and organisational needs.

A Volunteer Registration Form should be completed for, and signed by, all official volunteers in school. It should be noted that volunteers' work in school is, of necessity, of a voluntary nature and may be terminated at any time by the volunteer or the school.

### **School Information and Regulations**

Volunteers will be provided with a handbook detailing relevant information. Any queries for information not covered in this should be addressed initially to the supervising person. Particular attention is drawn to health and safety issues. The same legislation and responsibilities on health and safety applies to volunteers as paid staff within the school.

The school holds Employers' Liability and Public Liability Insurance and this insurance covers volunteers.

### **Expenses**

Although there is no obligation to make financial reimbursements to volunteers, the school will, under normal circumstances reimburse 'out-of-pocket' expenses (e.g., excess travel costs connected with the tasks undertaken for school etc.). Travel expenses will be reimbursed at the current agreed rate; any other expenses (e.g., resources or equipment purchased for school use) will be reimbursed at the cost paid. All financial claims made should be agreed with the Head Teacher prior to expenditure.

### **Induction and Training**

Volunteers who work in school will be given an induction process which aims to enable them to become familiar with the school, staff and their roles, how their role fits into this, principles and procedures unique to the school and an outline of our expectations of the volunteer's role and tasks involved. A Health and Safety Induction and safeguarding training will take place on the first day in school, if not before. If the volunteer is undertaking formal training (e.g. NVQ or other work-based qualification), the school will endeavour to support this by allowing opportunities and practical advice for them. If training is a requirement of the expected role within school, such opportunities should be provided for the volunteer.

### **Complaints and Grievances**

It is acknowledged that problems and conflicts could arise when the person is a volunteer as much as for a paid member of staff. Initial issues should be raised with the supervising person and it is to be hoped that the issues may be resolved through these channels. In the event that this is not possible, the Head Teacher will investigate the matter with a view to resolution. Failure to resolve at this level will necessitate Governing Body involvement.

[Back to Appendices](#)



# Work at Height

**Work at Height**

Working at height can present a significant risk. Where such activities cannot be avoided a risk assessment will be conducted to ensure such risks are adequately controlled. A copy of this assessment will be provided to employees authorised to work at height.

When working at height (including accessing storage or putting up displays) appropriate stepladders or kick stools are to be used. Staff must not climb onto chairs etc.

The school's nominated person responsible for work at height is the Facilities Manager.

The nominated person shall ensure:

- All work at height is properly planned and organised.
- The use of access equipment is restricted to authorised users.
- All those involved in work at height are trained and competent to do so.
- The risks from working at height are assessed and appropriate equipment selected.
- A register of access equipment is maintained, and all equipment is regularly inspected (Termly INDG 401 (rev 2) and maintained.
- Any risks from fragile surfaces are properly controlled.

Students will not be permitted to use ladders/stepladders. Students can use kick stools, but they must be under direct supervision and a risk assessment should be carried out prior to use.

Contractors will not be permitted to use any of the school's work equipment.

[Back to Appendices](#)





# Work Experience

**Work Experience**

The Curriculum leader for work related learning and careers is responsible for managing and coordinating work related learning.

The school retains a duty of care for all students undertaking work experience and must ensure the placement is appropriate, therefore:

- All students are briefed before taking part in work experience on supervision arrangements and health and safety responsibilities.
- All placements (including private placements) are subject to pre-placement checks. No work experience placement will go ahead if deemed unsuitable. (If schools do not use the LA's preferred suppliers, pre-placement health and safety assessments must be carried out by competent people and supporting documentation completed.) Where work placements form part of the vocational qualification offered by a FE college then the college is responsible for ensuring equivalent placement checks are conducted.
- Every student will receive a placement job description highlighting tasks to be undertaken and any necessary health and safety information which is passed onto the parent/carer.
- Arrangements will be in place to visit/monitor students during the placement.
- Emergency contact arrangements are in place (including out of hours provision) in order that a member of staff can be contacted should an incident occur.
- All incidents involving students on work placement activities will be reported to the placement organiser at the earliest possible opportunity.

[Back to Appendices](#)

### **Reviewed September 2016**

**Appendix 7** – Added: In the event of a bomb threat follow the evacuation procedures as above.

**Appendix 18** – Amended.

### **Reviewed September 2017**

**Appendix 9 – First Aid and Medication** – New link added.

**Appendix 25 – Risk Assessments** – Links removed from Curriculum Activities.

### **Reviewed September 2018**

**Appendix 2 – Art & Design** - renamed to Arts.

**Appendix 3 – Asbestos** – Amended.

**Appendix 5 – Design & Technology** – Renumbered and renamed to Appendix 6 – Engineering & Design.

**January 2019** – Amendment made to Roles and Responsibilities.

**Reviewed September 2019** - All Health & Safety Policy & Procedures reviewed

**Appendix 5** - DSE amended

**Appendix 10** - COSHH Guide lines added

**Appendix 22** - Off site visits: or <http://oeapng.info/> added

**Appendix 15** - Legionella flushing of little used outlets in holiday periods added

**Appendix 21** - New and Expectant Mothers (This covers new or expectant mothers) paragraph added

**Appendix 22** - Working at Height ladder inspections termly added

### **December 2019**

**Appendix 6** - Added – Dogs in School Policy

### **Reviewed September 2020**

Appendix 16 - Infection Control added new

### **Reviewed September 2021**

Appendix 3 – Asbestos updated

Appendix 16 - Infection Control updated

Whole policy reviewed

### **Reviewed September 2022**

Appendix 5 – Control of Substances Hazardous to Health – Changed title

Appendix 16 – Infection Control – Link Removed

### **Reviewed September 2023**

Appendix 16 – Infection Control

Appendix 25 – Physical Education

Appendix 27 – Risk Assessments

Appendix 4 and 10 – Amendments made by Facilities Manager

### **Update January 2024 - School**

**APPENDIX 24** - Educational Visits updated to reflect school procedures.

The policy was approved by Governors on:  
Date:

Signature of Chair of Governors:

Review date: September 2023